

IB Subject Group Overview

Unit Title	MYP Key Concept	MYP Related Concepts	MYP Global Context	Statement of Inquiry	MYP Objectives	ATL Skills	Content (topics, knowledge, skills, and outcomes)	Assessment
Post Mortem of a protagonist	 Perspective	Language and literature <ul style="list-style-type: none"> <li>○ Character</li> <li>○ Point of view</li> <li>○ Setting</li> <li>○ Theme</li> </ul>	 <b>Identities and relationships</b>  <i>Exploration to Develop:</i> Personal efficacy and agency; attitudes, motivations, independence; happiness and the good life	Perspective is inherent to our view of the world and colors our experiences. The author and reader explore perspective through characters in a text.	<b>A: Analysing</b> <ul style="list-style-type: none"> <li>• identify and comment upon significant aspects of texts</li> <li>• identify and comment upon the creator's choices</li> <li>• justify opinions and ideas, using examples, explanations and terminology</li> </ul> <b>D: Using language</b> <ul style="list-style-type: none"> <li>• use appropriate and varied vocabulary, sentence structures and forms of expression</li> <li>• use correct grammar, syntax and punctuation</li> <li>• spell (alphabetic languages), write (character languages) and pronounce with accuracy</li> </ul>	<b>Language and literature</b> <b>A: Analysing</b> <ul style="list-style-type: none"> <li>• identify and comment upon significant aspects of texts</li> <li>• justify opinions and ideas, using examples, explanations and terminology</li> </ul> <b>D: Using language</b> <ul style="list-style-type: none"> <li>• use appropriate and varied vocabulary, sentence structures and forms of expression</li> <li>• use correct grammar, syntax and punctuation</li> <li>• spell (alphabetic languages), write (character languages) and pronounce with accuracy</li> </ul>  <b>Communication</b> <b>I. Communication skills</b> <ul style="list-style-type: none"> <li>• Give and receive meaningful feedback</li> <li>• Use appropriate forms of writing for different purposes and audiences</li> </ul>	ELA.6.FIG19D MAKE INFERENCES ABOUT TEXT AND USE TEXTUAL EVIDENCE TO SUPPORT UNDERSTANDING. © ELA.6.FIG19E SUMMARIZE, PARAPHRASE, AND SYNTHESIZE TEXTS IN WAYS THAT MAINTAIN MEANING AND LOGICAL ORDER WITHIN AND ACROSS TEXTS. ELA.6.3A Infer the implicit theme of a work of fiction, distinguishing theme from the topic (subject), and support using textual evidence. ELA.6.Fig19C Monitor and adjust comprehension	The students will perform a post-mortem autopsy of a protagonist from the book. The student will examine multiple facets of the characters interactions, reactions, perceptions, and dialogue that aided them to uncover aspects of the character that were not outwardly revealed in the story and only really discovered after in depth examination of the text.

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						<ul style="list-style-type: none"> <li>• Negotiate ideas and knowledge with peers and teachers</li> <li>• Read critically and for comprehension</li> <li>• Make inferences and draw conclusions</li> <li>• Paraphrase accurately and concisely</li> <li>• Preview and skim texts to build understanding</li> <li>• Take effective notes in class</li> <li>• Make effective summary notes for studying</li> <li>• Organize and depict information logically</li> </ul>		
Community	Communities	<p>Language and literature</p> <ul style="list-style-type: none"> <li>• Intertextuality</li> <li>• Point of view</li> <li>• Purpose</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Globalization and sustainability</b></li> </ul>	To be successful in developing a global community people should have a meaningful understanding of the issues.	<p><b>A: Analysing</b></p> <ul style="list-style-type: none"> <li>• identify and comment upon significant aspects of texts</li> <li>• identify and comment upon the creator's choices</li> <li>• justify opinions and ideas, using examples, explanations and terminology</li> <li>• identify similarities and differences in features within and between texts.</li> </ul> <p><b>B: Organizing</b></p> <ul style="list-style-type: none"> <li>• employ organizational structures that serve the context and intention</li> <li>• organize opinions and</li> </ul>	<p><b>Language and literature</b></p> <p><b>A: Analysing</b></p> <ul style="list-style-type: none"> <li>• justify opinions and ideas, using examples, explanations and terminology</li> <li>• identify similarities and differences in features within and between texts.</li> </ul> <p><b>B: Organizing</b></p> <ul style="list-style-type: none"> <li>• employ organizational structures that serve the context and intention</li> <li>• organize opinions and ideas in a logical manner</li> <li>• use referencing and formatting tools to create a presentation</li> </ul>	<p>ELA.6.Fig19A            ELA.6.Fig19C            ELA.6.Fig19D            ELA.6.Fig19F            ELA.6.Fig19E            ELA.6.10C</p>	<p><a href="#">§ Unit 2: The Towns Times Newspaper Project 2017-18</a></p> <p>Evidence of Understanding            The summative assessment asks students to research and present information on a current issue of their choosing. A student's success in this endeavor will depend upon his/her ability to use structure, purpose, style, place, and time-- as the statement of inquiry suggests.</p>

