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| **Teacher(s)** | **Collins** | **Subject group and discipline** | **Language and Literature** |
| **Unit title** | **Personal Narrative: The Story of Us** | **MYP year** | **1** | **Unit duration (hrs)** | **50** |

##### Inquiry: Establishing the purpose of the unit

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| **Key concept** | **Related concept(s)** | **Global context** |
| **Communication**  | **Point of View****Self-Expression** | **Identities and Relationships****Exploration:****Beliefs & Values** |
| **Statement of inquiry** |
| As a form of self-expression, writers rely on a unique point of view and style to communicate their identity (who they are) and their relationships to their readers.  |
| **Inquiry questions** |
| Factual**— What is a personal narrative and how is it unique from other types of personal stories? What makes a personal narrative “powerful”?**Conceptual**— Why do writers draw from their own experiences while writing? How are you an author?**Debatable**— To what extent should writers rely on personal experience to craft stories?**  |
| **ATL Skills:** In order for students to discuss concepts, issues, models, visual representation, and theories, students must…* Create original works and ideas; use existing works and ideas in new ways
* Give and receive meaningful feedback

In order for students to make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience, * Use appropriate forms of writing for different purposes and audiences

In order for students to use appropriate and varied vocabulary, sentence structures and forms of expression, students must…* Use and interpret a range of discipline-specific terms and symbols

In order for students to use correct grammar, syntax and punctuation and spell (alphabetic languages), write (character languages) and pronounce with accuracy, students must…* Use and interpret a range of discipline-specific terms and symbols
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