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	Unit title	Key & Related Concepts	Global context	Statement of Inquiry	MYP objectives	ATL skills	Content (topics, knowledge, skills)
Unit 1	Facing Fears	Key: Perspective Related: Point of View, Self-Expression	Personal and Cultural Identity (social constructions of reality)	We express our perspective and point of view of fears and reality through the stories we create.	Criterion C: producing text Criterion D: using language	Communication: **How can students demonstrate communication through language?**	Common Core: RL1, 2, 3, 4, 5, W2, 9a SL 1 L1e, 3a, 4a, 4c, 4d, 5
Unit 2	Animal Intelligence	Key: Perspectives Related: Structure, Purpose	Scientific and Technical Innovation (consequences and responsibilities)	Students will understand the purpose and structure for sharing a perspective on the consequences and responsibilities regarding animal intelligence.	Criterion B: organizing Criterion D:	Research: **How can students demonstrate Information literacy?**	Common Core: RL1, 3, 4, 5, 6, 10 W2 SL1 L1b, 4, 4a, 4b, 6
Unit 3	Dealing with Disaster	Key: Connections Related: Self-Expression, Audience Imperatives	Globalization and Sustainability (Human impact on the environment)	Using self-expression, we will explore the connections between multimedia presentations and their effect on audience imperatives.	Criterion C: Producing text Criterion A: Analysing	Thinking: **How can students be creative?**	RL1, 2, 4, 5, 7 SL1a, b, c, d, 5 L1c, 4a, 4b, 6
Unit 4	Making Your Voice Heard	Key: Communica-tion Related: Audience Imperatives and Style	Identities and Relationships (Identity Formation)	Using spoken communication, we will express our personal style, identity, and voice and their impact on audience imperatives.	Criterion A: Analysing Criterion D: Using Language	**Communication:How can students demonstrate communication through interaction?**	
7th grade	Unit title	Key & Related Concepts	Global context	Statement of Inquiry	MYP objectives	ATL skills	Content (topics, knowledge, skills)
7th grade Bold actions	Communication	Structure and theme	Personal and cultural expression (language and linguistic systems)	Communicating a theme through a particular structure influences the message.	Analysis A: analysing D: using language	Communication skills: organizing Analyzing Thinking: Creative: consider ideas from multiple perspectives	Unit 1 Bold Actions Plot line, figurative language, sensory details, theme, characteristics of a narrative, forms of writing, culture exploration
Perception and reality	Creativity	Structure, setting	Orientation in Space and Time (constraints and adaptation)	Structure and setting should be considered when creating a mystery story.	Mystery story B: Organizing C: Producing text	**Communication**: Give and receive appropriate feedback, use appropriate forms of writing for different purposes and audiences, **Thinking**: appraise evidence,	*Mysteries* ~story frameworks ~origin of stories ~strategic reading: connecting, predicting, inferring, visualizing, etc.

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						consider ideas from multiple perspectives; **Creative Thinking**: make guesses, ask "what if?" questions, create original works and ideas	~peer edit ~collaboration
2016 argument!!!	Connections	Context and Purpose	Orientation in time and space-- interconnectedness, of individuals and civilizations, from personal, local and global perspectives. Peoples exchange and interactions.	The context and purpose of an argument reflect the interconnectedness and perspectives of people.	Criterion A: analysing	Communication Social: collaboration	Opinion Vs. Persuasion Vs. Argument Students will understand claims, reasons, evidence, opposing claims, counter-arguments, and logical reasoning. Students will also understand the difference between opinion, persuasion, argument—the difference in terms of emotion and format.
OLD! **Risk and Exploration**	Logic	Intertextuality, purpose	Personal and cultural expression (social constructions of reality, philosophies and ways of life, belief systems, ways we reflect)	When building logical arguments and reaching conclusions, it's important to consider a variety of information and one's purpose to express ideas and beliefs.	Opinion Speech: A Argumentative Speech: A : analyzing C: producing text D: using language	Communication, Research	"Women in Aviation," outlining an argument, research skills, citing evidence, presentation skills
Why do our stories become tales?	Form	Genre Theme and Structure	Personal and Cultural Expression	People create thematic stories in the structure of the tales genre to express personal and cultural values.	C : producing text	Collaboration skills, Self-management	*Tales* ~organizational structures ~understanding process ~planning ~analysis of cultural values
8th grade	Unit title	Key & Related Concepts	Global context	Statement of Inquiry	MYP objectives	ATL skills	Content (topics, knowledge, skills)
Culture and belonging: Geography is Destiny	Connections	Setting, Character	Identities and relationships (happiness and good life	A character's connection to his or her setting affects sense of identity and place among people, places, and purpose in the world.	B: organizing C: Producing text Student assessment of criterion D	Self Management: Organization through planning short and long-term assignments; create plans to prepare for summative assessment; select and use technology effectively and productively Reflection: develop new skills, techniques and strategies for effective learning	Short stories and informative text, research study, essay, poem on the topics of culture and belonging. Knowledge: Plot development, text structures, literary devices , terms and techniques Annotation

