MYP Subject Area: Language & Literature														
Proposed Date & Length of Unit in Weeks	**Unit Title**	**Key Concept**	**Related Concepts**	**Global Context**	**Statement of Inquiry**	**Subject Objectives & Strands**	**Overview of Summative Assessment Task**	**Approaches to Learning Skill Clusters**	**Content/Genre/Theme (including names of major texts)**	**Writing Genre**	**Writing Product**	**Primary CCSS**	**Secondary CCSS**	**Service Learning Opportunity**
Q1 - 10 weeks	Go Find Yourself	Identity: can be observed or it can be constructed, asserted and shaped by external & internal influences.	Setting and Character	Identities and Relationships	Critical readers understand the central idea and supporting details of text and consider the impact of a setting on the actions and decisions that characters make.	Criterion B: Organizing i & ii Criterion C: Producing Text iii	Literary Analysis: How was the main character's identity (actions, language, thoughts) shaped throughout the novel?	Self-Management: Keep an organized and logical system of information files and notes. Real ATL-Organization: personal audit of class participation (quality and quantity) to set goals for the year.	Monster, The Outsiders, The Chocolate War	Narrative Argument	Journal Entries (I & S) Constructed Response	RI.8.2/RL.8.2		
Q2 - 10 weeks	Be the Change	Connections: Links, bonds, relationships among people, objects, organisms or ideas.	Style and Context	Globalization and Sustainability	Critical readers question the cultural context of a variety of texts.	Criterion A - Analyzing i Criterion B Producing Text i	Response to Literature - How have these works shaped your views on the state of our food? Write an analysis paper explaining your new viewpoint.	Thinking: Evaluate evidence and arguments. Real ATL-Informational Literacy: students use a variety of sources related to modern food issues to create a mind map.	Speak, La Linea	Inform & Explain Argument	Mars Task/Constructed Response (Math) Lab Report (Science)	RI.8.3/RL.8.3		Whole Foods Sarah
Q3 - 10 weeks	We Can Work it Out (WW1)	COMMUNICATION Style: linguistic devices, literary devices and features for particular purposes and effects (word choice, sentence structure, figurative devices, repetition, motif, allusions, imagery, and symbolism.	Communication	Fairness and Development: Students will explore justice, peace and conflict management	Critical readers understand an author's perspective can influence our behavior and decisions	Criterion A: Analyzing iii Criterion B: Organizing ii Criterion C: Producing Text iii Criterion D: Using Language ii	Persuasive Speech Purpose: The purpose of this speech is to persuade your audience to agree with your position on a controversial subject.	Social: Listen actively to other perspectives and ideas.	Of Mice and Men, Animal Farm Reading 8.1 Reading 8.10 Speaking and Listening 8.1 Writing 8.1 Language 8.6.	Narrative Argument	Letter (I & S) Constructed Response	RI.8.4/RL.8.4		Lawyer guest speaker (NOT Lawyers in the Classroom- a criminal lawyer for speech advice)
	Absolute Power Corrupts Absoutely (WW2)	Perspective: The position from which we observe situations, objects, ideas, facts and opinions	Audience Imperatives	Fairness and Development: Students will explore justice, peace and conflict management	Critical thinkers understand that an audience has power.	Criterion A: Analyzing ii Criterion B: Organizing iii	Non Fiction Propaganda Study: Create a visual art piece to communicate a modern message.	Communication: Use a variety of media to communicate with a range of audiences.	The Boy Who Dared, Night RI.8.7 RL.8.5 RL.8.6/RI.8.6 RL.8.2/RI.8.2 RI.8.1/RL.8.1 RI.8.4/RL.8.4	Inform & Explain Argument	Mars Task/Constructed Response (Math) Lab Report (Science)	RI.8.7 RL.8.5	RL.8.6/RI.8.6 RL.8.2/RI.8.2 RI.8.1/RL.8.1 RI.8.4/RL.8.4	Propaganda artist
Q4 - 10 weeks	Power to the people	Creativity: The ability to reconize the value of ideas when developing innovative reponses to to problems	Self-Expression	Personal and Cultural Expression	Critical thinkers understand that expressions on one's ideas can develop innovative responses to problems.	Criterion A: Analyzing iv Criterion C: Producing Text ii Criterion D: Using Language v	Nonfiction: Multiple Intelligence Projects/Civil Rights	Research: Seek a range of perspectives from mulitple and varied sources.	To Kill a Mockingbird, Shattering Glass, Feed, Rash RI.8.1/RL.8.1 RI.8.2/RL.8.2 RI.8.8 RL.8.10/RI.8.10	Argument	Constructed Response	RI.8.1/RL.8.1 RI.8.2/RL.8.2	RI.8.8 RL.8.10/RI.8.10	Louder Than a Bomb (Young Chicago Authors)