

Grade 10 MYP Year 5 Language A

Unit	Travel Literature Sept - Oct	Voice of the Teen November	Contemporary Novel January	Poetry February
Area of Interaction	Community and Service or Health and Social Education	Human Ingenuity	Environment/ Human Ingenuity	Human Ingenuity/ Health and Social Education/
Guiding Questions	How does travel change me? What impact does travel have on “the other?” How can I share my travel experience?	Can I not have a voice? What’s your style?	How does my shopping affect my planet? Can an individual make a difference? Why do our stories have tragic heroes?	Should there be twenty words for love? How can I use poetry to show my feelings? What’s a good poem?
Content Resources	Pico Iyer, Bill Bryson, Jan Morris, internet travel sites, newspaper and magazine article Poetry – Robert Frost The Journey as Metaphor Film Study: The Motorcycle Diaries	Contemporary novel excerpts; e.g. JG Ballard – Empire of the Sun Catcher in the Rye	The Gospel According to Larry – Janet Tashjian A Reader’s Companion – compiled of newspaper, magazine, internet articles on aspects of consumption Websites – Adbusters Church of Stop Shopping PBS – Affluenza The Story of Stuff Film: The Manufactured Landscape	Pablo Naruda, Carol Duffy, Gillian Clarke, Rumi, Leonard Cohen, Yeats, Pushkin, Ono Komachi, Margaret Atwood, etc. Complementary Short Story –JD Salinger Poetry Archive – internet Library collection Popular Song Lyrics
Skills: Reading Writing Speaking Listening or Viewing	Identifying audience and <u>purpose</u> , writing to an audience, writing to <u>reflect</u> . Constructing theme. Composing introduction and conclusion. Reading to <u>discuss style</u> . Identifying social commentary. Extended Metaphor	Reading to understand <u>tone</u> , <u>voice</u> , <u>style</u> , <u>diction</u> . Understanding and employing syntax, vernacular, punctuation and printing <u>devices to create</u> <u>voice</u> for the reader. <u>Writing to analyze</u> the effects of voice. Working in groups to orally <u>present original teen voices</u> .	Novel : Reading to understand <u>social</u> <u>commentary</u> ; Reading to understand <u>characterization</u> . Reading and writing to understand use of archetype- the <u>tragic hero</u> . Understanding and discussing contemporary vs. classical literature; <u>plot</u> , <u>theme</u> , <u>setting</u> , <u>conflict</u> , <u>voice</u> . Use of <u>allusions</u> . Reader : Summarizing, synthesizing, evaluating sources, evaluating effectiveness of social marketing tool. Writing to analyze. Writing to persuade.	Reading and writing to enjoy figurative language. Reading and writing to enjoy imagery. Speaking to understand sound devices (rhythm, rhyme, assonance, alliteration, etc.) Reading and discussing to develop critical literacy. Writing to analyze.
Internationalism	You learn more about your own culture by looking at others. Sanjeev Baskhar	Cultural background reflected in character’s voice. French, Armenian,	Worldwide impact of consumption; inter- connectedness of production and consumption. Articles from UAE about UAE.	International authors on common theme
Assessment	Travel guide – writing to inform			Test – writing to analyze imagery,

	(S) Essay – writing to reflect (S) Poem – (F) Study questions from reading - (F)	Test – discuss how voice is constructed (S) Oral presentation (S) Study questions from excerpts (F)	Informed Opinion Article – (S) Article summaries (F) Novel study guides (F) In- class essay (S)	figurative language, sound devices to construct a theme. (S) Film construction – short filmed presentations on poets, combined with students poems (F) Approach to Learning Poems of love – tanka response, Shakespeare response, Yeats /Baca response, free response (S) Poetry/Lyrics commentaries – (S)
Interdisciplinary Links	Humanities – Impact of tourism/ Economics of tourism		Science – Scarce resources, sustainable energy Humanities – Economic models for sustainability	Drama/ Dance/Art/Music Expressions of love poems

Unit	The Classics March	Media Literacy April	The Play's the Thing	
Area of Interaction	Human Ingenuity	Community and Service	Health and Social Education	
Guiding Questions	Is all art political?	What is my responsibility as a writer? Whose news am I reading? Who owns my stories?	What's the right thing to do?	
Content Resources	1984 – George Orwell Complementary opinion pieces on surveillance society Film Study – Pan's Labyrinth/1984 Short stories – magic realism Art – Social Realism	Readings from: Media Awareness Network; Centre for Media Literacy; UN Alliance of Media Literacy Education; Amnesty International Newspaper articles, internet Film: Cry Freedom Beyond Rangoon Podcast: June Callwood	A Man for All Seasons-Robert Bolt or The Crucible- Arthur Miller Excerpt – plays, Biko Dario Fo Bertolt Brecht Cradle Will Rock – Film study Federal Theatre, Orson Welles, Diego Rivera	
Skills: Reading Writing Speaking	Reading ,discussing, writing to <u>understand the material in context as political commentary.</u> Understanding <u>symbolism and</u>	Using citations and references to support informed opinion. Synthesizing sources to	Developing creative response to literature and non-fiction text.	

Listening or Viewing	<p><u>motifs</u> to support theme. Understanding <u>characterization</u> to support theme. Identifying and describing <u>conflict</u>. <u>Developing and supporting thesis statement</u>. Understanding and applying <u>parody and satire</u>.</p>	<p>compose informed opinion.</p> <p>Evaluating sources; Deconstructing media for bias.</p> <p>Constructing media – advertisement, articles, editorials, theme based podcasts.</p>	<p>Understanding and discussing creative response to political ideology.</p> <p>Understanding and discussing devices and structure of play-script.</p> <p>Understanding characterization, plot, theme, conflict.</p>	
Internationalism	<p>The political response; China, Russia, Latin America, Spain</p>	<p>Reporters Without Borders</p> <p>Linking journalism to democracy through articles of Burma, China, UAE, USA</p>	<p>The play as a political response; various times and places</p>	
Assessment	<p>Essay – explaining symbolism and motif (S)</p> <p>Poster – using tools of propaganda (S)</p> <p>Short story – using magic realism style (S)</p> <p>Precis – non-fiction companion articles (F)</p> <p>Novel study guide questions (F)</p>	<p>Designing and contributing to podcast site (S)</p> <p>Commentaries (F)</p> <p>Research and compose essay on free press issue (S)</p>	<p>Composing one-act play or a monologue as a political response (S)</p> <p>Various literature responses to the play (F)</p> <p>Test (S)</p>	
Interdisciplinary	<p>Art – the history of social realism art; propaganda posters</p> <p>Humanities – the reaction to totalitarianism and communism</p>	<p>Humanities – the media’s role in democracy</p>	<p>?</p>	