

Subject Group Overview - Language and Literature

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Year 1: Grade 6

Unit title:	Key concept:	Related concepts:	Global context and exploration:	Statement of inquiry:	Objectives:	ATL Skills:	Content:
Back to Basics 4 weeks	Communication	Purpose, Structure	Scientific and Tech Innovation	Purpose drives structure.	A: i, ii, iii, iv B: i, ii, iii C: i, ii, iii D: i, ii, iii, iv, v	<p>Communication Skills: Use a variety of speaking techniques to communicate with a variety of audiences</p> <p>Self-management Skills: Reflection Identify strengths and weaknesses of personal learning strategies (self-assessment)</p>	<p>Students will learn about:</p> <ul style="list-style-type: none"> The Eight Parts of Speech: - Nouns - Pronouns - Verbs - Prepositions - Adjectives - Adverbs - Conjunctions - Interjections Presentations Skills - Pre-writing and planning a script, practicing, eye contact, tone of voice, pace Answering questions: Labeling sentences - this skill will hopefully transfer to correct sentence structures in writing! Sentence and Paragraph Structure: writing, proofreading, and editing skills. MLA formatting and general use of turning in assignments to Google classrooms and using Google Docs. <p>TEXT TYPES:</p> <p>SPECIFIC VOCAB: The Eight Parts of Speech: - Nouns - Pronouns - Verbs - Prepositions - Adjectives - Adverbs - Conjunctions - Interjections</p>
Autobiography: All About Me 12 weeks	Connections	Point of view, Self-Expression	Identities and Relationships	The past shapes the identity of an individual.	A: i, ii, iii, iv B: i, ii, iii C: i, ii, iii D: i, ii, iii, iv,	<p>Communication Skills: Reading, writing and using language to gather and communicate information</p> <ul style="list-style-type: none"> Write for different purposes Structure information in summaries, essays and reports 	<p>Students will learn about:</p> <ul style="list-style-type: none"> Organisational structures such as brainstorming webs, paragraph forms, examples of poems, blogs, etc. Proofreading and editing skills Peer editing

						<p>Creative Thinking Skills: Generating novel ideas and considering new perspectives</p> <ul style="list-style-type: none"> • Use brainstorming and visual diagrams to generate new ideas and inquiries 	<ul style="list-style-type: none"> • Reading for information and relevant details. • MLA format • Autobiographies and Biographies
<p>Communicating Emotions: A Call to Action</p> <p>12 weeks</p>	Creativity	Audience imperatives, Self-expression	Personal and Cultural Expression	<p>Artists endeavour to provoke an emotional response in their audience.</p>	<p>IDU RUBRIC: A: i B: i C: i D: i, ii</p> <p>L&L RUBRIC: A: i, ii, iii, iv</p>	<p>Communication Skills: Exchanging thoughts, messages and information effectively through interaction</p> <ul style="list-style-type: none"> • Interpret and use effectively modes of non-verbal communication • Collaborate with peers and experts using a variety of digital environments and media <p>Organization Skills: Managing time and tasks effectively</p> <ul style="list-style-type: none"> • Plan short- and long-term assignments; meet deadlines • Set goals that are challenging and realistic 	<p>Students will learn about:</p> <ul style="list-style-type: none"> • Brain Dump & Generating ideas Identifying specific techniques (i.e. how do artists convey a specific EMOTION?) • Planning! Selecting Software appropriate for the task planning/storyboarding • Rationale Writing • Sound recording • Editing Animation and Video Editing
<p>It's Greek to me: Greek Mythology</p> <p>12 weeks</p>	Relationships	Purpose, Style	Orientation in Space and Time	<p>Stories from long ago show relationships found in the world today.</p>	<p>A: i, ii, iii, iv B: i, ii, iii C: i, ii, iii D: i, ii, iii, iv, v</p>	<p>Communication Skills: Reading, writing and using language to gather and communicate information</p> <ul style="list-style-type: none"> • Read critically and for comprehension <p>Critical Thinking Skills: Analysing and evaluating issues and ideas</p> <ul style="list-style-type: none"> • Gather and organize relevant information to formulate an argument 	<p>Students will learn about:</p> <ul style="list-style-type: none"> • Students will read a variety of Greek mythology tales to introduce them to the different gods and their abilities. They will then begin to create their own god/goddess. They will create a presentation allowing them to showcase their creative choices while explaining their thoughts behind their choices. • Students will read and analyse the format of screenplays. They will then begin writing their own based on the information from our reading about greek gods and goddesses. • Students will focus on proofreading and editing process, paying particular attention to peer editing: what to look for, how to improve organization and

clarity, and how to give and receive meaningful feedback.

