

Language and Literature

MYP Subject Group Overview

Year 1: 6th Grade	Key Concept Related Concept(s) and Global Context	Statement of Inquiry	Inquiry Questions	ATL Skill(s)	Summative Assessment	MYP Objective	Content MN State Standards
Unit 1: Mythology and Folktales	Communication Genre, Summary, Theme Identities and Relationships	Cultures communicate beliefs and tradition through stories that connect them to the natural world.	Factual— What is a myth or folktale? Conceptual— Why do people tell stories? Debatable— Does the natural world affect humans or do humans affect the natural world?	In order for students to Produce Text (Criterion C), students must use a variety of organizers for academic writing tasks (Communication: Reading, writing and using language to gather and communicate information) In order for students to Produce Text (Criterion C), students must create original works and	Read & Analyze Myth Original Myth- using the writing process, students will write an Original Myth drawing from the myths and folktales they have read and analyzed in class.	Criterion A Criteria C & D	6.4.2.2 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. 6.4.9.9 Compare and contrast texts in different forms or genres including those by and about Minnesota American Indians (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics. 6.7.3.3 Write narratives and other creative texts to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. b. Use literary and narrative techniques, such as dialogue, pacing, rhythm and description, to develop experiences, events, and/or characters. c. Use a variety of transition words, phrases, and clauses to convey sequence and

				ideas; use existing works and ideas in new ways (Thinking: Creative Thinking Skills)			<p>signal shifts from one time frame or setting to another. d. Use precise words and phrases, relevant descriptive details, figurative and sensory language to convey experiences and events. e. Provide a conclusion (when appropriate to the genre) that follows from the narrated experiences or events.</p> <p>6.7.4.4 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.)</p> <p>6.7.9.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grade 6 Reading standards to literature (e.g., “Compare and contrast texts in different forms or genres including those by and about Minnesota American Indians[e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics”). b. Apply grade 6 Reading standards to literary nonfiction (e.g., “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”).</p>
Unit 2: Historical Fiction Book Clubs (Native American)	<p>Perspective</p> <p>Character, Point of View</p> <p>Personal</p> <p>Cultural</p>	Authors develop characters who express their feelings and beliefs to	<p>Factual— What is Point of View?</p> <p>Conceptual— How do authors create perspective? What influences perspective?</p>	In order for students to Analyze Text (Criterion A), students must make inferences and draw	Students will choose one scene from their text (out of 3 choices), then rewrite the scene from a secondary character’s point of view.	Criterion A	6.4.1.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

	Expression	create a unique perspective.	Debatable— How does the past influence the present? Is there a correct point of view?	conclusions. (ATL Category: [Communication]; Cluster: [Communication Skills])			6.4.3.3 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. 6.4.6.6 Explain how an author develops the point of view of the narrator or speaker in a text, including those by or about Minnesota American Indians.
Unit 3: Feature Articles	Communication Purpose Structure	Researchers use a specific purpose and structure to communicate their findings to help us understand the world in which we live.	Factual— What is the difference between a fact and an opinion? Conceptual— Why do we need to read information from many sources to create understanding? Debatable— Do human needs/convenience take priority over the impact it may have on the natural world? Do humans have a responsibility to become knowledgeable about the impact of innovation on the world?	In order for students to organize opinions and ideas in a logical manner, with ideas building on each other (Criterion B & D), students must collect, record, and verify data. ([ATL Category: Research], [Cluster: VI. Informational Literacy Skills])	In the Summative Assessment, students will create a "Feature Article." Students will research a topic of their choice and evaluate the information to write a feature article to communicate the information to others.	Criteria B & D	MYP Language & Literature Year 1 Criterion B (Organizing Text), Strands i-iii Criterion D (Using Language), strands i-iv Minnesota State Standards: Reading 6.5.1.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. 6.5.2.2 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

							<p>6.5.7.7 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.</p> <p>Writing</p> <p>6.7.2.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate transitions to clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain</p>
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							<p>the topic. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from the information or explanation presented.</p> <p>6.7.4.4 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.)</p> <p>6.7.7.7 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</p> <p>6.7.8.8 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources</p>
Unit 4: Poetry - Coming soon!						Criterion A	

Unit 5: Persuasive Writing - Coming soon!						Criteria B & C	
Unit 6 - Fantasy - Coming soon!							

Year 2: 7th Grade	Key Concept Related Concept(s) and Global Context	Statement of Inquiry	Inquiry Questions	ATL Skill(s)	Summative Assessment	MYP Objective	Content MN State Standards
Adv. Unit 1: Midsummer's Night's Dream	Creativity Audience imperatives Character Identities and Relationships	Through a creative use of language and human experiences, Shakespeare connects with a global audience.	Factual- How can I understand Shakespeare (ie what is Iambic Pentameter?) Conceptual- How can I see myself in Shakespeare's plays? Debatable- Are we able to connect to the play as modern readers?	Communication: paraphrase accurately and concisely (paraphrasing quizzes) Social: manage and resolve conflict and work collaboratively in teams (acting companies and reviews)	Performance	B Organizing D Using Language	7.4.10.10 By the end of the year, read and comprehend literature and other texts including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently and independently with appropriate scaffolding for texts at the high end of the range. a. Self-select texts for personal enjoyment, interest and academic tasks. b. Read widely to understand multiple perspectives and pluralistic viewpoints.

