

Year 2 Language and Literature Subject Overview							
Time frame	Unit title	Key and Related Concepts	Global context and exploration	Statement of inquiry	Objective/Objective strands	ATL skills	Content
30 Hours	Unit 1: Does Every Conflict Have a Winner?	Relationships Character Point of View	Fairness and Development: Peace and conflict resolution	A character's point of view affects relationships which bring about peace and conflict resolution.	A: i., iii. B: i., ii., iii. C: iii. D: i., ii., iii., iv.	<b>Communication:</b> <b>Communication Skills - Read critically and for comprehension</b> <b>Communication:</b> <b>Communication Skills - Use and interpret a range of discipline-specific terms and symbols</b> <b>Self-management:</b> <b>Organization Skills - Plan short- and long-term assignments; meet deadlines</b>	<b>Text Analysis</b> <b>Plot, Character and Point of View, Conflict and Resolution, Theme, Comparing Characters, Conflict Comprehension</b> <b>Making Predications and Inferences</b> <b>Language Study</b> Latin suffix -tion, -iou; Latin root -spir-; Latin prefix mal- <b>Conventions</b> Common, Proper and Possessive Nouns; Personal and Possessive Pronouns; Adjectives and Adverbs; Comparison of Adjectives and Adverbs, Pronoun-Antecedent Agreement <b>Language Workshop</b> Using a Dictionary and Thesaurus Responding to Text <b>Group Discussion, Partner Discussion, Informal Debate</b> <b>Speaking Workshop</b> Delivering an Oral Summary <b>Writing to Sources</b> Writing Informative Article, Journal Entry, Anecdote, Letter to the Author, Explanatory Essay, Writing Workshop Explanatory Essay with Autobiographical Narrative
30 Hours	Unit 2: What Should We Learn?	Communication Audience Imperative Purpose	Personal and Cultural Expression: Metacognition and abstract thinking	Abstract thinking and metacognition occur while the purpose of communication is conveyed through audience imperative.	A: i., iii. B: i., ii., iii. C: iii. D: i., ii., iii., iv.	<b>Communication. I.</b> <b>Communication skills – Use appropriate forms of writing for different purposes and audiences</b> <b>Social. II. Collaboration skills – Help other to succeed</b> <b>Self-Management. III.</b> <b>Organizational skills – Keep to class schedule and assignment deadlines</b> <b>Thinking. V. Critical thinking skills – Draw reasonable conclusions and generalizations</b> <b>Thinking. V. Critical thinking skills – Develop contrary or opposing arguments.</b>	<b>Text Analysis</b> <b>Expository Essay, Reflective Essay, Persuasive Essay, Word Choice or Diction, Comparing Fiction and Nonfiction, Autobiography</b> <b>Comprehension</b> Main Idea, Classifying Fact and Opinion <b>Language Study</b> Old English suffix -ness; Latin root -just-, -leg-, -sol- <b>Conventions</b> Action Verbs and Linking Verbs, The Principal Part of verbs, Conjunctions and Interjections. Simple and Compound Subjects and Predicates, Correct Verb Tense <b>Language Workshop</b> Word Origins Presentation of Ideas Oral Summary, Response Responding to Text <b>Group Discussion, Partner Discussion, Small Group Discussion</b> <b>Writing to Sources</b> Analogy, Outline, Persuasive Letter, Adaptation <b>Writing Workshop</b> Argumentative Essay, Combining Sentences
30 Hours	Unit 3: What is the Best Way to Communicate?	Creativity Self-expression Style, Structure	Personal and Cultural Expression  Artistry, craft, creation, beauty	Creativity and style determine the structure needed for self-expression in one's artistry, craft, creation, and beauty.	A: i., ii., iii. B: i., ii., iii. C: i., ii., iii. D: i., ii., iii., iv., v.	