

Language and Literature Subject Group Overview - Application - Year 1

| Unit Title and Teaching Hours | Key Concept | Related Concepts | Global Context | Statement of Inquiry | Objectives | ATL Skills | Content (topics, knowledge, skills) |
|------------------------------------|---------------|---------------------------|-----------------------------------|--|--|--|---|
| Facing Fear, 30 hours | Perspective | Point of View & Character | Identities & Relationships | Varied text influences different perspectives, leading to multiple representations and interpretations | A. Analyzing Text D. Using Language | Thinking-Students will think critically about character point of view and perspective by reading a variety of text | Describe characters, setting, inferences, point of view & plot element in short stories |
| Novel Study 2, 15 hours | Perspective | Point of View & Character | Identities & Relationships | Identities and relationships are influenced by the character's point of view and perspective. | A. Analyzing Text D. Using Language | Self Management-Students will reflect on characters in novels to consider new ideas and perspectives | Determine central ideas and supporting details of text. Analyze the purpose and perspective of characters |
| Animal Intelligence, 30 hours | Connections | Context & Genre | Scientific & Technical Innovation | Connections in language and relationships can be made between text, creator and audience | A. Analyzing Text D. Using Language | Thinking-Students will think critically about issues & ideas around animal intelligence | Determine central ideas and supporting details of text. Analyze the purpose and perspective of characters |
| Informative Presentation, 15 hours | Communication | Style & Purpose | Scientific & Technical Innovation | Communicating information through presentations and technology effectively persuades audiences | B. Organizing Text C. Producing Text D. Using Language | Research-Students will find, interpret, judge & create information as well as manage time & tasks effectively for their presentation | Determine central ideas and supporting details of text. Analyze the purpose and perspective of characters |

Language and Literature Subject Group Overview - Application - Year 1

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| Dealing with Disaster, 30 hours | Communication | Structure & Intertextuality | Scientific & Technical Innovation | Utilizing different structures of texts, analyzing connections between texts, and use the technological innovation create effective communication | A. Analyzing Text D. Using Language | Communication- Students will read, write, & use language to gather & communicate information | Identify and analyze cause & effect, imagery & figurative language. Analyze elements of narrative non-fiction, author's style & tone |
| Multimedia Presentation, 15 hours | Creativity | Purpose & Self Expression | Scientific & Technical Innovation | Using a variety of creative, expressive mediums convey information with purpose and self expression | B. Organizing Text C. Producing Text D. Using Language | Social- Students will collaborate, interacting with media to use and create ideas and information | Students will understand the features and analyze the purpose of a variety of literary sources, and use creativity to integrate information obtained from these sources into a multimedia presentation |
| Making Your Voice Heard, 30 hours | Identity & Connections | Character & Context | Identities & Relationships | People establish their identity and connections through relationships of expression in language and character | A. Analyzing Text B. Organizing C. Producing Text D. Using Language | Social- Students will analyze and evaluate collaboratively through interaction about voices being heard | Trace and evaluate an argument, analyze persuasive language, analyze author's style, tone, and characterization |
| Novel Study 2, 15 hours | Connections | Self Expression & Character | Identities & Relationships | Beliefs and values are impacted by connections to people and ideas and lead to the development of character and self expression | A. Analyzing Text B. Organizing Text C. Producing Text D. Using Language | Thinking- Students will transfer knowledge learned in generating ideas in novels, and considering new perspectives | Trace and evaluate an argument, analyze persuasive language, analyze author's style, tone, and characterization |

Language and Literature Subject Group Overview - Application - Year 2

| Unit Title and Teaching Hours | Key Concept | Related Concepts | Global Context | Statement of Inquiry | Objectives | ATL Skills | Content (topics, knowledge, skills) |
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| Bold Actions/Perception and Reality (20 Hours) Q1 | Perspective | Point of View, Self Expression | Identities and relationships | The way a character identifies himself and the relationships he has has impacts his perspective, point of view, and self expression. | C. Producing Text | Communication & Thinking - | Writing: W3a-e, W4, W5, W10 |
| Novel Study (25 Hours) Q1 | Perspective | Character, Theme, Setting | Personal and cultural expression | Theme is exposed through a character's perspective and personal expression from the setting and culture in which they exist. | A. Analyzing | Communication, Self-Management & Reflecton - 1. Reading, writing, and using language to gather and communicate information. 2. Analyzing and evaluating issues and ideas. 3. Generating novel ideas and considering new perspectives. | RL2, RL3, RL6 |