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					<p>ideas in a logical manner</p> <ul style="list-style-type: none"> <li>• use referencing and formatting tools to create a presentation style suitable to the context and intention.</li> </ul>	<p>style suitable to the context and intention.</p>		
Adversity	connections	Theme	<p><b>Fairness and development</b>   <i>Exploration to Develop:</i>                      Justice, peace and conflict management                      Imagining a hopeful future</p>	<p>It is important for readers to find the thematic connections between texts.</p>	<p><b>A: Analysing</b></p> <ul style="list-style-type: none"> <li>• identify similarities and differences in features within and between texts.</li> </ul>	<p><b>Communication</b>  <b>I. Communication skills</b>                      • Use appropriate forms of writing for different purposes and audiences   <b>Thinking</b>  <b>IX. Creative thinking skills</b>                      • Create novel solutions to authentic problems</p>	<p>ELA.6.6A                      ELA.6.2A                      ELA.6.8</p>	<p><a href="#">Talking Heads 2017-18</a>                      Students will create "Talking Heads" of characters who have been introduced throughout the unit. The talking heads will speak to one another about similar conflict experiences.</p>
<a href="#">So you want to be a star? 2017-18</a>	 Communication	<p>Language and literature</p> <ul style="list-style-type: none"> <li>• Self-expression</li> <li>• Style</li> </ul>	<p><b>Personal and cultural expression</b>                      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.   <i>Exploration to Develop:</i>                      Metacognition and abstract thinking</p>	<p>Strong communication allows us to express our ideas, feelings, and identities through our own individual style.</p>	<p><b>C: Producing text</b></p> <ul style="list-style-type: none"> <li>• produce texts that demonstrate thought and imagination while exploring new perspectives and ideas arising from personal engagement with the creative process</li> <li>• make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience</li> </ul>	<p><b>Language and literature</b>  <b>C: Producing text</b></p> <ul style="list-style-type: none"> <li>• produce texts that demonstrate thought and imagination while exploring new perspectives and ideas arising from personal engagement with the creative process</li> <li>• make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience</li> </ul>	<p>ELA.6.Fig19F 2)                      Fiction summary: ®                      ELA.6.6A 3) Fiction dialect: © ELA.6.6B                      4) Fiction POV: © ELA.6.6C 5)                      Research/Organizing and Presenting                      Ideas: ELA.© 6.25                      ABCD</p>	<p>The summative assessment task will challenge students to create an original play or rap song that includes elements of drama or poetry, such as figurative language. Students will be prompted to see how oral and written communication allow one to express inner thoughts and feelings to lead them to personal expression.</p>

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<a href="#">Research</a>	Time, place and space	Language and literature <ul style="list-style-type: none"> <li>Audience imperatives</li> <li>Intertextuality</li> </ul>	Orientation in space and time	Students strive toward purposeful connections made with intertextuality between different mediums that strengthen audience imperatives.	<p><b>A: Analysing</b></p> <ul style="list-style-type: none"> <li>identify and comment upon the creator's choices</li> <li>identify similarities and differences in features within and between texts.</li> </ul>	<p><b>Language and literature</b></p> <p><b>A: Analysing</b></p> <ul style="list-style-type: none"> <li>identify and comment upon the creator's choices</li> <li>identify similarities and differences in features</li> </ul>	ELA.6.Fig19F 2) Fiction summary: ® ELA.6.6A 3) Fiction dialect: © ELA.6.6B 4) Fiction POV: © ELA.6.6C 5) Research/Organizing and Presenting Ideas: ELA.© 6.25 ABCD	<a href="#">All About the Author</a> Evidence of Understanding Students will inquire about the contextual connections of an author and their texts in order to complete their summative assessment task.

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						within and between texts.  <b>Research VI. Information literacy skills</b> • Access information to be informed and inform others • Make connections between various sources of information		
<a href="#">Unit 5 - Russia and the US</a>	Development	Individuals and societies • Innovation and revolution  Language and literature • Context	<b>Scientific and technical innovation</b>	Context can influence development of innovative ideas.	<b>Interdisciplinary:</b> <b>A: Disciplinary grounding</b> • demonstrate relevant disciplinary factual, conceptual and/or procedural knowledge. <b>B: Synthesizing</b> • synthesize disciplinary knowledge to demonstrate interdisciplinary understanding. <b>C: Communicating</b> • use appropriate strategies to communicate interdisciplinary understanding effectively • list sources. <b>D: Reflecting</b> • evaluate strengths and limitations of the interdisciplinary learning process • describe the benefits and limitations of disciplinary and interdisciplinary knowledge in	<b>Language and literature</b> <b>C: Producing text</b> • select relevant details and examples to support ideas.  <b>Research VI. Information literacy skills</b> • Collect, record and verify data	ELA.6.9A ELA.6.10A ELA.6.10B	The problem or challenge is that the US Central Intelligence Agency has misplaced important files. You have been asked to complete an investigation on the scientific and technical innovation of Russia throughout history. The CIA needs a file that compares these innovations during tense relations between the US and Russia. Your clients are the citizens of the United States. The facts gathered

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					specific situations.			from your investigation will be used at the Pentagon and military bases across the country. You will create an illustrated timeline that highlights significant events in scientific and technical innovation in Russia-US history. Your product will be assessed based on your planning framework for the investigation; an accurate, neat, attractive timeline that compares US and Russia; and a works cited page.
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