<b>Research. IV. Media literacy skills – Locate, organize, analyses, evaluate, synthesize, and ethically use information from a variety of sources and media (including digital social media and online networks)</b> <b>Research. IV. Media literacy skills – Seek a range of perspectives from multiple and varied sources</b> <b>Thinking. V. Critical thinking skills – Make unexpected or unusual connections between objects and/or ideas</b>	<b>Comprehension</b> <b>Draw Conclusions, Paraphrase</b> <b>Language Study</b> Latin root -lum-, Suffix -er, Old English suffix -less, Old English prefix un- <b>Conventions</b> Sentence Functions and End Marks, Independent and Dependent Clauses, Sentence Structure, Subject-Verb Agreement <b>Presentation of Ideas</b> Presentation, Poetry Reading Responding to Text <b>Group Discussion, Partner Discussion</b> <b>Writing to Source</b> Lyric Poem, Concrete Poem, or Haiku; Metaphor; Paraphrase; Poem <b>Writing Workshop</b> Compare-and-Contrast Essay, Developing Your Ideas, Revising Sentences, Using Structure to Clarify Relationship

30 Hours	Unit 4: Do Others See Us More Clearly Than We See Ourselves?	Perspective Setting Theme	Fairness and Development: Human capability and development	Setting and perspective affect the theme of human capability and development	A: i., ii., iii. B: i., ii., iii. C: i., ii., iii. D: i., ii., iii., iv., v.	<b>Communication. I. Communication skills – Structure information in summaries, essays and reports</b> <b>Research. IV. Media literacy skills – Compare, contrast, and draw connections among (multi)media resources</b> <b>Thinking. V. Critical thinking skills – Analyze complex concepts and projects into their constituent parts and synthesis them to create new understanding</b>	<b>Text Analysis</b> <b>Dialogue, Stage Directions, Characters; Motives</b> <b>Comprehension</b> <b>Purpose for Reading, Analyze Point of View</b> <b>Language Study</b> <b>Latin root -grat-, Latin prefix inter-</b> <b>Conventions</b> <b>Prepositions and Prepositional Phrases, Appositives</b> <b>Phrases</b> <b>Language Workshop</b> <b>Connotation and Denotation</b> <b>Presentation of Ideas</b> <b>Dramatic Monologue</b> <b>Responding to Text</b> <b>Partner Discussion, Group Discussion</b> <b>Speaking Workshop</b> <b>Conducting an Interview</b> <b>Writing to Sources</b> <b>Letter, Tribute, Editorial, Argumentative Essay</b> <b>Writing Workshop</b> <b>Literary Review, Finding the Perfect Word, Revising Sentences</b> <b>Using Participles</b>
30 Hours	Unit 5: Community or Individual - Which is More Important?	Connections Context, Genre, Theme	Orientation in Space and Time:  Civilization and social histories, heritage, pilgrimage, migration, displacement and exchange	Genre brings connections to the theme and context of civilizations and social histories, heritage, pilgrimage, migration, displacement and exchange.	A: i., ii., iii. B: i., ii., iii. C: i., ii., iii. D: i., ii., iii., iv., v. A: i., iii. B: i., ii., iii. C: iii. D: i., ii., iii., iv.	<b>Thinking. V. Critical thinking skills – Practice flexible thinking – develop multiple opposing, contradictory and complementary arguments</b> <b>Thinking. V. Transfer thinking skills - Inquire in different contexts to gain a different perspective.</b>	<b>Text Analysis</b> <b>Myth, Legend and Fact, Cultural Content, Folk Tales, Comparing Universal Themes, Symbolism</b> <b>Comprehension</b> <b>Cause and Effect, Compare and Contrast</b> <b>Language Study</b> <b>Latin root -dom-, Latin prefix uni-, Latin suffix -ity, Greek root -myst-</b> <b>Conventions</b> <b>Infinitive Phrases and Gerund Phrases, Punctuation Marks, Commas, Capitalization</b> <b>Language Workshop</b> <b>Figurative Language</b> <b>Presentation of Ideas</b> <b>Dramatic Monologue, Television News Report</b> <b>Responding to Text</b> <b>Group Discussion, Partner Discussion, Debate, Write and Discuss</b> <b>Speaking Workshop</b> <b>Research Presentation</b> <b>Writing to Sources</b> <b>Myth, Description, Plot Summary, Review, Compare-and-Contrast Essay</b> <b>Writing Workshop</b> <b>Explanatory Text: Cause and Effect Essay, Organize Logically, Revising Incorrect Use of Commas</b>