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Monsters Among Us – Thrill of Horror	Perspective	Point of View, genre, audience imperatives	Scientific and technical innovation (risks, consequences and responsibilities	The lens through which a reader views consequence and responsibility affects the interpretation of a text and its intended meaning.	A: analyzing D: using language	In order for students to **analyze the content, context, structure, technique and style of text** students must **read critically and for comprehension**. (**ATL Category: Communication; ATL Cluster: Communication skills**) In order for students to **justify opinions and ideas, using examples, explanations and terminology** students must **gather and organize relevant information to formulate an argument. (ATL Category: Thinking; ATL Cluster: Critical thinking skills)**	Analyzing the elements of the horror genre Task: Literary analysis; interpret and analyze a text to determine whether if fits the criteria for the genre Annotations MLA <u>Resources:</u> Tell-Tale Heart (short story) Monsters Are Due on Maple Street (film and script) Frankenstein (poem and excerpts from the novel) Informational Text: "Why Do Some Brains Enjoy Fear?" (Article) Monkey's Paw (short story) Skeleton Creek (novel) Man Made Monsters (Essay) The Hitchhiker (short story) The Legend of Sleepy Hollow (short story) The Lottery by Shirley Jackson
How do people create and maintain power?	Communication	Purpose Theme	Fairness and development (rights and responsibilities)	When an individual is concerned about the direction or fate of his or her society, it is that individual's right and responsibility to purposefully communicate a message for social change.	B: Organizing D: Using Language	Thinking: Create thinking skills: analyzing and evaluating issues Gathering and organize relevant information to formulate an argument. Evaluate evidence and arguments Draw reasonable conclusions and generalizations Revise understanding based on new information and evidence	*Utopia vs. Dystopia* <u>The Hunger Games</u>, <u>The Roar</u>, <u>The Other Side of the Island</u>, <u>Fahrenheit 451</u>, <u>The Giver</u> -Application of MLA format, research, formal writing, figurative language, Lit. Circles, Strategic Reading, Characterizing, Analysis -Persuasive techniques -Propaganda Persuasive Speech: What evidence exists in the modern world that our society may be headed toward a dystopia?

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How can I learn from others? How do perspectives influence our beliefs and actions? How can we change perspectives?	Creativity	Context Style	Personal and Cultural Expression (social constructions of reality, philosophies and way of life, belief systems)	An individual's point of view and perspective in context motivate their choices to treat others with fairness and equality. Stereotypes always lead to prejudice. Stereotypes have some nugget of truth to them.	A: Analysing C: Producing text		*To Kill a Mockingbird* -Strategic Reading: Connecting, predicting, inferring, questioning, visualizing, etc. -Lit. Circles -Characterization -Annotating Text
9th Grade	**Unit title**	**Key & Related Concepts**	**Global context**	**Statement of Inquiry**	**MYP objectives**	**ATL skills**	**Content (topics, knowledge, skills)**

Unit 1	I Need a Hero	Key: Communication Related: Purpose Structure	Personal & Cultural Expression (social constructions of reality)	Effective writers communicate their purpose through an awareness of structure and cultural differences.	A
					B
						Thinking: Critical-thinking
						Communication: Communication
							• Teach CLOSE reading strategy to analyze fiction and non-fiction texts
							  o # paragraphs, circle key words/phrases, underline claims
							• Teach Cornell Notes and outlining for gathering information from slideshows
							• Teach 5-paragraph essay model through use of graphic organizers for Intro, Body, and Conclusion paragraphs
							  o CD vs CM
							• Teach expository-appropriate transitions
							• Teach how to give feedback on essays