<p>Adv. Unit 2: Persuasive Writing</p>	<p>Communication Purpose Audience imperatives Fairness and development</p>	<p>We use different factors when persuading others on issues and opinions.</p>	<p>Factual- How can we use facts and information to persuade others? What are ethos logos and pathos, and how do we use them to persuade?</p> <p>Conceptual- How are we persuaded and influenced by others?</p> <p>Debatable- When does persuading become unethical?</p>	<p>Communication</p>	<p>Persuasive Essay--School Issues (7/8) ELP Brochure--Bigger World Issues (6)</p>	<p>B Organizing C Producing Text</p>	<p>7.7.1.1 Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s) and organize the reasons and evidence clearly. b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from the argument presented.</p>
<p>Adv. Unit 3: Theme</p>	<p>Perspective Theme Context Personal and cultural expression</p>	<p>Readers can determine the theme of a text by using their perspective and the context of the story within cultures and genres.</p>	<p>Factual- What is theme?</p> <p>Conceptual- How do we find themes in a story?</p> <p>Debatable- Which theme is the strongest in the story and how do you know?</p>	<p>Critical Thinking: Evaluate evidence and arguments.</p>	<p>Theme Papers</p>	<p>B Organizing C Producing Text</p>	<p>8/7.7.9.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>8/7.5.1.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>8/7.4.2.2 Determine a theme or central idea of a text and analyze its</p>

							development over the course of the text; provide an objective summary of the text.
Adv. Unit 4: Informational Text	Perspective Purpose Context Orientation in space and time	When we read an informational text, we understand it using our perspective and must learn how to find the author's point of view and purpose for writing a text at that time in that context.	Factual- What is the author's purpose and message from a text and how do we know? Conceptual- How does the author influence their audience using informational texts? Debatable-Are all informational texts true and factual? Do some people write articles with an agenda?	Thinking skills: Evaluate evidence <input type="checkbox"/> Social Skills: listen actively to other perspectives and ideas	I will give them an informational text or non-fiction text. They will read the text and then answer some text-dependent questions that follow. They will also need to be able to summarize the text, and give me the author's purpose in writing the text as well as the message to the audience.	A Analyzing C Producing Text	7.4.2.2 and 8.4.2.2: 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. 7.4.1.1 and 8.4.1.1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. 7.5.6.6 and 8.5.6.6: Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.
Adv. Unit 5: Someone I Admire	Connections Purpose Context Identities and Relationships	We use our connections with purpose to research specific identities and build stronger relationships with our lives and	Factual- What are the beginnings, challenges and successes faced by people in the eye of the public? Conceptual- Do we have connections with those we	Media Literacy	The summative assessment for this unit will be a final informative paper on Someone the student Admires. This essay will include three	B Organizing C Producing Text	7.7.2.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

		others in the context of informative essays.	admire? How do we relate to those we admire? Debatable- Famous or well-known people can have connections to our own lives.		aspects (beginnings, successes, and challenges) of the person's life and career. Students will make discoveries about these aspects through research. They will cite their findings in an MLA formatted works cited page.		7.7.4.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. 7.7.5.5 With some guidance and support from peers and adults, use a writing process to develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. 7.7.6.6 Use technology , including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources. 7.7.7.7 Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation
Unit 6: Phantom Tollbooth Novel Study	Perspective Character Point of view Identities and Relationships	The people we meet and share experiences with can change our perspectives and create new relationships.	Factual- What makes someone see things from a certain point of view? Conceptual- What needs to happen in order for someone to change their perspectives?	Communication skills: Use a variety of media to communicate with a range of audiences.	Final exam and Board Game assignment.	A Analyzing C Producing Text	7.4.3.3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot). 7.4.4.4 Determine the meaning of words and phrases as they are used in

			Debatable- Can people permanently change the way they see the world?				a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama. 7.4.6.6 Analyze how an author develops and contrasts the points of view of different characters or narrators in a text, including those from diverse cultures.
Eng 7: Unit 1 Extraordinary Lives (Informational Text Unit)	Key: Perspective Related: Point of View	<i>Through an inquiry into the lives of extraordinary human beings, students will understand that perspectives and points of view are determined by their experiences, values and beliefs.</i>	Factual — <i>What physical, mental and social challenges do people have to overcome to become extraordinary?</i> Conceptual — <i>What values and beliefs empower and enable human beings to become extraordinary?</i> Debatable — <i>Can anyone become extraordinary?</i>	Communication: Read critically for comprehension; Make inferences and draw conclusions Thinking Skills: Gather and organize relevant information to formulate an argument	Objective A & B: Students will be given a text about an extraordinary individual that they have not seen before. They will be given questions to respond to that reflect the QAR (Question Answer Relationship) reading strategies they have learned in this unit as well as the unit’s factual and conceptual inquiry questions.	Criterion A strands i and ii Criterion B Strands i and ii	7.5.1.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

