Lucile Erwin Middle School an IB World School

Subject: Language and Literature Level 2/Grade 7

Unit Length Weeks	6 Weeks	6 Weeks	6 Weeks	3 Weeks	5 Weeks
Unit Name	**Facing Danger** Narrative (Downriver by Will Hobs) How does overcoming obstacles change us?	**Children Have the Right to...** Argumentation (Children's Bill of Rights-Global issues that affect children)	**Life Lessons** (Literary Analysis Gary Soto Stories) What can we learn about life from stories?	**Echoes from Mt. Olympus** (Non-Fiction, Hero Cycle in Fiction, Greek Mythology) Why do myths endure?	**Obstacles and Opportunities** (Breadwinner by Deborah Ellis) What truth is in historical fiction?
Standards	CCSS.ELA-Literacy.RL.7.6 CCSS.ELA-Literacy.RL.7.3 CCSS.ELA-Literacy.W.7.3a	CCSS.ELA-Literacy.RI.7.1 CCSS.ELA-Literacy.RI.7.6 CCSS.ELA-Literacy.RI.7.8 CCSS.ELA-Literacy.W.7.1 · CCSS.ELA-Literacy.W.7.1a · CCSS.ELA-Literacy.W.7.1b · CCSS.ELA-Literacy.W.7.1c · CCSS.ELA-Literacy.W.7.1d · CCSS.ELA-Literacy.W.7.1e . ***Optional: add speaking and listening standards as related to the extension of the assessment**	CCSS.ELA-Literacy.RL.7.1 CCSS.ELA-Literacy.RL.7.2 CCSS.ELA-Literacy.RL.7.3 CCSS.ELA-Literacy.W.7.9 CCSS.ELA-Literacy.W.7.9a CCSS.ELA-Literacy.W.7.2b CCSS.ELA-Literacy.W.7.2c CCSS.ELA-Literacy.W.7.2d CSS.ELA-Literacy.W.7.2e CCSS.ELA-Literacy.W.7.2f .	CCSS.ELA-LITERACY.RL.7.1 CCSS.ELA-LITERACY.RL.7.2 CCSS.ELA-LITERACY.RL.7.3 CCSS.ELA-LITERACY.RL.7.4 CCSS.ELA-LITERACY.RL.7.5 CCSS.ELA-LITERACY.RI.7.1 CCSS.ELA-LITERACY.RI.7.2 CCSS.ELA-LITERACY.RI.7.3 CCSS.ELA-LITERACY.RI.7.4 CCSS.ELA-LITERACY.RI.7.5 CCSS.ELA-LITERACY.W.7.2 CCSS.ELA-LITERACY.W.7.3	CCSS.ELA-LITERACY.RL.7.1 CCSS.ELA-LITERACY.RL.7.2 CCSS.ELA-LITERACY.RL.7.3 CCSS.ELA-LITERACY.RL.7.4 CCSS.ELA-LITERACY.RL.7.6 CCSS.ELA-LITERACY.RL.7.9 CCSS.ELA-LITERACY.RL.7.10 CCSS.ELA-Literacy.W.7.2 CCSS.ELA-Literacy.W.7.2.a CCSS.ELA-Literacy.W.7.2.b CCSS.ELA-Literacy.W.7.2.c CCSS.ELA-Literacy.W.7.2.d CCSS.ELA-Literacy.W.7.2.e CCSS.ELA-Literacy.W.7.2.f
Key Concepts	**Creativity** Creativity is the process of generating novel ideas and considering existing ideas from new perspectives. Creativity includes the ability to recognize the value of ideas when developing innovative responses to problems; it may be evident in process as well as outcomes, products or solutions. In MYP language and literature, it is the process of synthesizing ideas with language that is a vehicle for creativity. It is the result of interaction and reflection, whether with the self or the wider community. This process is difficult to define and difficult to evaluate. It rests, however, on an appreciation of the process with which the individual engages, and the impact of the final product on the audience.	**Perspective** Perspective is the position from which we observe situations, objects, facts, ideas and opinions. Perspective may be associated with individuals, groups, cultures or disciplines. Different perspectives often lead to multiple representations and interpretations. Perspective influences text, and text influences perspective. Through students' language and literature studies, multiple perspectives and their effects are identified, analysed, deconstructed and reconstructed. An understanding of this concept is essential in order to develop in students the ability to recognize and respond to over-simplistic and biased interpretations. Seeking and considering diverse opinions and points of view is an important part of developing complex and defensible interpretations.	**Connections** Connections are links, bonds and relationships among people, objects, organisms or ideas. Linguistic and literary connections exist across time, texts and cultures. This concept is central to the study of language and literature. Due to the universal nature of language and literature, connections and transfer exist within and across narratives. This allows for the exploration of language and relationships between text, creator and audience.	**Connections** Connections are links, bonds and relationships among people, objects, organisms or ideas. Linguistic and literary connections exist across time, texts and cultures. This concept is central to the study of language and literature. Due to the universal nature of language and literature, connections and transfer exist within and across narratives. This allows for the exploration of language and relationships between text, creator and audience.	**Culture** Culture encompasses a range of learned and shared beliefs, values, interests, attitudes, products, ways of knowing and patterns of behaviour created by human communities. The concept of culture is dynamic and organic. Learning the language of a community provides opportunities to embrace diversity, to interact with sensitivity and empathy, and to participate in meaningful global interactions, which in turn develops sociocultural competence and intercultural awareness leading to international-mindedness. **Identity** Identity is the state or fact of being the same. It refers to the particular features that define individuals, groups, things, eras, places, symbols and styles. Identity can be observed, or it can be constructed, asserted, and shaped by external and