Year 2: Grade 7

Unit title:	Key concept:	Related concept(s):	Global context and exploration:	Statement of inquiry:	Objectives:	ATL Skills:	Content:
Character Change 10 weeks	Change	Character, genre, structure	Personal & Cultural Expression	Authors illustrate change in their protagonist using a variety of stylistic devices and literary features	A: i, ii, iii, iv B: i, ii, iii D: i, ii, iii, iv,	<p>Communication Skills: Exchanging thoughts, messages and information effectively through interaction</p> <ul style="list-style-type: none"> • Give and receive meaningful feedback <p>Reading, writing and using language to gather and communicate information</p> <ul style="list-style-type: none"> • Read critically and for comprehension <p>Organization Skills: Managing time and tasks effectively</p> <ul style="list-style-type: none"> • Plan short- and long-term assignments; meet deadlines • Use appropriate strategies for organizing complex information 	<p>Students will learn about:</p> <ul style="list-style-type: none"> • What is a Short Story? • The steps in writing a short story: brainstorming, character mapping, show not tell (adding details to a story), writing format, proofreading, and editing • What is a Character Arc? [Protagonist + Conflict = CHANGE] • What is a Rationale? • The Literary Features of a Story • Reading strategies associated with short stories.
Communicating Rights & Responsibilities 10 weeks	Connections	Genre, Theme	Fairness & Development	Authors often use historical fiction to draw connections with human rights violations in the world today.	A: i, ii, iii, iv B: i, ii, iii C: i, ii, iii D: i, ii, iii, iv, v	<p>Information Literacy Skills: Finding, interpreting, judging and creating information</p> <ul style="list-style-type: none"> • Access information to be informed and inform others • Use critical literacy skills to analyse and interpret media communications • Create references and citations, use footnotes/endnotes and construct a bibliography according to recognised conventions 	<p>Students will learn about:</p> <ul style="list-style-type: none"> • Students will learn about setting • Students will learn research and citation skills • Students will learn to collaborate • Students will learn about bias used in news/media • Students will learn to write newspaper articles.

						<p>Media Literacy Skills: Interacting with media to use and create ideas and information</p> <ul style="list-style-type: none"> • Locate, organize, analyse, evaluate, synthesise and ethically use information from a variety of sources and media (including digital social media and online networks) 	<ul style="list-style-type: none"> • Students will research human rights violations in the world today • Students will learn about bias/persuasive language
<p>Advertise Me 10 weeks</p>	<p>Communication</p>	<p>Audience Imperatives And Purpose</p>	<p>Globalization and Sustainability</p>	<p>Advertising purposefully persuades a specific audience.</p>	<p>A: i, ii, iii, iv B: i, ii, iii C: i, ii, iii D: i, ii, iii, iv, v</p>	<p>Communication Skills: Exchanging thoughts, messages and information effectively through interaction</p> <ul style="list-style-type: none"> • Use a variety of speaking techniques to communicate with a variety of audiences <p>Reading, writing and using language to gather and communicate information</p> <ul style="list-style-type: none"> • Use and interpret a range of discipline-specific terms and symbols <p>Organizational Skills: Managing time and tasks effectively</p> <ul style="list-style-type: none"> • Select and use technology effectively and productively 	<p>Students will learn about:</p> <ul style="list-style-type: none"> • Use persuasive language for a specific target demographic (audience) • Discipline-specific terms • Justify opinions and ideas, using examples, explanations and terminology • Select and use technology effectively and productively, (the students must choose applications and software that they are familiar with for their final summative assessment) • Design media (designing their own media / advertisements for use with a specific audience) • Combine knowledge, understanding and skills to create products, • Generate their own production(s) by the end of this unit
<p>The Power of a Story 10 weeks</p>	<p>Creativity</p>	<p>Self-Expression, Theme</p>	<p>Personal and Cultural Expression</p>	<p>Story-telling is a creative expression of individual and societal values.</p>	<p>A: i, ii, iii, iv B: i, ii, iii C: i, ii, iii D: i, ii, iii, iv, v</p>	<p>Communication Skills: Exchanging thoughts, messages and information effectively through interaction</p> <ul style="list-style-type: none"> • Give and receive meaningful feedback • Use appropriate forms of writing for different purposes and audiences 	<p>Students will learn about:</p> <ul style="list-style-type: none"> • Students will revise elements of the story • Students will learn new vocabulary from Haroun and the Sea of Stories