<p>Eng 7: Unit 2 Someone I Admire (Research Essay)</p>	<p>Key: Connections</p> <p>Related: Purpose and Structure</p>	<p><i>Students will understand that an author intentionally organizes facts and ideas in a text in order to fulfill a specific purpose through an inquiry and evaluation into the personal history of someone they admire.</i></p>	<p>Factual—<i>What are the essential parts one needs to make an interesting biography?</i></p> <p>Conceptual— <i>How do authors research and organize facts and ideas in order to effectively inform their audience ?</i></p> <p>Debatable— <i>What aspects of someone’s personal history typically makes someone extraordinary and worthy of admir</i></p>	<p>Communication: Organize and depict information logically</p> <p>Research: Collect, record and verify data; Make connections between various sources of information</p>	<p><u>Objectives B, C,D:</u> The summative assessment for this unit will be a basic research paper/”book” on someone the student admires and believes leads (or has led) and extraordinary life. This essay will include three aspects: the personal, social and historical challenges they faced to become extraordinary; the physical, mental, social traits that enabled them to become great; what lessons in greatness we can learn from this persona and apply in our own lives. Students will make discoveries about these aspects through research. They will cite their findings in an MLA formatted works cited page.</p>	<p>Objective B: Organizing</p> <ul style="list-style-type: none"> i. employ organizational structures that serve organize opinions and ideas in a logical manner ii. organize opinions and ideas in a logical manner iii. use referencing and formatting tools to create a presentation style suitable to the context and intention. <p>Objective C: Producing Texts</p> <ul style="list-style-type: none"> (i) produce texts that demonstrate thought and imagination while exploring new perspectives and ideas arising from personal engagement with the creative process (iii.) select relevant details and examples to support ideas. 	<p>7.7.1.1 Write arguments to support claims with clear reasons and relevant evidence.</p> <p>7.7.2.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization and analysis of relevant content.</p>
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						<p>Objective D: Using Language</p> <p>i. use appropriate and varied vocabulary, sentence structures and forms of expression</p> <p>ii. write and speak in an appropriate register and style</p> <p>iii. use correct grammar, syntax and punctuation</p> <p>iv. spell (alphabetic languages), write (character languages) and pronounce with accuracy</p>	
<p>Eng 7: Unit 3 The Best of...</p>	<p>Key: Communication & Creativity</p> <p>Related: Audience Imperatives, Intertextuality, Purpose</p>	<p><i>A text communicates its information through a variety of ways according to its purpose and the audience's expectations and needs.</i></p>	<p>Factual— <i>What are some common strategies advertisers use to attract attention or get someone to buy their products and services?</i></p> <p>Conceptual— <i>How does a text communicate information through the use of visuals, symbols, colors, words and other forms of media?</i></p> <p>Debatable— <i>What makes for an effective and persuasive advertisement?</i></p>	<p>Communication: Organize and depict information logically. Structure information in summaries, essays and reports. Paraphrase accurately and concisely.</p> <p>Thinking Skills: Gather and organize relevant information to formulate an argument</p>	<p>After spending time engaging in pre-writing and research activities, students will create a travel brochure and an accompanying 5-minute presentation for a major American or international city. Both texts must identify and explain the important things to see, do, stay and eat in a manner that persuades the audience</p>	<p>Objective B: Organizing</p> <p>(i.) employ organizational structures that serve the context and intention</p> <p>(ii) organize opinions and ideas in a logical manner</p> <p>(iii) use referencing and formatting tools</p>	<p>7.7.2.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>7.7.3.3 Write narratives and other creative texts to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p>

					<p>the city is the best place to take a vacation this summer. The brochure should have written as well as visual texts</p>	<p>to create a presentation style suitable to the context and intention</p> <p>Objective C: Producing Texts</p> <p>(i.) Objective produce texts that demonstrate thought and imagination while exploring new perspectives and ideas arising from personal engagement with the creative process</p> <p>(ii.) make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience</p> <p>(iii.) select relevant details and examples to support ideas.</p> <p>Objective D:</p> <p>(i.) use appropriate and varied vocabulary,</p>	<p>7.7.6.6 Use technology , including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.</p>
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						<p>sentence structures and forms of expression</p> <p>(ii.) write and speak in an appropriate register and style</p> <p>(iii.) use correct grammar, syntax and punctuation</p>	
<p>Eng 7: Unit 4: Roll of Thunder</p>	<p>Key: Connections</p> <p>Related: Character, Setting, (imply theme)</p>	<p><i>Students will understand that authors use connections between characters and their settings to express and important idea through an inquiry into the struggles for Equality and Power in the Jim Crow South as depicted in Roll of Thunder Hear My Cry.</i></p>	<p>Factual— <i>What strategies and techniques do authors use to make connections between characters and their environment(s) in order to express an important idea or belief?</i></p> <p>Conceptual— <i>How did people choose to respond to the cultural beliefs about Power and Privilege in the Jim Crow South? How is 21st Century America still impacted by Jim Crow?</i></p> <p>Debatable— <i>How should a people responsibly go about seeking Equality and Justice? What responsibilities do people with power and privilege have in a society?</i></p>	<p>Communication: Read critically for comprehension; Give and receive meaningful feedback</p> <p>Thinking Skills: Recognize unstated assumptions and bias ; Consider ideas from multiple perspectives</p> <p>Social Skills: Practice empathy; Listen actively to other perspectives and ideas ; Give and receive meaningful</p>	<p>Outline of summative assessment task(s) including assessment criteria:</p> <p>Assessment of Objective A & B:</p> <p>Students are asked to respond to short answer/essay prompts that asked them to..</p> <p>1) Name and explain examples of Power & Privilege of the Jim Crow South in the 1930's as found in the novel and how particular character(s) responded to them. They are then asked to argue whether or not such cultural</p>	<p>Objective A: Analyzing</p> <p>i. identify and comment upon significant aspects of texts</p> <p>ii. identify and comment upon the creator's choices</p> <p>iii. justify opinions and ideas, using examples, explanations and terminology</p> <p>Objective B:</p> <p>i. employ organizational structures that serve the context and intention</p>	TBD