Unit 2	Oh, the Humanity	Key: Perspective Related: Context Audience Imperatives	Identities and relationships (Human nature and human dignity)	Context impacts our understanding and perspective of human nature.	A B C D	**Communication:** Communication **Research:** Information Literacy	• Archetypes (colors, seasons, sunrise/sunset) • Imagery-tracking in novel • Irony (verbal, dramatic, situational) • Power of Words

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			Global context	Statement of Inquiry	MYP objectives	ATL skills	Content (topics, knowledge, skills)
						Thinking: Critical-thinking	• Analytical essay writing • Research/historical context • 21st Century skills
Unit 3	The Tragic Hero	Key: Connections Related: Context Point of View Style	Identities and Relationships (moral reasoning and ethical judgment)	Human nature and identity are shaped by motivation, connections, and relationships.	A C D	**Thinking:** Critical-thinking Thinking: Creative-thinking Thinking: Transfer	• Class discussions • In-class performance tasks • Constructed responses • Self-assessment/reflection • Student revision of assessment answers • Student work folder: Writing tasks (e.g., journals, memoirs)
Unit 4	Shakespearian Drama	Key: Perspective Related: Point of View Character	Scientific and technical innovation (consequences and responsibilities) Perspective in relationships with family, friends, communities, and cultures determines responsibilities and consequences.	Perspective in relationships with family, friends, communities, and cultures determines responsibilities and consequences.	A C	**Social Skills:** Collaboration	•define and identify in context the following poetic terms: line, stanza, rhyme scheme, couplet, quatrain, iambic pentameter, Elizabethan Sonnet •Research •*Romeo and Juliet* text •Various videos •write a five paragraph essay analyzing the novel for thematic development
Unit 5	What does the sheep say?	Key: Communication Related: Theme Character Structure	Fairness and development (Power and privilege)	Students will understand historical context of communication in the creation of identities and relationships through theme, character, and structure.	C	**Communication:** • Use a variety of speaking techniques to communicate with a variety of audiences • Interpret and use effectively modes of non-verbal communication **Thinking:** • Apply existing knowledge to generate new ideas, products or processes • Evaluate evidence and arguments	• Persuasive techniques • Evaluate arguments • Historical context • Critical reading skills
10th Grade	**Unit title**	**Key & Related Concepts**	**Global context**	**Statement of Inquiry**	**MYP objectives**	**ATL skills**	**Content (topics, knowledge, skills)**
Unit 1	Storytelling	Key: Communication	Personal and Cultural Expression:	Writers communicate their stories through an awareness of self-	A C D	• Communication: exchanging thoughts, message, and	**Socratic Seminar** • Defining the purpose of literature and the piece "The Duty of Writers"

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Unit		Concepts	Global Context	Statement of Inquiry	Objectives	ATL Skills	Content / Assessment
		Related: self-expression, style, audience imperatives	Artistry, craft, creation, and beauty	expression, style and the impact of the response they create in an audience.		information effectively through interaction • Critical Thinking: analyzing and evaluating issues and ideas • Creative Thinking: generating novel ideas and considering new perspectives	**Book Club discussion: summer novels** • Students will work in small groups to work through their chosen summer reading • Discussions will focus on student-generated questions as well as discussion questions focused on style, authorial intention, structure, language, theme, and social significance **Informal Analysis** • Large class discussions • Analysis journals • One-pager **Daily discussion** **Reader Response journal**
Unit 2	How to Take Over the World: Argument and Rhetoric	Key: Perspectives Related: audience imperative, context, structures	Personal and Cultural Expression: analysis and arguments	Arguments rely on similar rhetorical techniques, but vary based on audience, speaker, context, and perspective.	A B D	Thinking Skills: • gather and organize relevant information to formulate argument • recognize unstated assumptions and bias • evaluate evidence and arguments Communication skills: • use a variety of speaking techniques to communicate with a variety of audiences • use appropriate forms of writing for different purposes and audiences Social skills: Collaboration skills • listen actively to other perspectives and ideas • advocate for one's own rights and needs	Guided and independent analysis work of a variety of arguments Critical reading of a text - annotating and reading for writer's techniques and effect Guided and independent response to a variety of arguments The basics of public speaking (audience awareness, non-verbal cues, applying the structures of written argument in a verbal context) Modeling effective and ineffective arguments Modeling effective and ineffective public speaking Student exploration - the three major appeals in speech, Focus on defining ethos, pathos, and logos Focus on defining effective organizational structures (thesis statements, details/analysis, transitions, etc.)