Language and Literature Subject Group Overview - Application - Year 2

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| Risk and Explorartion (Argument) (25 Hours) Q2 | Communication | Purpose, Genre | Orientation in Time and Space | Communication is most effective when containing specific genre and purpose as it relates to individual's and civilizations' orientation in time & space. | C: Producing Text | Communication & Social - Finding, interpreting, judging, and creating information. Interacting with media to use and create ideas and create information. | Write arguments to support claims with clear reasons and relevant evidence by introducing claimW/s, acknowledge alternate or opposing claims, and organize the reasons and evidence logically. W1a-e. |
| Risk and Explorartion (Research) (20 Hours) Q2 | Connections | Intertextuality, Structure | Orientation in Time and Space | Developing research skills creates student connections thru inter textually by observing the structure of the text and discovering the relationships and interconnectedness between individuals and civilizations from their explorations. | B: Organizing | Research & Thinking - | W 7. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation. |
| The Stuff of Consumer Culture (Novel Study) (20 Hours) Q3 | Creativity | Style, Genre | Globalization and Sustainability | Solutions to global issues are most sustainable when creativity & style are valued relative to context. | A: Analyzing | Self Management & Thinking - | RL 1-10 |

Language and Literature Subject Group Overview - Application - Year 2

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| <p>The Stuff of Consumer Culture (Expository Writing) (25 Hours) Q3</p> | <p>Communication</p> | <p>Purpose, Audience Imperatives</p> | <p>Globalization and Sustainability</p> | <p>When communicating issues related to globalization, an understanding of its purpose and the intended audience are imperative to its effectiveness.</p> | <p>C: Producing Text</p> | <p>Social, Reserach & Thinking - 1. Interacting with media to use and create ideas and information.</p> | <p>Writing: W2a-f, W4, W5, W6, W7, W8, W10. Speaking & Listening: SL 4, SL 5, SL 6</p> |
| <p>Nature at Work (Listening and Speaking Skills) (25 Hours) Q4</p> | <p>Communicaton</p> | <p>Self-Expression, Context, Audience Imperatives</p> | <p>Scientific and Technical Innovation</p> | <p>The ability to communicate includes a students self expression in the appropriate context in order for the audience to receive the appropriate message when discovering the relationships between humans and natural world.</p> | <p>D: Using Language</p> | <p>Communication, Self-Management & Reflection - 1. Reading, writing, and using language to gather and communicate information. 2. Analyzing and evaluating issues and ideas. 3. Generating novel ideas and considering new perspectives.</p> | <p>RL1-RL5, W3a-e, W4, W5, W10</p> |

Language and Literature Subject Group Overview - Application - Year 2

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| <p>Guided by a Cause (20 Hours) Q4</p> | <p>Communication</p> | <p>Purpose; Audience Imperatives</p> | <p>Fairness and development</p> | <p>In order to achieve just purposes, individuals must effectively communicate to address audience imperatives</p> | <p>Objectives: A - Analyzing, B - Organizing, C - Producing Text, D-Using Language</p> | <p>Communication, Self-Management & Reflection - 1. Reading, writing, and using language to gather and communicate information. 2. Analyzing and evaluating issues and ideas. 3. Generating novel ideas and considering new perspectives.</p> | <p>W 2a-f: Write informative/explanatory texts; W4: produce clear and coherent writing; W5: Develop and strengthen writing; W6: Use technology to produce and publish writing; W7: conduct short research projects; W8: Gather relevant information; W10: Write routinely. RL1-10</p> |
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Language and Literature Subject Group Overview - Application - Year 3

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| Culture and Belonging 25 hours | Connections | Context Audience Imperatives Style | Identities and Relationships | Cultural identities, sense of belonging, and relationships are connected to the context in which people live and are conveyed through style. | A. Analyzing C. Producing Text | Reading, writing, and using language to gather and communicate information. Finding, interpreting, judging and creating information. Analyzing and evaluating issues and ideas. | Recognize and analyze the elements of a story's plot and the author's methods of characterization. Analyze elements of a personal essay, including its purpose, structure, central idea, and supporting details. Use text features and graphic aids to analyze and understand a nonfiction text. Analyze imagery and figurative language to better understand a memoir. Recognize the elements used in a documentary and understand and evaluate the purpose of each one. Write Informative/explanatory text to examine a topic. Conduct short research projects to answer a question. |
| Historical Fiction 20 hours | Connections | Intertextuality Structure | Identities and Relationships | Identities of characters in historical fiction are created through connections to historical information, developing realistic characters, their relationships, and accurate representation of historical events. | A. Analyzing C. Producing Text | Reading, writing, and using language to gather and communicate information. | Identify and analyze key elements of historical fiction and its portrayal of historical events. |
| The Thrill of Horror 30 hours | Communication | Genre/ Point of view/ Character/Setting | Personal and Creative Expression | Mood is established in literature pertinent to the genre by creative development of character traits, setting, and point of view. | A. Analyzing B. Organizing C. Producing Text D. Using Language | Exchanging thoughts, messages, and information effectively through interaction. Reading, writing, and using language to gather and communicate information. Working effectively with others. Managing time and tasks effectively. | Determine the point of view from which a story is told, evaluate the credibility of a narrator, and identify techniques used to create suspense in a fictional account. Analyze an essay to determine the author's viewpoint, counterarguments, and elements of language that contribute to the author's style. Determine and analyze a universal theme and to analyze foreshadowing in a short story. Analyze literary criticism to gain insight into literature. |