					<p>Reading, writing and using language to gather and communicate information</p> <p>Creative Thinking Skills: Generating novel ideas and considering new perspectives</p> <ul style="list-style-type: none"> • Use brainstorming and visual diagrams to generate new ideas and inquiries • Generate metaphors and analogies 	<ul style="list-style-type: none"> • Students will answer comprehension and critical thinking questions for each chapter • Students will engage in meaningful discussion. • Students will research mythology from their own cultures. • Students will create a visual representation of a myth as a summative assessment.
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Unit title:	Key concept:	Related concept(s):	Global context and exploration:	Statement of inquiry:	Objectives:	ATL Skills:	Content:
<p>Online Portfolios & 21st Century Skills</p> <p>4 weeks</p>	Communication	Purpose	Scientific & Technical Innovation	For today's digital citizens, the purpose of communication skills remains as important as ever.	<p>B: i, ii, iii</p> <p>C: i, ii, iii</p> <p>D: i, ii, iii, iv</p>	<p>Communication Skills</p> <p>Self-Management Skills</p> <p>Thinking Skills</p>	<p>Students will learn...</p> <ul style="list-style-type: none"> ● about 21st Century Skills ● how to set up their Online Portfolios ● to use a graphic organizer ● to give each other FeedForward comments ● to draft and produce an online article according to journalistic conventions
<p>Narrative Texts: Science Fiction Short Stories</p> <p>12 weeks</p>	Creativity	Genre & Setting	Personal & Cultural Expression	The science fiction genre focuses on adaptation, technological advances and futuristic settings.	<p>A: i, ii, iii, iv</p> <p>B: i, ii, iii</p> <p>C: i, ii, iv, v</p> <p>D: i, ii, iii, iv</p>	<p>Communication Skills</p> <p>Self-Management Skills</p> <p>Thinking Skills</p>	<p>Students will learn...</p> <ul style="list-style-type: none"> ● about Science Fiction as a genre ● the conventions of a "Short Story" ● how to analyze and compare different texts, authors and their styles ● to give each other FeedForward comments ● to use "writing prompts" as a brainstorming tool ● to use a graphic organizer to plan their writing ● to format their narrative using dialogue tags
<p>The Structure of COMEDY</p> <p>12 weeks</p>	Form	Intertextuality & Audience Imperatives	Personal and Cultural Expression	Traditional comedic structures/forms, in both drama and modern films, still connect to modern day audiences.	<p>A: i, ii, iii, iv</p> <p>B: i, ii, iii</p> <p>C: i, ii, iv, v</p> <p>D: i, ii, iii, iv</p>	<p>Communication Skills</p> <p>Self-Management Skills</p> <p>Thinking Skills</p> <p>Social Skills</p>	<p>Students will learn...</p> <ul style="list-style-type: none"> ● about COMEDY as a genre ● the history of tragedy & comedy ● about comedic structures ● about "Dramatic Irony" ● to give each other FeedForward comments ● to use a graphic organizer to plan their writing ● to format their narrative using dialogue tags
	Perspective	Point of View	Identities and Relationships	Different perspectives	<p>A: i, ii, iii</p> <p>B: i, ii, iii</p> <p>C: i, ii, iv, v</p>	<p>Communication Skills</p> <p>Self-Management Skills</p>	<p>Students will learn...</p> <ul style="list-style-type: none"> ● how stories can be told from a specific perspective

