IB Subject Group: Language and Literature **Course: English 9** **Year: 4**

Unit title	Key concept	Related concept(s)	Global context	Statement of Inquiry	Objectives	ATL skills	Content
Scary Story Endings	Creativity	plot/narrative writing	personal and cultural expression	Students will understand that creativity and narrative writing are derived from personal and cultural background.	Criterion A. i. Criterion C. ii.	Thinking ● Creative Thinking Communication ● Communication	1: Introduction to Narrative Students discuss how does creative writing differ from formal academic writing Students learn narrative style and story elements Students practice identifying characterization, setting, plot, structure, style, and theme in writing samples 2: Analysing "The Lady and the Tiger" Read story with students (teacher determines presentation method) Students learn how to annotate text (teacher determines supports, scaffolding, and pacing) Students examine key pieces of text that develop narrative style and story elements (characterization, setting, plot, structure, style, and theme) 3: Building to Common Task Students examine and analyze particular text that foreshadows story ending Students make predictions about what will happen in story ending based on textual evidence from annotations Students plan story ending orally and in small groups/pairs Students peer critique hypothetical story endings prior to writing 4: Common Task Students write outline of story ending Student peer critique outlines Student write story ending Students share story endings in small groups Small groups select best story ending and class compares and contrasts effective narrative style and story elements in student-selected work
Argumentative Writing	Logic, Perspective, and Systems	Audience Imperatives and Point of View	Fairness and Development	Fairness in the American society can be influenced by the individual's point of view in a relationship.	Criterion. A. iii. Justify opinions and ideas, using examples, explanations and terminology. Criterion B. ii:Organize opinions and ideas in a	RESEARCH VI. Information Literacy. L&L. Seek a range of perspectives from	1: Introduction to Argument and Research 1. Students answer the question "what is an argument?" 2. Students discuss the difference betweens facts and opinions with regards to content and language 3. Students practice identifying facts and opinions in varied texts like writing samples and video clips

					sustained, coherent and logical manner. Criterion C. iii: Select relevant details and examples to develop ideas. Criterion D. ii: Write and speak in a register and style that serve the context and intention.	multiple and varied sources	4. Students reflect on how opinions are derived from interpreting facts 5. Students preview academic vocabulary related to argumentative writing 6. Student to student discourse for closure activities 2: Research 1. Teach how to annotate using "I do, we do, you do" modeling with text for an alternate argument than the assigned material 2. Re-teaching opportunities for students who are not able to annotate independently 3. Annotations with articles by groups 4. Shared annotations in jigsaw groups using student to student discourse 5. Student to student discourse for reflection on information learned through annotating articles 6. Teachers present notes on differences between in text quotations versus paraphrasing *Depending on class behaviors, personalities, attendance, compliance, and skills, some teachers may use different student to student discourse strategies (i.e. gallery walk) to annotate articles and discuss learned content. 3: Building to the Common Task 1. Students reflect on arguments learned through annotating article to choose what side he/she will argue 2. Explain purpose and expectations for writing 3. Students complete a graphic organizer, outline, brainstorming web, or alternate planning document describing the issue, both sides of the argument, and justifying their claim using evidence from text 4. Students reflect on feedback on planning document orally or in student to student discourse 5. Students write a rough draft of essay 4: Writing the Common Task 1. Students compare and contrast rough drafts of essay and provide peer feedback 2. Students reflect on teacher feedback orally or in writing 3. Students write a revised essay according to feedback from peers and teachers 4. (Some) Students will orally deliver their arguments to peers and teachers for a final assessment.

Inquiry and Presentation	Communication, Systems	History: Causality Literature & Language: Audience Imperatives, Point of View	Orientation in Time and Space		FORMATIVE Criterion B. i. employ organizational structures that serve the context and intention Criterion C. iii. select relevant details and examples to develop ideas. SUMMATIVE Criterion B. iii. use referencing and formatting tools to create a presentation style suitable to the context and intention. Criterion D. ii. write and speak in a register and style that serve the context and intention	Self Management V. Reflection -Students reflect on own knowledge of successful and ineffective presentation strategies	1: Establishing the Purpose Students reflect on own knowledge of social, economic, and legal systems in America Students compare their knowledge of American systems to summary of TKAM and generate list of expected systems in the book Establish connection between research and background knowledge for pre-reading through discussion, journaling, gallery walk, or other oral activity 2: Research Skills Teacher provides instruction on research skills including evaluating credibility, synthesizing information from a variety of sources, and appropriate citations for various media/sources Teacher monitors student's independent research. Teacher provides error-correction feedback as needed through independent work 3: Presentation skills Students reflect on own knowledge of successful and ineffective presentation strategies Students compare and contrast own knowledge of presentation strategies to examples of effective and ineffective presentations (video clips or modeled). students then generate list of presentation strategies they will employ Teacher assigns collaboration partners for presentation Teacher monitors students collaborative work and provides error-correction feedback as needed 4: Assessment Students submit rough drafts of presentations and present to teacher. Teacher provides error-correction feedback as needed Repeat step 1 as needed for groups that are struggling with any aspect of the formative assessment

