Lucile Erwin Middle School an IB World School

Subject: Language and Literature Level 3 / Grade 8

Teachers: Matthew West, Tera Denning, Michael Lefler

Unit Length Weeks	6 weeks	5 weeks	4 weeks	5 weeks	5 weeks	5 weeks
Unit Name	**Nothing Gold Can Stay** (*The Outsiders*)	**Who Matters?** (Biographical study of influential people)	**This I Believe** (reflection essay)	**"You are what you eat?"** (Non-fiction research / *The Omnivore's Dilemma*)	**Road to the Grammy's** (Poetry Unit)	**Where have you been and where are you going?** (Presentations of Learning to family members)
Standard	Reading literature: 2, 7 Writing: 4, 2, 3 Language: 1, 2	Reading informational text: 9, 1 Writing: 2, 5, 7, 8, 9 Speaking and Listening: 1, 2 Language: 4	Reading informational text: 2, 3 Writing: 2, 4 Language: 1 Speaking and Listening: 1, 2	Reading informational text: 1, 3, 7 Writing: 1 Language: 3	Writing: 4, 6 Speaking and Listening: 1 Reading literature: 4 Language: 5	Speaking and listening: 4, 5 Writing: 2, 3, 4 Language: 2
Key Concepts	**Perspective** is the position from which we observe situations, objects, facts, ideas and opinions. Different perspectives often lead to multiple representations and interpretations.	**Connections** are the links, bonds and relationships among people, objects, organisms or ideas.	**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.	**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.	**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 (process, products, and solutions).	**Perspective** is the position from which we observe situations, objects, facts, ideas and opinions. Different perspectives often lead to multiple representations and interpretations.
Related Concepts	**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. **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.	**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.	**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.	**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. **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.	**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. **Style** The characteristic way that a writer uses linguistic devices and features for particular purposes and effects; for example, word choice, sentence structure, figurative devices, repetition, motif, allusion, imagery and symbolism.	**Theme** The central idea or ideas the creator explores through a text. **Audience Imperatives** An umbrella concept to refer to whomever (the reader, the listener, the viewer) a text or performance is aimed at, and the characteristics, impact or desired responses created. This impact could include humour, sensibility, critical stance, appreciation, empathy, antipathy and sympathy, aesthetics, mood, atmosphere and gender perspectives.
Global Context	**Identities and relationship** Who am I? Who are we? Students will explore identity; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families,	**Fairness and development** What are the consequences of our common humanity? Students will explore rights and responsibilities; the relationship between communities; sharing finite resources	**Personal & 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	**Globalization and sustainability** How is everything connected? Students will explore the interconnectedness of human-made systems and communities; the relationship between local and	**Personal & 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	**Identities and relationship** 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, 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	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	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	global processes; how local experiences mediate the global; the opportunities and tensions provided by world interconnectedness; the impact of decision-making on humankind and the environment. Possible explorations to develop: • Markets, commodities and commercialization • Human impact on the environment • Commonality, diversity and interconnection • Consumption, conservation, natural resources and public goods • Population and demography • Urban planning, strategy and infrastructure	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	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, 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
Criterion objectives/strand assessment task	A: **analyzing** ii. analyze the effects of the creator's choices on an audience C: **producing texts** i. produce texts that demonstrate thought, imagination and sensitivity, while exploring and considering new perspectives and ideas arising from personal engagement with the creative process iii. select relevant details and examples to develop ideas.	A: **analyzing** iii. justify opinions and ideas, using examples, explanations and terminology C: **producing texts** ii. make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience iii. select relevant details and examples to develop ideas.	C: **producing texts** i. produce texts that demonstrate thought, imagination and sensitivity, while exploring and considering new perspectives and ideas arising from personal engagement with the creative process D: **using language** i. use appropriate and varied vocabulary, sentence structures and forms of expression iii. use correct grammar, syntax and punctuation iv. spell (alphabetic languages), write (character languages) and pronounce with accuracy	A: **analyzing** i. identify and explain 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. interpret similarities and differences in features within and between genres and texts. B: **organizing** iii. use referencing and formatting tools to create a presentation style suitable to the context and intention. C: **producing texts** iii. select relevant details and examples to develop ideas. D: **using language** ii. write and speak in an appropriate register and style iii. use correct grammar, syntax and punctuation iv. spell (alphabetic languages), write (character languages) and pronounce with accuracy	B: **organizing** i. employ organizational structures that serve the context and intention C: **producing texts** i. produce texts that demonstrate thought, imagination and sensitivity, while exploring and considering 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 D: **using language** i. use appropriate and varied vocabulary, sentence structures and forms of expression	B: **organizing** i. employ organizational structures that serve the context and intention C: **producing texts** ii. make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience D: **using language** v. use appropriate non-verbal communication techniques.

ATL Skill	**Communication**: Students demonstrate communication through language by structuring information in summaries, essays and reports. **Thinking**: Students think critically by considering ideas from multiple perspectives	**Research**: Students demonstrate information literacy by accessing information to be informed and to inform others.	**Thinking**: Students create original works and idea. **Communication**: Students read critically and for comprehension **Social**: Students collaborate by listening actively to other perspectives and ideas.	**Thinking**: Students think critically by gathering and organizing relevant information to formulate an argument. **Communication**: Students communicate through appropriate forms of writing for different purposes and audiences.	**Self Management**: Students are reflective by considering ethical, cultural, and environmental implications (social issue poetry). **Thinking**: Students create original works and ideas by proposing metaphors and analogies. **Communication**: Students demonstrate communication though using and interpreting a range of discipline specific terms and symbols.	**Communication**: Students communicate using a variety of media to interact with a range of audiences. **Self Management**: Students reflect by identifying strengths and weaknesses of personal learning strategies.
LDC Unit? Yes or No	Yes: multi-paragraph essay	Yes: multi-paragraph essay		Yes: formal business letter		
Statement of Inquiry	The student will understand that relationships and identities are based on a character's point of view / perspective.	The purpose and context of a person constructs influence through their connections among ideas and people, which in turn may create a significant influence on society.	Communicating a personal credo and the exposure to the philosophies of remarkable men and women may unite cultural expression.	After analyzing purpose and structure students will understand that communicating an argument can influence the globalization and sustainability of a society.	Students explore the ways in which the artistry of poetry develop personal expression and style.	The formation of perspective is enhanced by creating and reflecting upon a thematic portfolio of classwork (to an audience that is comprised of family, peers, and faculty) that establishes identity and relationship.