

## Grade 6 – Year 1: MYP Language and Literature

Unit Title	MYP Key Concept	MYP Related Concepts	MYP Global Context	Statement of Inquiry	MYP Criterion Objectives	ATL Skills	Content Knowledge
Sense of Adventure <b>Narrative Novel:</b> <i>Bridge to Terabithia</i>	Creativity	Setting Character Author's Purpose	Personal and Cultural Expression	<b>A character's imagination and sense of adventure allow for the development of personal creativity within various settings.</b>	A.i B.ii	<b>Self-Management:</b> Organization C.1 Plan short- and long-term assignments; meet deadlines <b>Social:</b> Collaboration B.9 Listen actively to other perspectives and ideas	CCSS.ELA-LITERACY.RL.6.2 Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. CCSS.ELA-LITERACY.W.6.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. CCSS.ELA-LITERACY.L.6.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
What's Your Story? (Narrative) I Am Malala	Culture	Point of View Audience	Identities and Relationships	<b>Author's express their point of view in order for an audience to connect with their own identity.</b>	A.ii C.ii	<b>Research: Media Literacy D.2.5</b> Seek a range of perspectives from multiple and varied source <b>Thinking: Creative E.2.1</b> Use brainstorming and visual diagrams to generate new ideas and inquiries	CCSS.ELA-LITERACY.RI.6.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. CCSS.ELA-LITERACY.RI.6.6 Determine an author's point of view or purpose in a text and explain how it is conveyed in the text. CCSS.ELA-LITERACY.RI.6.10 By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range. CCSS.ELA-LITERACY.W.6.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. CCSS.ELA-LITERACY.SL.6.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. CCSS.ELA-LITERACY.L.6.2

							Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
The Power of Persuasion <b>Persuasive</b> <i>Various Texts</i>	Perspective	Purpose Audience Imperatives	Personal and Cultural Expression	<b>Persuasive texts' use in language is intended to influence our behavior.</b>	A.i, ii, iii D.i, ii	<b>Self-Management:</b> Reflection C3.2 Identify strengths and weaknesses of personal learning strategies <b>Communication:</b> Communication A1.4 Use and interpret a range of discipline-specific terms and symbols	CCSS.ELA-LITERACY.RI.6.7 Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. CCSS.ELA-LITERACY.RI.6.8 Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not. CCSS.ELA-LITERACY.RI.6.9 Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person). CCSS.ELA-LITERACY.W.6.1 Write arguments to support claims with clear reasons and relevant evidence. CCSS.ELA-LITERACY.SL.6.2 Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study. CCSS.ELA-LITERACY.L.6.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
Human Nature <b>Narrative</b> <i>Novel: The Giver</i>	Connections	Setting Theme	Scientific and Technical Innovation	<b>Connecting to a character, setting or theme allows us to relate to challenges and teach us in our daily lives.</b>	B.i, ii C.i. iii	<b>Communication:</b> Communication A.4 Use appropriate forms of writing for different purpose and audiences <b>Thinking:</b> Transfer E.3.3 Inquire in different contexts to gain a different perspective	CCSS.ELA-LITERACY.RL.6.3 Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution. CCSS.ELA-LITERACY.W.6.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. <b>CCSS.ELA-LITERACY.L.6.4</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. CCSS.ELA-LITERACY.SL.6.5 Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