		Other key concepts can also be important in language and literature; including identity, culture, form, time, place and space.			internal influences.
Related Concepts	**Setting** The time and the place in which the action of a book, film, play, and so on happens. Setting may also include mood and atmosphere. **Character** The representation of persons in narrative and dramatic works. This may include direct methods like the attribution of qualities in description or commentary, and indirect (or 'dramatic') methods inviting readers to infer qualities from characters' actions, speech or appearance. When exploring the concept of character, students might explore transformation, influence, conflict, protagonist, antagonist, persona, foil, stock. **Style** The characteristic way that a writer uses linguistic devices, literary devices and features for particular purposes and effects; for example, word choice, sentence structure, figurative devices, repetition, motif, allusion, imagery and symbolism.	**Purpose** In literary terms, the creator's intentions in producing the text. This concept could also engage students in exploration of meaning, thesis/argument, gender-,age, bias, persuasive techniques, function, critical stance, message and culture.	**Theme** The central idea or ideas the creator explores through a text. **Structure** The way in which a poem or play or other piece of writing has been put together, and the relationships of different parts of a text to each other and to the text as a complex whole. This can include exploring meter pattern, stanza arrangement and the way the ideas are developed. Structure requires essential understandings about plot, narrative, discourse, form, transformation, thesis/argument, syntax, foreshadowing and flashbacks.	**Purpose** In literary terms, the creator's intentions in producing the text. This concept could also engage students in exploration of meaning, thesis/argument, gender, age, bias, persuasive techniques, function, critical stance, message, and culture. **Context** The social, historical, cultural, and workplace settings in which a text or work is produced. All texts may be understood according to their form, content, purpose, and audience, and through the social, historical, cultural and workplace contexts that produce and value them. Literary texts are influenced by social context, cultural heritage and historical change. Students should be encouraged to consider how texts build upon and transform the inherited literary and cultural traditions. Cultural context refers to the way of life, especially the general customs and beliefs, of a particular group of people at a particular time. **Genres** A type or category of literature or film marked by certain shared features or conventions. Conventions are the characteristics of a literary genre. These features may, of course, vary between languages. Each genre has recognizable techniques, referred to as literary conventions, and writers use these conventions, along with other literary features, in order to achieve particular artistic ends. A study of genres includes essential understandings about conventions of genre: form, style, storyline, characterization, tone, mood, atmosphere, register, visual images and layout, narrative/storytelling, prose (foreshadowing, flashbacks, stream of consciousness in novels and short stories), poetry (metre, rhyme), drama, mythology and other fiction (for example, graphic novels, satires, oral traditions, screenplays, film and episodic television) and non-fiction (for example, autobiography, biography, travelogues, essays, letters, literary non-fiction, speeches). Examples of conventions in drama may include	**Context** The social, historical, cultural, and workplace settings in which a text or work is produced. All texts may be understood according to their form, content, purpose, and audience, and through the social, historical, cultural, and workplace contexts that produce and value them. Literary texts are influenced by social context, cultural heritage, and historical form. Students should be encouraged to consider how texts build upon and transform the inherited literary and cultural traditions. Cultural context refers to the way of life, especially the general customs and beliefs of a particular group of people at a particular time. **Self-Expression** The expression of one's feelings, thoughts or ideas, especially in writing, art, music, dance, design and film. This umbrella concept includes an exploration of essential understandings about identity, voice (personal), inspiration, imagination, sensitivity, critical stance and process.