							Students present work to whole class. Following student presentations, teacher leads discussion on effective presentations and areas of improvement Closure: build connection between presentations' content and TKAM
Analyzing and Expressing Language	Form	Structure, Style	Personal and Cultural Expression	Students analyze and demonstrate knowledge of literary devices, style, and structure through synthesizing evidence from text using reading comprehension and literary interpretation strategies through literature circles and poetry	Criterion A i. Analyse the content, context, language, structure, technique and style of text(s) and the relationship among texts. iii. Justify opinions and ideas, using examples, explanations and terminology Criterion B. ii. Organize opinions and ideas in a sustained, coherent and logical manner Criterion C. iii. Select relevant details and examples to develop ideas.	COMMUNICATION I. Communication: Use appropriate forms of writing for different purposes and audiences THINKING VIII. Critical Thinking: Evaluate evidence and arguments	Review of literary devices, structural elements, and stylistic techniques 1. Students recall knowledge of literary devices, structure, and style orally and in writing 2. Students evaluate their own knowledge by comparing their definitions to teacher-provided examples 3. Teacher-led practice using modeling "I do, we do, you do" to identify, examine, analyze, and evaluate literary devices, structure, and style independently and in small groups 4. Students use knowledge of literary devices, structure, and style to identify impact on meaning and/or purpose 5. Closure: Students reflect on the impact of literary devices, structure, and style on the meaning/purpose of an entire text through discussion, journaling, and exit tickets

IB Subject Group: Language and Literature   **Course: English 10**   **Year: 5**

Unit title	Key concept	Related concept(s)	Global context	Statement of Inquiry	Objectives	ATL skills	Content
Black Boy and Coming of Age	Perspective	Point of View Character	Identity and Relationships	Point of view and character change how humans perceive one's own identity and relationships with others.	Criterion B - Organization (Year 5) ● 2 . Organize opinions and ideas in a sustained, coherent, and logical manner ● 3. Use referencing and formatting tools to create a presentation style suitable to the context and intention. Criterion D - Using language (Year 5) ● 2. Write and speak in a register and style to serve the context and intention. ● 5. Use appropriate non-verbal communication techniques.	Self-management ● Affective ● organization Thinking ● Critical thinking	Students will begin creating a lens by which to present themselves through a writing prompt on personal motifs. Students will compare the autobiographical poetry of Maya Angelou and Sara Teasdale (among others) with both Richard's struggles in society and the students' struggles in society. Students will study the writing in Black Boy and answer questions that ask students to consider themes, perspective, plot structure, motifs, and symbols.
Gender Roles and *The Taming of the Shrew*	Creativity	Character, Point of View, Style	Personal and Cultural Expression	Authors often use style, character and point of view to show cultural impact on individual identity and personal expression.	Criterion A - Analyzing (Year 5) (10. 2.1, and 10.2.4) Strands: A1, A2 2) Criterion B - Organizing (10.2.3, 10.2.4) Strands: B1, B2	COMMUNICATION I.Communication SOCIAL II.Collaboration	?

					3) Criterion C- Producing Text (10.2.1, 10.2.2) Strand s: C1, C2 4) Criterion D - Using language (10.2.4) D2, D3, D4		
Persuasion, Rhetoric, and Research	Logic, Form	Purpose, Persuasive writing	Personal and Cultural Expression	Persuasive writing and purpose are connected to logic and proper form as a type of personal and cultural expression.	Criterion A - Analysis, Strand i-iii Criterion B - Organization, Strand i, iii	COMMUNICATION I. Communication L&L: Listen actively to other perspectives and ideas RESEARCH VI: Information Literacy VII: Media Literacy THINKING VIII: Critical Thinking L&L: Evaluate evidence and arguments	Values analysis -- discourse on personal values and causal analysis of bias Connotation/Denotation - "Gettysburg Address" Annotation - I Have a Dream; A More Perfect Union Current media bias show-and-tell Rhetorical devices - identification and analysis in commercial ads (small group analysis) Logical fallacy - "Love is a Fallacy" Mixed media analysis of rhetorical devices
Stories of Other worlds	Connections	Theme, Point of view, purpose	Orientation in time and space	Authors often connect their stories with the negative aspects of a society at a given place in time or offers a warning about the future.	Criterion A - iv Criterion B - ii, iii Criterion C - All Criterion D - All	Communication skills I. Communication Reading, writing and using language to gather and communicate information Write for different purposes	Science Fiction vs Fantasy Short story analysis and close study Literature Circles

						Collaborative identification, synthesis, and analysis of source text (Lit Circles)
						Thinking
						III. Creative Thinking Skills
						Generating novel ideas and considering new perspectives (How can students be creative?):
						Apply existing knowledge to generate new ideas, products, or processes
						Collaborative discussion
						Individual structured wiring