					<p>mores and practices still exist in 21st Century America.</p> <p>2) Students name and describe a value or belief they think the author has and how she tried to communicate that belief or value through the characterization techniques and setting.</p> <p>Option 1: Students (as individuals or groups) will create a soundtrack for a movie based on the novel <i>Roll of Thunder Hear My Cry</i> and (each) write a reflection text explaining how each song (in both music and lyrics) represents life in the Jim Crow South of the 1930's and/or how it directly or indirectly relates to how particular character(s) struggled with Power, Privilege, and pain in their life. While some songs may be current, this project requires students to</p>	<p>ii. organize opinions and ideas in a logical manner</p> <p>iii. use referencing and formatting tools to create a presentation style suitable to the context and intention.</p>	
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					<p>research and include instrumental or vocal music from the era.</p> <p>Option 2: Students (as individuals or groups) will create a collage and a short reflective text that explains how each element of the visual represents life in the Jim Crow South of the 1930's and/or how particular character(s) struggled with Power, Privilege, and pain in their life.</p> <p>Option 3: Students (as individuals or groups) will create a storyboard or a comic strip that depicts a scene from the novel or provides an alternative ending or epilogue to the story. The art and accompanying reflective text should exemplify life in the Jim Crow South of the 1930's and/or how particular character(s) struggled with Power, Privilege, and pain in their life.</p>		
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<p>Eng 7: Unit 5: It's News to Me 1.0</p>	<p>Keys: Creativity & Perspective</p> <p>Related: Audience Imperatives, Genre, Structure</p>	<p><i>News reports and other texts are crafted to reflect a particular perspective as a result of how it is structured based on the needs of the author and the audience.</i></p>	<p>Factual— <i>What are some of the common needs and demands an audience has of a news report? What other needs and demands determine how news is reported?</i></p> <p>Conceptual— <i>How are most news reports organized and why are they structured that way?</i></p> <p>Debatable— ?</p>	<p>Media Literacy <i>Locate, organize, analyse, evaluate, synthesize and ethically use information from a variety of sources and media (including digital social media and online networks</i></p> <p><i>Demonstrate awareness of media interpretations of events and ideas (including digital social media)</i></p>	<p>Summative 1 for Objective A & B: Students will read and take notes on one newspaper article and view one TV news report on the same subject/topic. They will...</p> <p>A) Analyze and organize the content using a pyramid and/or 5W's graphic organizer for each text.</p> <p>B) Write a comparison/contrast of the two texts by first structuring their ideas using a T chart and then by composing a short comparison contrast text.</p> <p>Summative 2 for Objectives A-D: Student groups will compose a 3-4 page mini-newspaper coming from any time or location. It must include at least one news article (i.e., text, photos, caption, etc.) from each student in addition to having a banner, headline,</p>	<p>Objective A: (i.) identify and comment upon the creator's choices (ii.) identify similarities and differences in features within and between texts</p> <p>Objective B: (i.) employ organizational structures that serve the context and intention (ii.) organize opinions and ideas in a logical manner</p> <p>Objective C: (i.) Objective produce texts that demonstrate thought and imagination while exploring new perspectives and ideas arising from personal engagement with the creative process (ii.) make stylistic choices in terms of</p>	<p>9.5.2.2 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p>9.5.3.3 Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.</p> <p>7.7.2.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>7.7.4.4 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.)</p>
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					price, ads, weather, etc. The content can be hard news or special interest (e.g., sports, lifestyle, teen life, etc.). The group will also provide a short explanation of the decision making process used to select and organize news stories and other content as well as stylistic choices such as font, etc.	linguistic, literary and visual devices, demonstrating awareness of impact on an audience (iii.) select relevant details and examples to support ideas. Objective D: (i.) use appropriate and varied vocabulary, sentence structures and forms of expression (ii.) write and speak in an appropriate register and style (iii.) use correct grammar, syntax and punctuation (iv.) spell (alphabetic languages), write (character languages) and pronounce with accuracy	
Eng 7: Unit 6 Lead from the Front (a study of the	Key: Connections? Related: · Theme	<i>Through an inquiry into effective and extraordinary leadership, we will understand that</i>	Factual — <i>What are the common themes that one finds in fictional and nonfictional texts about Leadership?</i>	Communication · Give and receive meaningful feedback	Part 1: Students will choose a number of articles and videos from a predetermined set of texts about	Objective A: Analysis (i.) justify opinions and ideas, using	7.7.2.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the

<p>Theme of Leadership in both NF and Fiction)</p>	<p>· Purpose Audience Imperatives</p>	<p><i>there are common themes and expectations that connect texts together in order to fulfill a common need or purpose.</i></p>	<p>Conceptual— <i>How do we discern a text's theme? How is leadership different from being a boss?</i></p> <p>Debatable— <i>What makes a leader effective or extraordinary?</i></p>	<p>Negotiate ideas and knowledge with peers and teachers</p> <p>Reflection</p> <ul style="list-style-type: none"> · Consider ethical, cultural and environmental implications · Keep a journal to record reflections 	<p>leadership. They may supplement their research with other texts okayed by the teacher. They will make an outline that identifies and explains 3 common traits of being an effective leader and how anyone can develop those traits.</p> <p>Part 2: Students will participate in an academic poster session that will include organizing information and creating a poster and engaging in Q & Session with the class and teacher as well as other schoolmates and teachers in student symposium on Leadership</p>	<p>examples, explanations and terminology</p> <p>(iv.) identify similarities and differences in features within and between texts</p> <p>Objective B: Organizing</p> <p>(i.) employ organizational structures that serve the context and intention</p> <p>(ii) use referencing and formatting tools to create a presentation style suitable to the context and intention</p> <p>Objective C: Producing Texts</p> <p>(i.) Objective produce texts that demonstrate thought and imagination while exploring new perspectives and ideas arising from personal engagement with</p>	<p>selection, organization, and analysis of relevant content.</p> <p>7.7.3.3 Write narratives and other creative texts to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>7.7.4.4 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.)</p> <p>7.7.6.6 Use technology , including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.</p>
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						<p>the creative process</p> <p>(ii.) make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience</p> <p>(iii.) select relevant details and examples to support ideas.</p> <p>Objective D:</p> <p>(i.) use appropriate and varied vocabulary, sentence structures and forms of expression</p> <p>(ii.) write and speak in an appropriate register and style</p> <p>(iii.) use correct grammar, syntax and punctuation</p> <p>(iv.) spell (alphabetic languages), write (character languages) and pronounce with accuracy</p>	
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Year 3: (8th Grade)	Key Concept Related Concept(s) and Global Context	Statement of Inquiry	Inquiry Questions	ATL Skill(s)	Summative Assessment	MYP Objective	Content MN State Standards
Unit 1: Author Study	Creativity Structure Style Personal and cultural expression	Authors use creativity to create a structures and stylistic story using purposeful writing techniques as well as their own experiences and interpretations.	<p>Factual- Who is considered an author?</p> <p>Conceptual- How do you become an author? Do we share any traits with authors when we write or create?</p> <p>Debatable- What makes an author “good”?</p>	<p>Research skills</p> <p>Creative Thinking Skills</p>	The Summative Assessment is a presentation on the author project as a whole. Each formative building up to the presentation will be counted towards their summative assessment. Their presentations will then be graded on using language and organization.	B Organizing C Producing Text	<p>8.7.3.3 Write narratives and other creative texts to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>8.7.7.7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p> <p>8.7.8.8 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.</p> <p>8.7.9.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>