				dialogues, speeches, monologues, soliloquies, asides, stage directions, voice, movement, gesture, use of space, costume, props, lighting, set and sound.	
Global Context	**Identities and Relationships** Who am I? Who are we? Students will explore identity; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities and cultures; ==what it means to be human.== Possible explorations to develop: • competition and cooperation; teams, affiliation and leadership • identity formation, self-esteem, status, roles and role models • personal efficacy and agency; attitudes, motivations, independence; happiness and the good life • development, transitions, health and well physical, psychological and social -being, lifestyle choices • human nature and human dignity, moral reasoning and ethical judgment, consciousness and mind	**Fairness and Development** What are the consequences of our ==common humanity?== Students will explore rights and responsibilities; the relationship between communities; sharing finite resources with other people and with other living things; ==access to equal opportunities==; peace and conflict resolution. Possible explorations to develop: • democracy, politics, government and civil society • inequality, difference and inclusion • human capability and development ; social entrepreneurs· • rights, law, civic responsibility and the public sphere • justice, peace and conflict management • power and privilege • authority , security and freedom • imagining a hopeful future	**Identities and Relationships** Who am I? Who are we? Students will ==explore identity==; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities and cultures; what it means to be human. Possible explorations to develop: • competition and cooperation; teams, affiliation and leadership • identity formation, self-esteem, status, roles and role models • personal efficacy and agency; attitudes, motivations, independence; happiness and the good life • development, transitions, health and well physical, psychological and social -being, lifestyle choices • human nature and human dignity, moral reasoning and ethical judgment, consciousness and mind	**Personal and Cultural Expression** What is the ==nature and purpose of creative expression?== Students will explore the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic. Possible explorations to develop: • Artistry, craft, creation, beauty • Products, systems, and institutions • ==Social constructions of reality; philosophies and ways of life; belief systems==; ritual and play • Critical literacy, languages and linguistic systems; ==histories of ideas==, fields and disciplines; analysis and argument • Metacognition and abstract thinking • Entrepreneurship, practice and competency	**Fairness and Development** What are the consequences of our common humanity? Students will explore ==rights and responsibilities==; the relationship between communities; sharing finite resources with other people and with other living things; access to equal opportunities; peace and conflict resolution. Possible explorations to develop: • democracy, politics, government and civil society • inequality, difference and inclusion • ==human capability and development ; social entrepreneurs== • rights, law, civic responsibility and the public sphere • justice, peace and conflict management • power and privilege • ==authority , security and freedom== • imagining a hopeful future
Criterion Objectives	Objective A: Analysing ii. analyse the effects of the creator's choices on an audience Objective B: Organizing ii. organize opinions and ideas in a sustained, coherent and logical manner *Objective C Producing Texts:* i. produce texts that demonstrate insight, imagination and sensitivity while exploring and reflecting critically on new perspectives and ideas arising from personal engagement with the creative process ii. make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience Objective D: Using language i. use appropriate and varied vocabulary, sentence structures and **forms of expression** ii. write and speak in a register and style that serve the context and intention iii. use correct grammar, syntax and	Objective A: Analyzing iii. justify opinions and ideas, using examples, explanations and terminology 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 iii. use referencing and formatting tools to create a presentation stule suitable to the context and intention. Objective C: Producing Text iii. select relevant details and examples to develop ideas. Objective D: Using Language ii. write and speak in a register and style that serve the context and intention iii. use correct grammar, syntax, and punctuation	**Objective A: Analyzing** i. analyse the content, context, language, structure, technique and style of text(s) and the relationships among texts ii. analyse the effects of the creator's choices on an audience iv. evaluate similarities and differences by connecting features across and within genres and texts. Language and literature guide (pre-publication) 7 Language and literature in the MYP **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 **Objective C; Producing Texts** iii. select relevant details and examples to develop ideas. Objective D: Using language i. use appropriate and varied vocabulary, sentence