

Language and Literature Year 4 Grade 9 English

Unit title	Key concept	Related concept(s)	Global context	Statement of inquiry	MYP subject specific objective(s)	ATL skills	Content (topics, knowledge, skills)
House on Mango Street	Communication	Intertextuality Theme Character	Identities and relationships	Individual and community transitions are communicated across texts through common themes and characters.	A. i. ii. lii. Iv. B. i. ii. lii D. iii.	Communication <ul style="list-style-type: none"> • must read critically and for comprehension • make inferences and draw conclusions Research-information literacy <ul style="list-style-type: none"> • make connections between various sources of information. 	Theme Literary Technique (Poetic Style, Poetic Device) Author's purpose Cultural Context Setting (time and place)
Romeo and Juliet	Perspective	Context Point of view	Identities and relationships	Context and point of view shape perspective that lead to personal efficacy and agency.	C. i. ii. D. ii. iv	Communication <ul style="list-style-type: none"> • use a variety of speaking techniques to communicate with a variety of audiences • write for different purposes Social- collaboration <ul style="list-style-type: none"> • manage and resolve conflict and work collaboratively in teams 	Define Personal Agency Rhetorical tools/strategy (Beyond ethos, pathos, logos) Speaking skills Knowledge of the text
The hero's journey	Creativity	Style Structure	Personal and cultural	Personal and cultural artistry are expressed through style and structure.	A I, II, IV C I, II D III	Communication <ul style="list-style-type: none"> • make inferences and draw conclusions • use a variety of organizers for 	Epic Style elements (Epithet, foreshadowing, simile, epic simile, personification, imagery, shift from third to first person, supernatural forces, apostrophe, praepositio) Narrative Point of View

						<p>academic writing task</p> <ul style="list-style-type: none"> negotiate ideas and knowledge with peers and teachers. 	<p>Epic Structure Greek Cultural Values Suspense tools</p>
March	Connections	Audience Imperatives Structure	Fairness and development	Audience Imperatives are affected by connections, structure, and a personal idea of Civic Responsibility and the Public Sphere.	<p>A iii. B i, ii, iii. C ii, iii. D i, ii.</p>	<p>Communication</p> <ul style="list-style-type: none"> make inferences and draw conclusions <p>Self management-organization</p> <ul style="list-style-type: none"> use appropriate strategies for organizing complex information <p>research-information literacy skills</p> <ul style="list-style-type: none"> understand and use technology systems access information to be informed and inform others make connections between various sources of information <p>Thinking- critical thinking skills</p> <ul style="list-style-type: none"> revise understanding based on new information and evidence 	<p>Anchor Text: March</p> <p>Strategies for making change in a community</p> <p>Research Skills (note taking, citation, perseverance, self-management, goal setting, making connections, analysing information, etc)</p> <p>Presentation (Digital Gallery Walk and Interview)</p>
Lord of the flies	Connections	Context Point of view	Identities and relationships	Individual beliefs concerning human dignity and human nature are influenced by connections, context, and point of view.	<p>B ii C i, ii, iii D i, ii</p>	<p>Communication</p> <ul style="list-style-type: none"> organize and depict information logically <p>thinking- critical thinking skills</p>	<p>The study of Lord of the Flies</p> <p>Background in WWII</p> <p>Introduction to behaviourism, determinism, Aristotle, Hegel, Nietzsche, Sartre, Rousseau.</p>

						<ul style="list-style-type: none">• must gather and organize relevant information to formulate an argument• consider ideas from multiple perspectives.• recognize unstated assumptions and bias research- information literacy skills <ul style="list-style-type: none">• make connections between various sources of information	Historical and Philosophical Literary Criticism Reflective Journaling
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