							8.9.4.4 Present claims and findings, respect intellectual properties emphasize 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. 8.11.3.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening
Unit 2: Persuasive Writing	Communication Purpose Audience imperatives Fairness and development	We use different factors when persuading others on issues and opinions.	Factual- How can we use facts and information to persuade others? What are ethos logos and pathos, and how do we use them to persuade? Conceptual- How are we persuaded and influenced by others. Debatable- When does persuading become unethical?	Communication	Persuasive Essay--School Issues (7/8)	B Organizing C Producing Text	8.7.1.1 Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s) and organize the reasons and evidence clearly. b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from the argument presented.
Unit 3: Theme	Perspective Theme Context Personal and cultural expression	Readers can determine the theme of a text by using their perspective and the context of the story within	Factual- What is theme? Conceptual- How do we find themes in a story?	Critical Thinking: Evaluate evidence and arguments.	Theme Papers	B Organizing C Producing Text	8/7.7.9.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

		cultures and genres.	Debatable- Which theme is the strongest in the story and how do you know?				8/7.5.1.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. 8/7.4.2.2 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.
Unit 4: Informational Text	Perspective Purpose Context Orientation in space and time	When we read an informational text, we understand it using our perspective and must learn how to find the author's point of view and purpose for writing a text at that time in that context.	Factual- What is the author's purpose and message from a text and how do we know? Conceptual- How does the author influence their audience using informational texts? Debatable-Are all informational texts true and factual? Do some people write articles with an agenda?	Thinking skills: Evaluate evidence <input type="checkbox"/> Social Skills: listen actively to other perspectives and ideas	I will give them an informational text or non-fiction text. They will read the text and then answer some text-dependent questions that follow. They will also need to be able to summarize the text, and give me the author's purpose in writing the text as well as the message to the audience.	A Analyzing C Producing Text	7.4.2.2 and 8.4.2.2: 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. 7.4.1.1 and 8.4.1.1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. 7.5.6.6 and 8.5.6.6: Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.
Unit 5: Memoir	Perspective Self-expression Point of view Identities and Relationships	We can share our own Points of View and Perspectives by expressing ourselves and our	Factual- Can I write in the 1st person? Conceptual- How can we put together a story about ourselves?	Communication	The Summative will be a Memoir written by the students. It will be worked on in class, and if not finished	C Producing Text	

		identities through Using Language.	Debatable- How can sensory details make our stories better or more interesting?		in that time, done for homework.		
Unit 6: Romeo and Juliet Coming soon!							
Unit 7: Poetry Coming soon!							
Unit 8: MAUS Novel Study Coming Soon!							

Year 4: 9th Grade	Key Concept Related Concept(s) and Global Context	Statement of Inquiry	Inquiry Questions	ATL Skill(s)	Summative Assessment	MYP Objective	Content MN State Standards
G9U1: Dystopia	Key: <i>Perspective, Creativity</i> Related:	<i>Through a study of dystopian science fiction, we understand authors must follow hidden rules to write effectively and creatively.</i>	Factual — <i>What are the essential components authors are expected to have in a fictional text?</i> Conceptual — How do people use literature rules to read well?	Thinking skills: Evaluate evidence Communication: Read critically for comprehension; Make inferences	Students will compose responses to writing prompts based on the inquiry questions: <i>Define <u>setting</u> in your own words. What did the author do to create a dystopian future</i>	Objective A: Analyzing (i.) identify and explain the content, context, language,	MN/Common Core ELA Standards: 9.5.1.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as

	<i>Structure, Audience Imperatives</i>		Debatable — What are the rules for writing and reading great Science Fiction texts?	and draw conclusions	<i>through the description of setting? Your responses should be in the form of 1-2 paragraphs that contains a clear and concise topic sentence and conclusion as well as 3-4 supporting detail sentences each.</i> <i>What are the essential rules for writing, reading or viewing a great dystopian science fiction text?</i>	structure, technique and style of text(s) and the relationship among texts (ii.) identify and explain the effects of the creator’s choices on an audience Objective B: Organization (i) <i>employ organizational structures that serve the context and intention</i> (ii) <i>organize opinions and ideas in a logical manner</i>	well as inferences drawn from the text. 9.5.4.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). 9.5.5.5 Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter). 9.5.6.6 Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
G9U2: The Hero’s Journey & The Odyssey	Key: Identity & Culture Related: Character, Structure & Context	<i>Human beings create and tell heroic myths to teach people how to lead extraordinary lives within their culture. Every culture and historical period has its own heroes.</i>	Factual — <i>What are the important elements to every heroic myth?</i> Conceptual — <i>How and why are heroic myths created and retold? How is a value communicated and demonstrated through a myth?</i> Debatable — <i>What is a hero and what does it take to be a hero?</i>	Communication: Read critically for comprehension; Use intercultural understanding to interpret communication	Objective A: Analyzing Students will be presented with a text (audiovisual or written tbd) and will be asked to identify the stages of the Heroes’ Journey archetype and other archetypal elements in it. Using a note-taking worksheet with guided questions, students listen	Objective A: Analyzing 1. identify and comment upon significant aspects of texts 2. identify and explain the effects of the creator’s choices on an audience 3. justify opinions and	9.4.1.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. 9.4.5.5 Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and