<p>Perspectives of Acceptance</p> <p>12 weeks</p>				<p>often lead to multiple representations and interpretations.</p>	<p>D: i, ii, iii, iv</p>	<p>Critical Thinking Skills</p>	<ul style="list-style-type: none"> ● about the different points of view (first person, third person) ● about authors using social injustice(s) to make a point ● about empathy ● to give each other FeedForward comments ● to use creative tools to generate ideas ● to format their narrative using dialogue tags
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Unit title:	Key concept:	Related concept(s):	Global context and exploration:	Statement of inquiry:	Objectives:	ATL Skills:	Content:
<p>Online Portfolios & 21st Century Skills</p> <p>4 weeks</p> <p>(Not used in 2019-2020)</p>	Communication	Purpose	Scientific & Technical Innovation	For today's digital citizens, the purpose of communication skills remain as important as ever.	<p>B: i, ii, iii</p> <p>C: i, ii, iii</p> <p>D: i, ii, iii, iv</p>	<p>Communication Skills</p> <p>Self-Management Skills</p> <p>Thinking Skills</p>	<p>Students will learn...</p> <ul style="list-style-type: none"> ● about 21st Century Skills ● how to set up their Online Portfolios ● to use a graphic organizer ● to give each other FeedForward comments ● to draft and produce an online article according to journalistic conventions <p>TEXT TYPE(S): Online Articles</p> <p>TERMINOLOGY: author, source, hyperlink, paragraph, quote, ATL skills, introduction, conclusion, structure, purpose, etc.</p>
<p>Writing Stations: Literary Essay</p> <p>4 Weeks</p>	Form	Purpose, Structure	Personal & Cultural Expression - Analysis & Argument	Critical Literacy begins with analyzing the form of writing and building an argument with evidence.	<p>A: i, ii, iii, iv</p> <p>B: i, ii, iii</p> <p>D: i, ii, iii, iv</p>	<p>Communication Skills</p> <p>Self-Management Skills</p> <p>Thinking Skills</p>	<p>Students will learn...</p> <ul style="list-style-type: none"> ● to read for comprehension and for critical thinking ● to annotate and identify quality evidence ● to design a THESIS STATEMENT ● Using the PEEL Structure ● to create an outline before writing ● to give each other FeedForward comments <p>TEXT TYPE(S): Essay writing</p> <p>TERMINOLOGY: author, audience, quote, ATL skills, introduction, conclusion, body paragraph, PEEL structure, purpose, stylistic devices</p>
<p>Auto/Biographical Texts</p> <p>12 weeks</p>	Perspective	Genre	Personal & Cultural Expression - Roles & Role Models	Auto/Biographies and memoirs examine roles and role models from a specific	<p>A: i, ii, iii, iv</p> <p>B: i, ii, iii</p> <p>C: i, ii, iii</p> <p>D: i, ii, iii, iv</p>	<p>Communication</p> <p>Self-Management</p> <p>Social</p>	<p>Students will learn...</p> <ul style="list-style-type: none"> ● to read for comprehension and for critical thinking ● about Non-Fiction texts

