

Language and Literature Year 5

Unit title	Key concept	Related concept(s)	Global context	Statement of inquiry	MYP subject specific objective(s)	ATL skills	Content (topics, knowledge, skills)
Shifting Perspectives	Relationships	Character, theme	Identities and relationships Exploration: Identity formation	The relationships between characters, as well as character's identity, help to develop theme.	Aiii Bi, ii Ci, iii Di, ii, iv, v	Communication *use appropriate forms of writing for different purposes and audiences. thinking *gather and organize relevant information to formulate an argument. * create original works and ideas; use existing works and ideas in new ways	<ul style="list-style-type: none"> • I can closely read a text and annotate it to demonstrate my thinking. • I can closely read and annotate a text to develop an understanding of the narrator and point of view. • I can draw inferential conclusions about the culture portrayed in a text. • I can identify key details in a text. • I can draw inferences based on key details in a text. • I can use my inferences to trace the development of theme throughout a text. • I can determine theme in a text. • I can compare themes across texts to analyse how authors develop themes about change. • I can identify key details in a text. • I can draw inferences based on key details in a text. • I can use my inferences to trace the development of central idea in a text. • I can determine the central idea in a text. • I can synthesize central ideas from multiple sources to make a generalization about the ways that people respond to change. • I can participate in small and whole group discussion, sharing my analysis and ideas, and use textual evidence to support my own ideas. • I can identify the theme of the text by using details to make inferences.

							<ul style="list-style-type: none"> I can analyse how the theme emerges, develops, and is refined by specific details. I can compare how themes about the same topic are developed in two different texts and explain my analysis in writing. I can identify conflicting motivations of characters in a text.
Confronting oppression	Relationships	Intertextuality Purpose	Fairness and development Exploration: rights, law, civic responsibility and the public sphere	Intertextuality and purpose mold relationships that encourage civic responsibility and the public sphere.	A iv. B i, iii Ci, ii Di, iii, iv, v	<p>Communication</p> <ul style="list-style-type: none"> * use appropriate forms of writing for different purposes and audiences <p>Thinking</p> <ul style="list-style-type: none"> * create original works and ideas; use existing works and ideas in new ways * consider ideas from multiple perspectives 	<ul style="list-style-type: none"> I can identify the stylistic techniques used to develop a theme. I can define and identify dehumanization. I can identify text features and structure in a functional document. I can identify structural and stylistic devices used by an author. I can determine which details are emphasized in different mediums of an account on the same topic or idea. I can identify author's purpose. I can identify elements of historical fiction in a novel. I can analyze text and digital media to examine the concept of freedom. I can analyze images and digital media to examine the concept of oppression. I can conduct a close read of a narrative text. I can use context clues to determine meaning of unknown words. I can analyze how stylistic techniques in poetry emphasize specific details about the theme of oppression. I can compare how different poets present the theme of oppression.

							<ul style="list-style-type: none"> I can explain various types of oppression and how they can affect one's identity. I can explain how the written word and the influence of digital media can spark a revolution. I can analyze the impact of punctuation (colons) on meaning of specific passages of text. I can analyze an argument.
Words and style	Perspective	Style Point of view structure	Personal and cultural expression Exploration: Artistry, craft, creation, beauty	Creative writers understand how the style, point of view, and structure of a piece of writing develop a unique perspective and contribute to the overall artistry of the work.	Ai, ii B I, ii, iii Ci, ii, iii D i, iii, v	Communication * read critically and for comprehension Thinking * create original works and ideas; use existing works and ideas in new ways * consider ideas from multiple perspectives	<ul style="list-style-type: none"> I can explain the elements of narrative structure. I can identify literary terms such as syntax, diction, figurative language, connotation, and tone/tone shift. I can explain the effect of an author's stylistic choices on an audience. I can define the formalist approach to literature. I can utilize text evidence to support analysis and inferences. I can analyze the effectiveness of an author's stylistic choices. I can analyze how a character contributes to the development of theme. I can identify tone and words and phrases that contribute to tone, as well as a tone shift. I can explain a text's cultural perspective. I can analyze how an author draws on and transforms source material in a specific work.
Literary Analysis	Identity	Character, context	Identities and relationships Exploration: Moral	Identity occurs when a character's moral reasoning and ethical judgement is	Ai, ii Bii, iii Ciii Di, iii, iv	Thinking * gather and organize relevant information to	<ul style="list-style-type: none"> What are morals? What are ethics? What is the difference between morals and ethics?

			reasoning and ethical judgement	developed through context.		<p>formulate an argument</p> <p>Research</p> <p>information literacy</p> <p>* evaluate and select information sources and digital tools based on their appropriateness to specific tasks</p> <p>Communication</p> <p>* use a variety of media to communicate with a range of audiences</p>	<ul style="list-style-type: none"> • What are complex characters? • How are complex characters developed? • What roles do culture and context play in characterization? • What choices does an author make to form or change a character's identity? • How does an author's cultural experience contribute to the development of complex characters? • To what extent does a character have control over their identity despite their context?
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