structures and forms of	**Objective A: Analyzing** i. analyse the content, context, language, structure, technique and style of text(s) and the relationships among texts iii. justify opinions and ideas, using examples, explanations and terminology iv. evaluate similarities and differences by connecting features across and within genres and texts. **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 **Objective C: Producing Text** i. produce texts that demonstrate insight, imagination and sensitivity while exploring and reflecting critically on new perspectives and ideas arising from personal engagement with the creative process ii. make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience	Criterion A: Analysing iii. justify opinions and ideas, using examples, explanations and terminology iv. evaluate similarities and differences by connecting features across and within genres and texts. Criterion B: Organizing i. employ organizational structures that serve the context and intention ii. organize opinions and ideas in a logical manner . Criterion C: Producing text 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. Criterion D: Using language i. use appropriate and varied vocabulary, sentence structures and forms of

				Objective D: Using language	
	punctuation iv. spell and pronounce with accuracy	iv. spell and pronounce with accuracy.	expression ii. write and speak in a register and style that serve the context and intention iii. use correct grammar, syntax and punctuation	i. use appropriate and varied vocabulary, sentence structures and forms of expression ii. write and speak in a register and style that serve the context and intention iii. use correct grammar, syntax and punctuation iv. spell and pronounce with accuracy	expression ii. write and speak in an appropriate register and style iii. use correct grammar, syntax and punctuation iv. spell and pronounce with accuracy
ATL Skill	Organizing –Managing time and tasks effectively Social-Collaboration skills Self Management-Affective skills	Research- Information Literacy Communication-Communication Skills	Thinking-Critical Thinking Self Management-Organization skills Self Management-Reflection	Thinking-Creativity and innovation Thinking-Transfer	Thinking-Critical Thinking Communication- Communication skills
IB Statement of Inquiry	Facing difficult circumstances changes who we are.	To protect our rights, we have to be able to argue effectively.	Making connections to literature helps us learn life lessons and strengthens our personal identities and relationships.	Connecting to myths and understanding their purposes helps us to know more about ourselves and our culture.	Culture defines a portion of our identity and affects the obstacles and opportunities we may face. However, as humans we all have similar desires and hope for a better future. Historical fiction captures and preserves the experiences of individuals for us to learn from.
Assessment Task LDC Module? Task/Prompt	**Extended Writing Task:** After reading Downriver by Will Hobbs, imagine that all the teens in the Discovery Unlimited program are asked to keep a journal as part of their requirements of the course. Choose a character other than Jessie and write a trip journal from that character's point of view. Include events from the story that would be important to you character as well as a scene that extends the story. Include a variety of figurative language in your writing.	**LDC writing task:** After researching informational texts on topics related to Children's Bill of Rights, write an essay in which you argue your position on one of the articles from the Children's Bill of Rights. Be sure to support your position with evidence from your research. Be sure to acknowledge competing views. Include a works cited page and text citations using MLA format.	**LDC Writing Task:** How does author Gary Soto's work develop a theme about growing up? After reading "No Guitar Blues" by Gary Soto, write an essay in which you answer the question and analyze how story elements reveal a theme.	**Extended writing task:** After reading several myths and learning the purposes for myth, students will plan and write an original myth that serves one of **the purposes of myth.**	**LDC Task:** After reading *The Breadwinner* by **Deborah Ellis** , write **an essay of 5 or more paragraphs** that compares/contrasts **the life of an American teenager to Parvana's. Be sure to cite specific examples from text to illustrate your comparisons**. What conclusions can you draw?
Extensions/Projects:	*Artistic/creative cover for the journal that shows understanding of the character's personality.	*Advocate for children's rights by giving a speech persuading your classmates to take action in support of children's needs around the world.	*Write a short story or poem of your own that is inspired by a 7th grade experience you have had. Develop a theme related to growing up in your work.	*Create your own constellation art and "Star Story" (myth) that fulfills one of the purposes of myth. You may use characters from Greek mythology or make up your own.	*Creative Projects for Any Novel (Addie Williams)—Movie poster, CD playlist, setting map, timeline, sequel, newspaper. All of these include directions, writing requirement, and rubrics.