**Grade 7 Year 2:**

**MYP Language and Literature**

Unit Title	MYP Key Concept	MYP Related Concepts	MYP Global Context	Statement of Inquiry	MYP (Criterion) Objectives	ATL Skills	Content Knowledge
The Language of Literature: Short Stories	Change	Character Theme	Identities and Relationships: Identity Formation, Self-Esteem	Short stories often share a common <b>theme</b> about the <b>changes</b> that occur in <b>characters</b> as they form their <b>identities</b> and develop <b>self-esteem</b> .	A.iii C.i, ii D.iii, iv	<b>Thinking:</b> Critical E.16 identify obstacles and challenges <b>Thinking:</b> Creative E.2.9 create original works and ideas <b>Communication:</b> Communication A.1 give and receive meaningful feedback <b>Communication:</b> Communication A.4 use appropriate forms of writing for different purposes and audiences	RL 7.2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.  W 7.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.  SL 7.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on <i>grade 7 topics, texts, and issues</i> , building on others' ideas and expressing their own clearly.  L 7.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
Bravery: <i>Iqbal</i>	Development	Context Theme	Fairness and Development: Rights, Justice	Understanding the <b>context</b> of <b>injustice</b> and a lack of human <b>rights</b> in a <b>developing</b> nation can be explored through a <b>thematic</b> reading of a novel.	Ai Bi, iii Ci Di	<b>COMMUNICATION:</b> Communication A.1.1 Read critically and for comprehension <b>COMMUNICATION:</b> Communication A.1.13 Organize and depict information logically <b>THINKING:</b> Creativity E.2.9 Create original works and ideas <b>COMMUNICATION:</b> Communication A.4 Use appropriate forms of writing for different purposes and audiences	CCSS.ELA-LITERACY.RL.7.2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text. CCSS.ELA-LITERACY.RI.7.2 Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text. CCSS.ELA-LITERACY.W.7.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. CCSS.ELA-LITERACY.SL.7.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 7 topics, texts, and issues</i> , building on others' ideas and expressing their own clearly.
Expressing Identity (Narratives) <i>Touching Spirit Bear</i>	Communities	Self-Expression	Identities and Relationships: Cooperation and Personal Efficacy	<b>Communities</b> and <b>cooperation</b> are important in developing <b>personal efficacy</b> and <b>self expression</b>	Aii Bii Ci Div	<b>Communication:</b> Communicate A.3 Use a variety of speaking techniques to communicate with a variety of audiences <b>Social:</b> Collaboration B.2 Practice empathy	CCSS.ELA-LITERACY.RI.7.1 <b>Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</b>  CCSS.ELA-LITERACY.RI.7.2 <b>Determine two or more central ideas in a text and analyze their development over the course of the text;</b>

							<p>provide an objective summary of the text.</p> <p>CCSS.ELA-LITERACY.RI.7.3 <b>Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).</b></p> <p>CCSS.ELA-LITERACY.W.7.4 <b>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</b></p> <p>CCSS.ELA-LITERACY.W.7.5 <b>With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed</b></p>
<p>The Refugee Experiences (Expository) <i>A Long Walk to Water</i></p>	Change	Setting Character	<p>Orientation in Time and Space: Migration and displacement</p>	<p>Literature narrates the <b>changes</b> that occur among <b>characters</b> in various <b>settings</b> when they <b>migrate</b> or are <b>displaced</b>.</p>	<p>A.i B.i C.ii D.i, ii</p>	<p><b>COMMUNICATION:</b> Communication A.1.12 find information for disciplinary and interdisciplinary inquiries, using a variety of media <b>RESEARCH:</b> Media Literacy D.2.1 Locate, organize, analyse, evaluate, synthesize and ethically use information from a variety of sources and media <b>RESEARCH:</b> Media Literacy D.2.6 Communicate information and ideas effectively to multiple audiences using a variety of media and formats</p>	<p>RI.7.1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RL.7.2. Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text. RL.7.4. Determine the meaning of words and phrases as they are used in a text W.7.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p>

The Last Snake Runner	Culture	Intertextuality, Self-Expression	Orientation in Space and Time: Social histories; displacement and exchange	An understanding of our social histories and of our cultural past strengthens our capacity for self-expression.	A.iv B.i C.i, ii, iii D. i, ii	<p><b>THINKING: Transfer E.3.3 Inquire in different contexts to gain a different perspective</b></p> <p><b>THINKING: Transfer E.3.4</b></p>	<p><small>CCSS.ELA-LITERACY.RL.7.2</small> Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.</p> <p><small>CCSS.ELA-LITERACY.RL.7.4</small> Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings</p> <p><small>CCSS.ELA-LITERACY.W.7.4</small> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><small>CCSS.ELA-LITERACY.W.7.7</small> Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.</p> <p><small>CCSS.ELA-LITERACY.W.7.9.A</small> Apply <i>grade 7 Reading standards</i> to literature (e.g., "Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history").</p> <p><small>CCSS.ELA-LITERACY.SL.7.5</small> Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.</p> <p><small>CCSS.ELA-LITERACY.L.7.2</small> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>
-----------------------	---------	----------------------------------	--	---	---	---	--