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| Multimedia 10 hours | Creativity | Self-expression/Style/Genre | Personal and Creative Expression | Through creativity and self-expression the elements of a genre can be conveyed in an original format. | B. Organizing C. Producing text D. Using Language | Generating novel ideas and considering new perspectives. Interacting with media to use and create ideas and information. Exchanging thoughts, messages, and information effectively through interaction. Reading, writing, and using language to gather and communicate information. Working effectively with others. Managing time and tasks effectively. | Analyze the choices a filmmaker makes when he or she decides to adapt a written story to movie form. Integrate multimedia and visual displays into presentations. Integrate multimedia and visual displays into a presentation. |
| Approaching Adulthood 25 hours | Connections | Theme/Audience Imperatives | Fairness and Development | Themes of fairness and personal development are made through the connections audience members make with the characters in stories and subjects of articles. | A. Analyzing C. Producing Text | Analyzing and evaluating issues and ideas. Finding, interpreting, judging and creating information. | Identify the motivations of characters in a story and determine the factors that help him or her understand the theme of the story. Make inferences and determine the theme of a poem. Trace and evaluate arguments and evaluate supporting evidence to determine whether the evidence is relevant or irrelevant. Determine central ideas and details while analyzing relationships between ideas. Analyze the purpose of a public service announcement and understand the elements used in it. |
| Biography 20 hours | Perspective | Point of View/Context | Fairness and Development | The point of view in writing biographical information, through biography, autobiography, and memoirs, impacts the perspective in which the narrative conveys development and fairness. | A. Analyzing C. Producing Text D. Using Language | Reading, writing, and using language to gather and communicate information. Analyzing and evaluating issues and ideas. | Analyze the key elements of a drama, including its structure, characters, dialogue, and events. Analyze the elements of a biography or autobiography and make and support inferences about the text. Determine the author's point of view in a work of literary criticism and analyze how the author's word choice impact the tone of the text. |

Language and Literature Subject Group Overview - Application - Year 3

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| <p>The Move Toward Freedom 25 hours</p> | <p>Connections</p> | <p>Intertextuality/ Purpose</p> | <p>Orientation in Time and Space</p> | <p>Connections between historical events are dependent on orientation in time and space show the intertextuality between events.</p> | <p>A. Analyzing C. Producing Text D. Using Language</p> | <p>Utilizing skills and knowledge in multiple contexts. Analyzing and evaluating issues and ideas. Finding, interpreting, judging, and creating information. Exchanging thoughts, messages and information effectively through interaction.</p> | <p>Analyze an autobiography and explain the author's purpose. Identify methods of characterization in a biography and analyze the author's craft. Identify and analyze the key elements of historical fiction and examine how authors create mood in a story. Identify and analyze a compare and contrast organizational pattern in a text and understand the impact of a word's connotation on meaning. Understand how extended metaphors can be used to express feelings and ideas.</p> |
| <p>The Value of Work 20 hours</p> | <p>Perspective</p> | <p>Point of View/Context</p> | <p>Identities and Relationships</p> | <p>Society's perspective about it's members is based on point of view regarding the contributions people make to become valued members of that society.</p> | <p>A. Analyzing B. Organizing D. Using Language</p> | <p>Reading, writing, and using language to gather and communicate information. Finding, interpreting, judging and creating information. Analyzing and evaluating issues and ideas. Utilizing skills and knowledge in multiple contexts.</p> | <p>Recognize how an omniscient, third person point of view creates dramatic irony and how elements of a writer's style contribute to a humorous tone. Cite evidence to draw conclusions about a text and analyze imagery and sensory details. Analyze an argument and determine whether its claims are sufficiently supported.</p> |
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