

Subject-group overview: Language and Literature Level 1 (Grade 6)

Unit Length Weeks	7 weeks	9 weeks	9 weeks	6 weeks	5 weeks
Unit Name	What's Your Story? Narrative (Short Stories)	Blast from the Past! Expository Writing Civil Rights	Argumentative (Persuasive Techniques)	Can you hear me now? Creative Writing Poetry	Holla Holmes! Mystery Study
Standard Pronouns are very important Maintain Consistency with Style and Tone	L. 6.1, 6.2, 6.3 W. 6.2, 6.3, 6.4, 6.5, RL. 6.3, 6.4, 6.5, 6.6, 6.7, 6.9, 6.10 SL. 6.4, 6.5	L. 6.1, 6.2, 6.3, 6.4, 6.6 W. 6.1, 6.2, 6.4, 6.5, 6.7, 6.9, 6.10 RI. 6.1, 6.2, 6.3, 6.6, 6.7, 6.8, 6.10 RL. 6.1, 6.2, 6.3, 6.4*, 6.6, 6.7, 6.9, 6.10 SL. 6.1,6.2, 6.3, 6.4, 6.6*	L. 6.1, 6.2, 6.3, 6.4, 6.6 W. 6.1, 6.4, 6.5, 6.7, 6.8, 6.9, 6.10 RI. 6.1, 6.2, 6.5, 6.6, 6.7, 6.8, 6.10 RL. 6.1, 6.2, 6.4, 6.10 SL. 6.1	L. 6.1, 6.2, 6.3, 6.5, 6.6 W. 6.2, 6.3 RL. 6.4, 6.6, 6.7 SL. 6.1, 6.2, 6.7	L. 6.2, 6.4 W. 6.3, 6.5 RI. 6.2, 6.7 RL. 6.1, 6.2, 6.4, 6.9
Key Concepts	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.	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, analyzed, 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. (individuals, groups, cultures through civil rights)	Communication is the exchange or transfer of signals, facts, ideas and symbols. It requires a sender, a message and an intended receiver. Communication involves the activity of conveying information or meaning. Effective communication requires a common 'language' (which may be written, spoken or non-verbal). Through exploring texts, we exchange, express, analyze and transform information, facts, ideas, meanings and opinions. Communication is the basis of what makes us human and bridges communities across the globe; it is the essence of this discipline	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 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.
Related Concepts	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. 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.	Theme The central idea or ideas the creator explores through a text. Point of View The particular perspective brought by a composer, responder, or character within a text, to the text, or to matters within the text. It also entails the position or vantage point from which the events of a story seem to be observed and presented to us. When exploring this concept, students will, for example, consider positioning, voice, and tone. 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.	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. Audience imperatives An umbrella concept to refer to whomever (the reader, the listener, the viewer) a text or performance is aimed, and the characteristics, impact or desired responses created. This impact could include humor, sensibility, critical stance, appreciation, empathy, antipathy and sympathy, aesthetics, mood, atmosphere and gender perspectives.	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. 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. 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.	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 (meter, 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 dialogues, speeches, monologues, soliloquies, asides, stage directions, voice, movement, gesture, use of space, costume, props, lighting, set and sound. 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.

Global Context	<p>Identities and Relationships Who am I? Who are we?</p> <p>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.</p> <p>Possible explorations to develop</p> <ul style="list-style-type: none"> • Competition and cooperation; teams, affiliation and leadership • Identity formation; self-esteem; status; roles and role models • Personal efficacy and agency; attitudes, motivation, independence; happiness and the good life • Physical, psychological and social development; transitions; health and well-being; lifestyle choices • Human nature and human dignity; moral reasoning and ethical judgment; consciousness and mind 	<p>Fairness and Development What are the consequences of our common humanity?</p> <p>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.</p> <p>Possible explorations to develop</p> <ul style="list-style-type: none"> • 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 <p>Orientation in Space and Time What is the meaning of “where” and “when”?</p> <p>Students will explore personal histories; homes and journeys; turning points in humankind; discoveries; explorations and migrations of humankind; the relationships between, and the interconnectedness of, individuals and civilizations, from personal, local and global perspectives.</p> <p>Possible explorations to develop</p> <ul style="list-style-type: none"> • Civilizations and social histories, heritage, pilgrimage, migration, displacement and exchange • Epochs, eras, turning points and “big history” • Scale, duration, frequency and variability • Peoples, boundaries, exchange and interaction • Natural and human landscapes and resources • Evolution, constraints and adaptation 	<p>Identities and Relationships Who am I? Who are we?</p> <p>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.</p> <p>Possible explorations to develop</p> <ul style="list-style-type: none"> • Competition and cooperation; teams, affiliation and leadership • Identity formation; self-esteem; status; roles and role models • Personal efficacy and agency; attitudes, motivation, independence; happiness and the good life • Physical, psychological and social development; transitions; health and well-being; lifestyle choices • Human nature and human dignity; moral reasoning and ethical judgment; consciousness and mind 	<p>Personal and cultural expression What is the nature and purpose of creative expression?</p> <p>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.</p> <p>Possible explorations to develop</p> <ul style="list-style-type: none"> • 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 	<p>Personal and cultural expression What is the nature and purpose of creative expression?</p> <p>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.</p> <p>Possible explorations to develop</p> <ul style="list-style-type: none"> • 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
Criterion objectives/strand assessment task	<p>Criterion A: Analyzing Strand i: analyze the content</p> <p>Criterion C: Producing text Strand ii: demonstrate awareness of impact on an audience</p>	<p>Criterion B: Organizing Strand ii: organize opinions & ideas Strand iii: use referencing and formatting tools</p> <p>Criterion D: Using Language Strands i-v</p>	<p>Criterion A: Analyzing Strand iii: justify opinions and ideas using examples, explanations and terminology</p> <p>Criterion C: Producing text Strand iii: select relevant details and examples to support ideas</p>	<p>Criterion A: Analyzing Strand i: identify and comment on significant aspects of texts Strand ii: justify opinions and ideas</p> <p>Criterion B: Organizing Strand ii: organize in a logical manner</p> <p>Criterion C: Producing text Strand i: produce texts that demonstrate thought and imagination</p> <p>Criterion D: Using language Strands ii: write in an appropriate style</p>	<p>Criterion A: Analyzing Strand iv: identify features within and between texts</p> <p>Criterion B: Organizing Strand i: employ organizational structures that serve context and intention</p>
ATL Skill	Communication and Organization	Research skills Social skills	Communication skills	Self-management skills	Thinking skills
LDC Unit? Yes or No Type of Writing (paragraph, essay, etc.)		Expository Multi-paragraph essay	Argumentation Multi-paragraph essay		