				<p>and view a movie that uses the mythic heroes’ journey structure. They then complete a set of comprehension questions that asks them to connect what they have learned about the monomyth to the movie and discuss how the text helps teach the audience how to be extraordinary.</p> <p>(Maybe for all classes or just the “Advanced”?)...</p> <p>Objective C & D: Using & Producing Texts</p> <p>Students will be provided with a variety of project options that cater to different learning styles and multiple intelligences. Students create a text based on an ancient hero’s myth, changing the characters, setting and plot to a 21st Century context while keeping mythic form and conventions. The story must also address the same topic and themes of the original. Finally, they use a graphic organizer to help write a brief essay that explains how the elements of their heroic myth in their version helps teach their audience how to become extraordinary in</p>	<p>ideas, using examples, explanations and terminology</p> <p>4. interpret similarities and differences in features within and between genres and texts. (if doing the project..)</p> <p>Objective C: Producing Texts</p> <p>i. produce texts that demonstrate thought, imagination and sensitivity, while exploring and considering new perspectives and ideas arising from personal engagement with the creative process</p> <p>ii. make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience</p> <p>iii. select relevant details and examples to develop ideas.</p>	<p>manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.</p> <p>9.4.6.6 Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.</p> <p>9.4.7.7 Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden’s “Musée des Beaux Arts” and Breughel’s <i>Landscape with the Fall of Icarus</i>).</p> <p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p>
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					their own 21 st Century lives.	Objective D: Using Texts i. use appropriate and varied vocabulary, sentence structures and forms of expression ii. write and speak in an appropriate register and style iii. use correct grammar, syntax and punctuation	
G9U3: This I Believe	Key: Creativity & Communication Related: Self-Expression & Theme	<i>Human beings creatively express themselves and their perspectives by developing and demonstrating a personal philosophy of Life.</i>	Factual — <i>What are the essential ingredients one needs to make write an effective paragraph?</i> Conceptual — <i>How and why are life philosophies created? How do people demonstrate their personal philosophies in their daily lives?</i> Debatable — <i>Are some life philosophies more conducive to creating an extraordinary life?</i>	Communication: Read critically for comprehension; Make inferences and draw conclusions Research: Collect, record and verify data; Access information to be informed and inform others Thinking Skills: Gather and organize relevant information to formulate an argument	After reading and analyzing a number of <i>This I Believe</i> radio segments, students will compose their own <i>This I Believe</i> text based on an aspect of their life philosophies that they can explain and exemplify using their own lived experiences. As a class, we will then possibly orally perform and publish our <i>This I Believe</i> texts in a podcast format for consumption in the LILA community somehow.	Objective B: Organizing (i) employ organizational structures that serve the context and intention (ii) organize opinions and ideas in a sustained, coherent and logical manner	Use a writing process to develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. Write informative/explanatory texts to examine and convey complex ideas and information clearly

					<p>(Possibly for advanced....)</p> <p>Students will also be critically reading & analyzing excerpts of journals, speeches and other texts made by historical and fictional characters (e.g., Marcus Aurelius? Hamlet and Polonius or Macbeth? FDR, St. Paul?, etc.) and will create a brief informational presentation that compares/contrasts the life philosophies of 2 characters featured in this unit.</p>	<p>Objective C Producing Texts</p> <p>i. produce texts that demonstrate thought, imagination and sensitivity, while exploring and considering new perspectives and ideas arising from personal engagement with the creative process</p> <p>ii. make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience</p> <p>iii. select relevant details and examples to develop ideas.</p> <p>Objective D: Using Language</p> <p>i. use appropriate and varied vocabulary,</p>	<p>and accurately through the effective selection, organization, and analysis of content</p> <p>Write narratives and other creative texts to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p>
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						<p>sentence structures and forms of expression</p> <p>ii. write and speak in an appropriate register and style</p> <p>iii. use correct grammar, syntax and punctuation</p> <p>iv. spell (alphabetic languages), write (character languages) and pronounce with accuracy</p> <p>use appropriate non-verbal communication techniques.</p>	
<p>G9U4: Poets & Prophets of Rage</p>	<p>Key: Communication & Creativity</p> <p>Related: Intertextuality; Theme; Point of View; (Purpose; Self-Expression)</p>	<p><i>Investigating the music, poetry, art and propaganda of various historical periods, we understand that artists create texts to bring awareness to the world's struggle and pain as well as to inspire Transformation and Change.</i></p>	<p>Factual— <i>What kinds of issues move artists to call for Transformation and Change?</i></p> <p>Conceptual— <i>What are some common themes artists explore in times of struggle, pain and protest? How are these themes communicated through various forms of text (e.g., visual arts, music, poetry, fiction, etc.)?</i></p> <p>Debatable— <i>What rights or responsibilities do we have when we decide to protest something or someone?</i></p>	<p>Creative Thinking Skills: Create original works and ideas; use existing works and ideas in new ways</p> <p>Transfer Thinking Skills: Compare conceptual understanding across multiple subject groups and disciplines</p> <p>Reflection:</p>	<p>Assessment 1: Students are given a poem and another form of artistic media that concerns a common theme or issue across different historical periods or cultures. Using a comparison/contrast format, they juxtapose their content, context, language in order to explain how the artists sought to bring awareness to the issue and inspire Transformation or Change.</p>	<p>Objective A: Analyzing</p> <p>(i.) identify and explain the content, context, language, structure, technique and style of text(s) and the relationship among texts</p> <p>(ii.) identify and</p>	<p>9.5.4.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).</p> <p>9.5.5.5 Analyze in detail how an author's ideas or claims are developed and</p>

