

English Language and Literature - Subject Overviews – MYP Year 1



* All units taught in MYP Years 1-5 are continuously being developed and improved to best meet the needs of the students at LIS. Therefore, the following Subject Overview is only a reflection of current plans for the course. Some changes to this document may occur as a result of planning done throughout the academic year.

	Unit	Concepts	Global Context	Statement of Inquiry	Inquiry Questions	MYP Objectives ATL Skills	Content
Unit 1	A Dystopian City	Perspective Setting	Globalization and Sustainability Conservation and Scarcity	Different perspectives in various settings shape responses to scarcity and conservation efforts	<p>Factual: What is a dystopian novel and how does it differ from other types of literature? What is sustainability?</p> <p>Conceptual: How can the setting of a story and its events influence the characters' viewpoints?</p> <p>Debatable: Is globalization always a positive force or are there negative consequences as well?</p>	<p>Criterion A: ii, iii, iv Criterion B: ii, iii Criterion C: ii Criterion D: ii</p> <p>ATL Skills Communication Collaboration</p>	<p>Sustainable Developmental Goals (SDGs) Underground Civilizations</p> <p>Texts/Resources: City of Ember by Jeanne DuPrau</p>

<p>Unit 2</p>	<p>Who Is Responsible?</p>	<p>Communication Genre Theme</p>	<p>Scientific and Technical Innovation Responsibility</p>	<p>Through an exploration of genre and themes, we explore how responsibility is communicated.</p>	<p>Factual: What is genre? What is a theme in a story?</p> <p>Conceptual: How do the types of literature we read affect the way we feel about being responsible?</p> <p>Debatable: Is it more interesting to read a story about responsibility in a fantasy world or in a real-world setting?</p>	<p>Criterion C: i, ii Criterion D: i, ii</p> <p>ATL Skills Creative-thinking Communication</p>	<p>NASA Geography of Chile Renewable vs. nonrenewable resources</p> <p>Texts/Resources: Trapped by Mark Aronson.</p>
<p>Unit 3</p>	<p>More Than a Feeling</p>	<p>Creativity Audience Imperative</p>	<p>Identities and Relationships Human Nature</p>	<p>Human nature is conveyed to different audiences with creativity.</p>	<p>Factual: What is creativity?</p> <p>Conceptual: How does poetry help us understand human nature?</p> <p>Debatable: What sparks creativity?</p>	<p>Criterion A: i, ii, iii, iv Criterion B: i, iii</p> <p>ATL Skills Communication Reflection Creative-thinking</p>	<p>Different types of poems Figurative Language Symbolism</p> <p>Texts/Resources: An array of poetry.</p>

<p>Unit 4</p>	<p>Tales of Religion</p>	<p>Connections</p> <p>Intertextuality, Point of view</p>	<p>Personal and Cultural Expression</p> <p>Belief systems</p>	<p>Belief systems can be connected through intertextuality and point of view.</p>	<p>Factual: What is intertextuality?</p> <p>Conceptual: How does the way people see things affect how they pass their beliefs to their children and others in their culture?</p> <p>Debatable: Is it fair for different belief systems to borrow ideas from each other and change how they see things?</p>	<p>Criterion A: iv</p> <p>Criterion B: i</p> <p>Criterion C: ii</p> <p>ATL Skills Communication Transfer Media Literacy</p>	<p>Hinduism Christianity Buddhism Judaism Islam</p> <p>Texts/Resources:</p> <p>Tales of religion: World History textbook</p>
----------------------	---------------------------------	--	---	---	---	---	--

