

## Year 2 Language and Literature

## Subject Group Overview

| Unit title           | Key concept | Related Concept(s)                  | Global context & Exploration  | Statement of inquiry   | MYP subject specific objectives and strands      | Content (topics, knowledge, skills)   |
|----------------------|-------------|-------------------------------------|---|--|--|---|
| Unit 1: Bold Actions | Connections | Intertextuality<br>Purpose<br>Style | Identities and Relationships<br><br>Questions:<br><br>Who am I?<br><br>Who are we?<br><br>Explorations:<br><br>Motivations<br><br>Lifestyle choices<br><br>Moral reasoning<br><br>Ethical judgement | Various texts are connected through the authors' purpose and style and are influenced by one's identity and relationships. | A: i, iii,<br>B: ii, i<br>C: iii, i<br>D: iii, i | -Students can define intertextuality.<br>-Students can identify and define author's stylistic choices.<br>-Students can identify and define and author's purpose.<br>-Rogue Wave Learning Goal: Students will be able to identify, analyze, and make inferences about the elements of plot in a short story.<br>-Abby Sunderland Learning Goal: Students will be able to analyze and compare news stories about the same event from various sources.<br>-Flight of Icarus Learning Goal: Students will be able to analyze the elements of a myth and to determine two or more themes.<br>-Icarus's Flight Learning Goal: Students will understand how the elements of form and the use of alliteration emphasize ideas and meaning in a poem. |

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| <p>Unit 2:<br/>Perception and Reality</p> | <p>Perspective</p>   | <p>Character Genre</p> | <p>GC: Personal and Cultural Expression</p>  | <p>Authors use perspective, characterization, and genre choice as tools for personal and cultural expression.</p>                  | <p>A: ii, iii<br/>B: iii,<br/>C: iii, i<br/>D: ii, v</p> | <p>-Magic and the Brain: Learning Goals: I can analyze how text features contribute to a text. I can summarize a text objectively.<br/>-Sonnet 43: Learning Goal: I can analyze a how sonnet’s form affects its meaning.<br/>-Sorry, Wrong Number: Learning Goal: I can analyze the elements of a drama and make comparisons between a script and a performance.<br/>-The People Could Fly: Learning Goal: I can identify the elements of a folk tale and summarize the story.<br/>-Another Place, Another Time Learning Goal: I can identify the elements of a folk tale and summarize the story</p>   |
| <p>Unit 3: Risk and Exploration</p>       | <p>Communication</p> | <p>Structure</p>       | <p>GC: Scientific and Technical Innovation<br/><br/>Ex: Opportunities and Risk</p> | <p>We communicate arguments – risk, exploration, consequences, opportunities, and responsibility – using different structures.</p> | <p>A: iii<br/>B:<br/>C: iii<br/>D:</p>                   | <p>-Students can define, identify, and explain ethos, pathos, logos, bias, and text structure.<br/>-Your World Learning Goal: I can identify and analyze how imagery and extended metaphor can express a particular message or idea.<br/>-“Remarks at the Dedication of the Aerospace Medical Health Center,” Speech by JFK Learning Goal: I can trace and evaluate an argument.<br/>-Dark they were and Golden Eyed by Ray Bradbury Learning Goals: identify and analyze the words and phrases used to create mood in a science fiction text.<br/>-“Why Exploring the Ocean is Mankind’s Next Giant Leap” Commentary by Phillipe Cousteau Learning Goal: I can the reasoning used to support a claim and</p> |

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|                                  |   |                        |   |   |                          | <p>identify tone.</p> <p>from Living in the Dark Science Article by Cheryl Bardoe Learning Goals: II can analyze the structure of an informational text and paraphrase central ideas and details.</p>  |
| <p>Unit 4: Guided by a Cause</p> | <p>Communication</p> <p><i>(Possibly changing to Perspective)</i></p> | <p>Character Theme</p> | <p>GC: Fairness and Development</p> <p>Ex: Civic Responsibility and the public sphere</p> | <p>Theme and character inspire communication by imagining a hopeful future through civic responsibility and the public sphere.</p> <p><i>Theme and character create perspective by imagining a hopeful future through civic responsibility and the public sphere.</i></p> | <p>A, C: all strands</p> | <p>-Triangle Factory Fire texts Learning Goal: I can determine central ideas and details, analyze chronological order, and analyze authors' writings on the same topic.</p> <p>-Uprising Learning Goal: I can analyze points of view in a text and compare and contrast different genres.</p> <p>-Craig Kielburger Learning Goal: I can identify and analyze elements of a personal essay and determine an author's point of view.</p> |