				Consider ethical, cultural and environmental implications	<p>Assessment 2: Students are given the choice to pick a particular era of protest from U.S. or world history and create a text (e.g., an original poem, song, story, dance, visual artifact) that seeks to bring awareness to an issue (it's struggle, pain, etc.) and inspire a transformation or change. They then write a one page essay that explains how the content, language, techniques, organization and structure help to bring awareness to an issue and inspire Change in the audience.</p>	<p>explain the effects of the creator's choices on an audience (iv.) Interpret similarities and differences in features within and between genres and texts.</p> <p>Objective C: Producing Texts</p> <p>Objective D: Using Texts</p>	<p>refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).</p> <p>9.5.6.6 Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.</p> <p>9.7.1.1 Write arguments to support claims In analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>9.7.3.3 Write narratives and other creative texts develop real or imagined experiences or events using effective technique, well-chosen details, and well- structured event sequences.</p>
G9U5: To Kill a Mockingbird (tentative)	<p>Key: Identity and Perspective</p> <p>Related: Point of view, theme, character, context</p>	<i>Our identities are shaped by the social and historical contexts we live in as well as how we perceive & respond to them.</i>	<p>Factual— <i>What social and historical forces shaped the points of view the characters held in the story?</i></p> <p><i>What textual evidence suggests that the main character's point of view is influenced by the historical context of the text?</i></p> <p>Conceptual— <i>How are themes developed throughout a text?</i></p>	<p>Communication: Read critically for comprehension; Make inferences and draw conclusions</p> <p>Thinking Skills: Gather and organize relevant information to formulate an argument</p>	<p>Summative #1, Criterion A: Analyzing</p> <p>Character analysis: Using a graphic organizer, students will gather evidence from the text regarding the changes that Scout or Jem undergoes during the course of the novel. On the same graphic organizer, students will then analyze what impact each of those</p>	<p>Objective A: Analyzing</p> <p>i. identify and explain the content, context, language, structure, technique and style of text(s) and the</p>	TBD

			<p><i>In what ways do diverse values influence the development of our individual identity?</i></p> <p>Debatable—</p> <p><i>How do we determine whether a perception or response to an event is right/wrong, good, bad or evil? Are all points of view worthy of respect and attention?</i></p>	<p>Consider ideas from multiple perspectives</p>	<p>changes has on that character, and how it impacts or could impact his/her perspective of the world in the novel or after the novel concludes. Finally, students will compose a synthesis of their findings and analysis, exploring how and why Harper Lee uses this dynamic character for a purpose.</p> <p>and/or</p> <p>Summative #2, Criteria C: Producing Text (could also be Criterion A: Analyzing and/or Criterion B: Organizing)</p> <ul style="list-style-type: none"> <p>Extended our understanding: Students will select one of the following options: a service learning with reflection option, a persuasive letter regarding the novel's controversial nature option, a soundtrack with a reflection, or a creative writing option in which the students imagines Scout's story as it might continue in a sequel to <i>TKAM</i>. Students select an option, brainstorm using provided questions, and then compose their writing.</p> 	<p>relationship among texts</p> <ul style="list-style-type: none"> <p>ii. identify and explain the effects of the creator's choices on an audience</p> <p>iii. justify opinions and ideas, using examples, explanations and terminology</p> <p>iv. Interpret similarities and differences in features within and between genres and texts.</p> <p>Objective B:</p> <ul style="list-style-type: none"> <p>i. employ organizational structures that serve the context</p> <p>ii. organize opinions and ideas in a logical manner and intention</p> <p>iii. use referencing and formatting tools to create a presentation</p> 	
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						<p>style suitable to the context and intention.</p> <p>Objective C: Producing Texts</p> <p>i. produce texts that demonstrate thought and imagination while exploring new perspectives and ideas arising from personal engagement with the creative process</p> <p>ii. make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience</p> <p>Objective D: Using Texts</p> <p>i. use appropriate and varied vocabulary, sentence structures and forms of expression</p>	
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						<ul style="list-style-type: none"> ii. write and speak in an appropriate register and style iii. use correct grammar, syntax and punctuation iv. spell (alphabetic languages), write (character languages) and pronounce with accuracy v. use appropriate non-verbal communication techniques. 	
<p>G9U6: It's News to Me (2.0)</p>	<p>Key: Creativity & Perspective</p> <p>Related: Audience Imperatives; Genre; Structure</p>	<p><i>Through an exploration of media bias, we understand that texts are often created and structured to meet a specific demand or elicit a particular response from the audience.</i></p>	<p>Factual— <i>What strategies and techniques are often used to inject bias into media reports?</i></p> <p>Conceptual— <i>Who or what is the media? How do we determine what is a credible source of information? How do we become more mindful of the biases in our own thinking and communication?</i></p> <p>Debatable— <i>Can a news report, or any text, be bias-free? How does media bias form or deform a democratic society?</i></p>	<p>Media Literacy: Locate, organize, analyze, evaluate, synthesize and ethically use information from a variety of sources and media (including digital social media and online networks); Demonstrate awareness of media interpretations of events and ideas (including digital social media) Understand the</p>	<p>Students will compose a clear and concise comparison/contrast presentation that analyzes reports from 2-3 different media outlets that are covering the same current news event. They will identify similarities and difference in how the reports are structured as well as the word choice and their general content selection. The students must identify media bias through the analysis of content and sources, word choice or organization.</p>	<p>Objective A: Analyzing</p> <ul style="list-style-type: none"> (i.) identify and explain the content, context, language, structure, technique and style of text(s) and the relationship among texts (ii.) identify and explain the effects of the 	<p>9.5.1.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>9.5.4.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).</p>