# MYP Language and Literature: Year 3 Grade 8

Unit Title	MYP Key Concept	MYP Related Concepts	MYP Global Context	Statement of Inquiry	MYP (Criterion) Objectives	ATL Skills	Content Knowledge <u>COMMON CORE ENGLISH LANGUAGE ARTS STANDARDS</u>
The Short Stories and Elements of Fiction	FORM	Style, Genre	Personal and Cultural Expression: Craft	The craft and creation of a thematically strong written piece is enhanced by an exploration of the various forms and styles within genres.	B.i C.i, ii, iii D.iii	<b>Communication:</b> <b>Communication A.1 Give and receive meaningful feedback</b> <b>Thinking: Creative E.2.9 Create original works and ideas</b> <b>Self-Management:</b> <b>Organization C.1 Plan short and long-term assignments; meet deadlines</b>	8.RL.1 Cite several pieces of <b>textual evidence</b> to support analysis of what the text says explicitly as well as inferences drawn from the text. 8.RI.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. 8.RL.2 Determine a <b>theme or central idea</b> of a text and analyze its development over the course of the text; provide an objective summary of the text. 8.RI.2 Determine two or more <b>central ideas</b> in a text and analyze their development over the course of the text; provide an objective summary of the text. 8.W.10 <b>Write routinely</b> over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a <b>range of discipline-specific tasks, purposes, and audiences</b> . 8.L.2 Demonstrate command of the <b>conventions of standard English</b> capitalization, punctuation, and spelling when <b>writing</b> . 8.SL.1 Engage effectively in a range of <b>collaborative discussions</b> (one-on-one, in groups, and teacher-led) with diverse partners on <b>grade 7 topics, texts, and issues</b> , building on others' ideas and expressing their own clearly.
Innovation	Creativity	Intertextuality, Purpose	Scientific and Technological Innovation: Risk, Opportunity, Consequence, Responsibility	Readers of fiction and nonfiction use intertextuality and purpose to inspire creativity, take risks, find opportunities, consider consequences, and take responsibility.	A.i, iii, iv B.ii C. i, iii D.iii	<b>Communication:</b> <b>Communication A.3 Use a variety of speaking techniques to communicate with a variety of audiences</b> <b>Self-Management:</b> <b>Organization C.8 use appropriate strategies for organizing complex information</b> <b>Research: Info. Lit. D.2 Access information to be informed and to inform others</b>	CCSS.ELA-LITERACY.RL.8.5 Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style. CCSS.ELA-LITERACY.RL.8.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. CCSS.ELA-LITERACY.RI.8.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced. CCSS.ELA-LITERACY.W.8.1 Write arguments to support claims with clear reasons and relevant evidence CCSS.ELA-LITERACY.W.8.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. CCSS.ELA-LITERACY.SL.8.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. CCSS.ELA-LITERACY.SL.8.5 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

<p>Improving Society</p>	<p>Change</p>	<p>Intertextuality, Audience Imperative</p>	<p>Fairness and Development: Inequality, Difference, and Inclusion</p>	<p>Reading various texts compels audience to consider change and inclusion when they read about inequality and difference.</p>	<p>A.i, iv B.i C.i, ii D.ii</p>	<p><b>Communication:</b> Communication A.1 Read critically and for comprehension; A.7 Negotiate ideas and knowledge with peers and teachers <b>Research:</b> Info. Lit. D.1 Collect, record, and verify data <b>Thinking:</b> Critical E.2 Gather and organize relevant information to formulate and argument; E.11 Formulate factual, topical, conceptual, and debatable questions</p>	<p>CCSS.ELA-LITERACY.RI.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. CCSS.ELA-LITERACY.RI.8.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced. CCSS.ELA-LITERACY.W.8.1 Write arguments to support claims with clear reasons and relevant evidence CCSS.ELA-LITERACY.W.8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. <u>CCSS.ELA-LITERACY.W.8.8</u> Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. CCSS.ELA-LITERACY.W.8.9 Draw evidence from literary or informational texts to support analysis, reflection, and research</p>
<p>The Challenge to Make a Difference</p>	<p>Communication</p>	<p>Point of View Context</p>	<p>Fairness and Development: Justice, Peace, and Conflict Management</p>	<p>Communication is essential to expressing one's point of view and to explaining the context of an issue that explores justice, peace, and conflict management</p>	<p>A.iii B.ii C.ii D.i, ii, iii</p>	<p><b>Communication:</b> Communication A.10 Share ideas with multiple audiences using a variety of digital environments and media <b>Thinking:</b> Critical E.9 Revise understanding based on new information and evidence Transfer</p>	<p>L.8.4 Determine or clarify the meaning of unknown and multiple-meaning words or phrases  RI.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.  RI.8.2 Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.  W.8.2 Write informative/explanatory</p>

						<b>Thinking: Creative E.2.3</b> <b>Create novel solutions to authentic problems</b>	texts to examine a topic and convey ideas, concepts, and information through the  SL.8.1.A Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
--	--	--	--	--	--	--	--