

IBMYP Subject Overview

2015-16

Subject Area: *English* Course: *Language and Literature* MYP Level: 3 Teacher(s): *Mayhall*

Time Frame	Unit Title and Topic (*=interdisciplinary connection; @=Action)	MYP Objectives	State Standards	Key Concept	Related Concepts	Global Context	Statement of Inquiry	MYP Assessment Task & ATL Focus	MYP Criteria	Learner Profile Focus
6 weeks (Oct – Nov)	“Pay it Forward” <i>Whirligig</i> Novel Study	A (i,ii) B (i) C (iii) D (v)	8.4/8.5	Connections	Character, Point of View, Theme	Orientation in time and space	Connections among various perspectives affect and contribute to common humanity .	Build and present Whirligig. In order for students to analyze text, students must self-manage by organizing their reading logs for each story. In order for students to produce text, students must think by thinking critically to determine appropriate symbols and creatively to build whirligigs.	A (i,ii) B (i) C (iii) D (v)	Reflective Caring
3 weeks	“Bee-ing American” Media Fluency	A (iii) B (i, ii) C (i)	8.3/8.7/8.8	Communication	Context, audience, purpose	Personal and cultural expression	Through different contexts,	Analytical Essay Students will develop organizational skills	A (iii) B (i, ii) C (i)	Inquiring Open- Minded

(Nov – Dec)		D (i)					media both communicates and contributes to various portrayals of American identities.	through the use of graphic organizers, communication skills through discussions and Spelling Bee participation, reflection and thinking skills through the final assessment which relates the themes of the story to their own personal experiences, and can understand how media literacy skills can transfer to skills in other subject disciplines.	D (i)	
6 weeks (Feb-Mar)	“A Hero, a God, and a Monster Walk in to a Bar” Mythology *World History * Drama	B (iii) C (ii) D (ii, iii)	8.4/8.5/8.6	Creativity	Structure, self-expression, and genre	Personal and cultural expression	An exploration of creativity, personal and cultural expression, and common elements of literary structure contribute to an appreciation of the genre of mythology.	Write and perform a scene Students will develop organizational skills through the use of the reading notes; communication skills through discussion of the texts; reflection and thinking skills through the final assessment which relates the unit question and requires critical thinking/creativity; collaborative skills through group work and small group activities; and	B (iii) C (ii) D (ii, iii)	Communicating, Risk-taking

								understanding of how mythological themes/elements and critical reading skills can transfer to other subject disciplines.		
6 weeks (Mar-April)	“ No Fair” Injustice	A (iv) C (iii) D (iv)	8.4/8.5/8.6 /8.9	Perspective	Context, Genres, Point of View	Fairness and development	Putting perspectives in context determines our understanding of society.	Timed Essay about Literature Students will develop reading comprehension skills by reading and analysing a variety of genres (nonfiction, drama, poetry and prose). They will need to think critically and communicate effectively to find evidence in the texts for the message they are trying to convey.	A (iv) C (iii) D (iv)	Principled, Knowledgeable
2 weeks (April - May)	“Emotions Become Words” Poetry	B(i) C (ii)	8.4/8.6	Connections	Genre, theme, intertextuality	Personal and cultural expression	Finding connections and differences between works of the same genre and theme leads to an understanding of the possible	Poetry Anthology Students must make connections between poems and poets in order to make a supported and evidence-based claim. They must use precise organizational skills in their written justifications, as well as	B(i) C (ii)	Thinker, Reflective

							varieties of personal expression.	their formats of a poem anthology. Students must show concise research skills with correct citations.		
5 Weeks (May - June)	"Parting is Such Sweet Sorrow" Shakespeare Independent Studies	A (i) D (iii)	8.4/8.5/8.6	Communication	Intertextuality style, structure	Fairness and development	Despite his complex writing structure and style, Shakespeare's works continue to communicate universal themes that reach modern audiences.	Lesson Plan/Test To be successful, students must use time-management and their own personal learning goals. They must plan out their own work schedule. Students will show reflection through creative measures (artwork and monologue).	A (i) D (iii)	Balanced Knowledgeable

Support of Personal Project: (Develop a narrative description of the ways in which your class supports the skills students will need to complete the Personal Project from spring of their freshman year through fall of their sophomore year. Areas to consider include but are not limited to the development of students' autonomy, self-confidence, reflection, perseverance, time-management and organization, and research.)

In this class, we are always reinforcing research skills with the expectation that students always format papers according to MLA, use in-text citations when any other text is referenced, and create proper Works Cited pages. The last unit of the year mimics an "Independent Studies" class where students choose which Shakespeare play they want to read and also decide on the skills they are going to learn. This is most closely related to the personal projects since students will be choosing for themselves what goals they hope to accomplish. Students will be given guidance for time management and organization, but will largely be responsible for proving how they have met the expectations on their own. Students are given the opportunity to reflect on their work throughout the year, but most specifically, they will maintain an online writing portfolio and reflect on their writing growth and the ways the learner profiles are being exhibited.