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Unit 3	The Romantics: How to Live in an Ideal World	Key: Creativity Related: genres, self-expression, style, theme	Personal and Cultural Identity: philosophies and ways of life	Creativity is expressed through philosophies and ways of life in a variety of genres and themes.	A B	Critical Thinking Skills: • Analyzing and evaluating issues and ideas -- gather and organize relevant information, revise understanding based on new evidence and information Reflection Skills: • Reconsidering the process of learning – consider cultural, ethical, and environmental implications, consider content	Poetic Analysis Approaches: • Rhetorical triangle • TPCASTT • Creative passage analysis – One pagers Critical Reading Strategies: • Text annotations • Guided reading • Socratic discussion • Short Constructed Response • Passage analysis • Teacher modelling of annotation, critical thinking Rhetorical Analysis: • Rhetorical triangle • Guided reading • Socratic discussion • Passage analysis
Unit 4	The Fall of the Tragic Figure (How to Crush your Hopes and Dreams)	Key: Connections Related: Point of view, context, style	Identities and Relationships: human nature	Human nature and identity are shaped by our connections and relationships.	A C	Collaboration skills: • Working effectively with others – give and receive meaningful feedback, delegate and share responsibility for decision-making, encourage others to contribute Organizational Skills: • Plan short and long term assignments, meet deadlines	**Daily Student or Teacher Led Discussion:** • Large and small group discussion will focus on the narrative and style aspects of the text for the day • Students will synthesize details from multiple texts to draw conclusions about the author's intended meaning and/or purpose, the effect of style choices, and the universal impact of the story told • Teachers will model meaningful questions and how to support answers with textual evidence as well as encouraging students to make meaningful connections between texts and between a text and the world **Critical Reading Focus:** • Students will explore multiple ways to interact with the text, including focused annotating • Students will be asked to follow a motif, or collection of related and repetitive images, throughout the novel and synthesize the effect that

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							motif has on the text as a whole • Teachers will model critical reading practices, including annotation and reflective writing • Teachers will monitor student engagement **Socratic Seminar:** • Students will generate and discuss questions about the novel, including questions about Fitzgerald's commentary on the human condition and impact the ideas presented in the text have on the world, including our sense of self, community, and culture **Style Study: Symbolism** • At the completion of the novel, students will work in small groups to revisit the symbols in the text, focusing largely on their assigned motif Students will synthesize the collection of images and symbols into a presentation poster that offers the class a visual representation of the motif and also analyzes its appearances and effect(s) in the novel *The Great Gatsby* *Of Mice and Men* 20th Century poetry
Unit 5	Macbeth: #killingit Or How to Not Rule the World	Key: Connections Related: Genre, character, purpose, theme	Personal and Cultural Expression: defining the nature and purpose of creative expression	Authors across genres and history use tragedy as means to explore human nature, including our dreams and the influence of power and greed. We see this most through their use of character, purpose, and theme.	A C D	Thinking Skills: Read critically, evaluate arguments and context Research Skills: Read a variety of academic resources, assess validity of arguments, come to personal conclusions Self-management skills: Plan independent calendar for completion of independent work	**The Tragic Hero:** • Aristotle's Poetics and Shakespeare's changes to fit his contemporary society **Literature as Social and Political Commentary:** • Shakespeare's sources • Literary Criticism and historical primary sources **Style Study:** • Drama as genre, impact of setting and staging, symbolism through character development **Socratic Seminar:** • Themes in *Macbeth* – issues of power and corruption

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							Daily Class Discussion: • Student-generated discussion • Focus on universal concepts presented in *Macbeth*