				impact of media representations and modes of presentation	They will explain how the author's choices impact the audience's ability to make informed decisions on the topic and/or pull them toward a particular bias toward the topic.	creator's choices on an audience (iv.) Interpret similarities and differences in features within and between genres and texts. Objective B: Organization Objective C: Producing Texts Objective D: Using Texts	9.5.5.5 Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter). 9.5.6.6 Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
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Year 5: Grade 10	Key Concept Related Concept(s) and Global Context	Statement of Inquiry	Inquiry Questions	ATL Skill(s)	Summative Assessment	MYP Objective	Content MN State Standards
Research skills: American Influences	Change and Culture; Structure; Personal and cultural expression (philosophies and ways of life); identities and relationships	The process of research allows us to appreciate how influences in our culture shape who we are and how we live.	Factual —What are grammatically correct ways to embed quotations into my writing? What are the correct ways to cite sources in my writing and on a Works Cited page?	<ul style="list-style-type: none"> select and use technology effectively and productively plan short- and long-term assignments; meet deadlines Structure information in summaries, essays and reports take effective notes in class create references and citations; use footnotes/endnotes and construct a bibliography 	Students will use multiple steps of the research and writing processes to submit a documented research essay in which the student explores how a well-known person impacted (or continues to	MYP Language and Literature: <i>Organizing + Using Language</i>	11.7.1.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. 11.7.4.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

	(identity formation)		<p>Conceptual—How does my research benefit from credible sources? What criteria can I use to evaluate the credibility of a source?</p> <p>Debatable—Why is the process (steps) of research important for me to learn--how will skills I learn through this process it help me in my future endeavors?</p>	<p>according to recognized conventions</p> <ul style="list-style-type: none"> locate, organize, analyze, evaluate, synthesize and ethically use information from a variety of sources and media Give and receive meaningful feedback 	<p>impact) American culture.</p> <p>Student summative work will be assessed using the Organizing and Using Language criteria.</p>		<p>11.7.4.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>11.7.6.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p> <p>11.7.7.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>11.7.8.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p> <p>11.7.9.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>
The Crucible	Communities, Perspective; Setting, Theme; Fairness and Development	Perspectives within a community shape that community's sense of fairness, morals, and ethics.	<p>Factual--What were the Salem Witch Trials?</p> <p>Conceptual--How did the playwright's own perspectives on current events and ideas at the</p>	<ul style="list-style-type: none"> create original works and ideas or use existing works and ideas in new ways communicate information and ideas effectively to multiple audiences using a variety of media formats 	Students select one of four summative options that each require a creative component and an analysis component.	MYP Language and Literature: <i>Producing Text + Analyzing</i>	<p>9.4.2.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p>9.4.3.3 Analyze how complex characters (e.g., those with multiple or conflicting</p>

			<p>time shape his writing?</p> <p>Debatable--How can beliefs shape actions?</p>				<p>motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p> <p>9.7.4.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>9.7.7.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>9.7.9.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>
<p><i>Their Eyes Were Watching God</i></p>	<p>Identity Character; Self-expression; Point of View Fairness and Development (power and privilege)</p>	<p>A character's identity, point of view, and self-expression are heavily influenced by the power or privilege they maintain or lack; identity is also formed in part by the relationships between people who have privilege and those who do not.</p>	<p>Factual-What is point of view? What influences identity? Who has power in this story and who does not?</p> <p>Conceptual- How does oppression (lack of privilege) influence this character's identity? How is identity formed? How do we know if someone has privilege?</p>	<p>Communication; Creative Thinking; Critical Thinking</p>	<p>Students will be creating a social media profile for one of the characters. They will need to include a short "about me" section of the profile as well as images, "likes" and dislikes, and events.</p>	<p>A (Analyze)</p>	<p>9.4.3.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p> <p>9.4.6.6 Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.</p> <p>9.9.8.8 As an individual or in collaboration, create a multimedia work, a remix of original work and the work of others, or a piece of digital communication for a specific purpose (e.g., to interpret or respond to a piece of literature, to represent thematic similarities</p>

			<p>Debatable-Why do some people react (self-expression) to prejudice (lack of privilege) in a loud, robust manner while others shut down? What is the *best*, most effective way to react to prejudice/oppression? What/who decides who has privilege and who does not?</p>				<p>between two literary works, to interact or collaborate globally, to critique a current event or social issue.) a. Present, transform, or remix content in an ethical manner, demonstrating an understanding of copyright, attribution, citation, the principles of Fair Use, and of the different types of Creative Commons licenses. b. Publish the work and share with an audience</p>
The Great Gatsby	Context Purpose Personal and cultural expression	In order to better understand an author's perspective and purpose in writing, one can explore his/her historical and cultural context.	<p>Factual- Where is the author from? When was the author alive? What was going on in the world when the author wrote this book?</p> <p>Conceptual- How does the author's context influence his perspective? How do historical events and/or cultural influence the author's purpose in writing this text?</p> <p>Debatable- How does the author's context influence his perspective?</p>	Research Skills	Students will be working in pairs (and 1 group of 3) to research a significant aspect of the cultural context of the author and the novel (1920s American culture, East Egg vs. West Egg, Characters, and F. Scott Fitzgerald). This short research project will be in the form of a Google Slideshow that students will present to other	B (Organizing)	9.9.5.5 9.7.7.7 9.7.8.8

			How do historical events and/or cultural influence the author's purpose in writing this text?		students in an informal jigsaw. This short project will prepare students for the complex novel, "The Great Gatsby".		
Short stories and informational texts from minority perspectives	<i>Coming soon!</i>						