				perspective or point of view.			<ul style="list-style-type: none"> ● to practice empathy with regards to the persons described ● how to conduct an interview and cite their research using the MLA ● how to use quotes and dialogue tags ● to support each other and improve on their past assignments ● to self-evaluate their work <p>TEXT TYPE(S): biography, autobiography, interview,</p> <p>TERMINOLOGY: author, focus, audience, quote/dialogue, ATL skills, body paragraph, purpose, stylistic devices, vocabulary, descriptive language</p>
<p>IDU: Newspaper Layouts from the Industrial Revolution</p> <p>8 weeks</p>	Change	Context, POV and Structure	Fairness & Development	While innovation in the Industrial Revolution stimulated progress and change, social and economic development was, and is still not always equal.	<p>A: i, ii, iii, iv</p> <p>B: i, ii, iii</p> <p>C: i, ii, iii</p> <p>D: i, ii, iii, iv</p>	<p>Communication (Language & Literature)</p> <p>Self Management</p> <p>Research (Individuals & Societies)</p>	<p>Students will learn..</p> <ul style="list-style-type: none"> ● about several different types of journalistic articles ● to compare the various structures involved in writing such articles ● to control the POV and the TONE of their piece ● to create an effective layout to present their articles and their research. <p>TEXT TYPE(S): News article, Opinion Column, Editorial, Feature article</p> <p>TERMINOLOGY: article, source, opinion, point of view, pronoun, research, layout, columns, headline, sub-title, byline, etc.</p>
<p>Narrative Texts - What makes a LEADER?</p> <p>12 weeks</p>	Identity	Audience imperatives, Character, Style	Identities & Relationships - Moral reasoning and ethical judgment,	Authors create imperfect characters, use descriptive language to explore the moral and ethical	<p>A: i, ii, iii, iv</p> <p>B: i, ii, iii</p> <p>C: i, ii, iii</p> <p>D: i, ii, iii, iv</p>	<p>Communication</p> <p>Self Management</p> <p>Thinking</p> <p>Social</p>	<p>Students will learn..</p> <ul style="list-style-type: none"> ● about CHARACTERIZATION ● how authors make “round” vs “flat” characters ● how authors engage their audience’s emotions and empathy

			Teams, Affiliation and leadership	reasoning in leadership.			<ul style="list-style-type: none"> • how authors use a variety of CONFLICT to keep their narrative exciting • about the qualities they look for in a leader. <p>TEXT TYPE(S): Narrative Texts</p> <p>TERMINOLOGY: protagonist, antagonist, setting, conflict, characterization, description, imagery, theme(s), style, structure</p>
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Year 5: Grade 10

Unit title:	Key concept:	Related concept(s):	Global context and exploration:	Statement of inquiry:	Objectives:	ATL Skills:	Content:
Online Portfolios & 21st Century Skills 4 weeks	Connections	Self-Expression	Identity & Relationships	Identifying and expressing personal values promotes quality relationships and connections within a community.	B: i. ii. iii. C: i. ii. iii. D: i. ii. iii. iv.	<u>Communication Skills:</u> <ul style="list-style-type: none"> Read critically and for comprehension Make inferences and draw conclusions. <u>Social Skills:</u> <ul style="list-style-type: none"> Giving and receiving meaningful feedback <u>Critical Thinking Skills:</u> <ul style="list-style-type: none"> Gather and organize relevant information to formulate an argument. 	<u>Students will learn:</u> <ul style="list-style-type: none"> Digital fluency and their own online footprint Make an online portfolio Give people Feed“Forward” Structure a response to a text / video. Annotate texts and pull quality evidence. TEXT TYPES: Feature Articles, Opinion Pieces & Journalism SPECIFIC VOCABULARY: Audience, Purpose, Tone, Sourcing, Hyperlinks, Evidence, Opinion, etc.
IDU Informative Texts: Non-Fiction & Historiographical Fiction 12 weeks	Perspective	Perspective & POV	Orientation in Time, Place and Space	Informative texts, like biographies and historiographical texts, examine certain historical events from a specific perspective.	A. i. ii. iii. iv. B. i. ii. iii. C: i. ii. iii. D: i. ii. iii.	<u>Communication Skills:</u> <ul style="list-style-type: none"> Read critically and for comprehension Make inferences and draw conclusions. <u>Social Skills:</u> <ul style="list-style-type: none"> Helping others to succeed Giving and receiving meaningful feedback <u>Critical Thinking skills:</u> <ul style="list-style-type: none"> Revise understanding based on new 	<u>Students will learn...</u> <ul style="list-style-type: none"> the difference between a biography, an autobiography and a historiographical text. to analyze the writing style of a particular text through close examination of the author’s use of specific technique(s). to connect their reading with their other subject(s) [transfer].

						<p>information and evidence.</p> <p>Transfer Skills:</p> <ul style="list-style-type: none"> - Inquire in different contexts to gain a different perspective 	<p>TEXT TYPES: Historiographical Texts, Poetry, Online Articles, Podcasts, Vlogs</p> <p>SPECIFIC VOCABULARY: Context, Setting, Mood, Tone, Characters, Conflict, Conclusion, Irony.</p>
<p>Persuasive Texts - Editorials, Opinion Columns and Reviews</p> <p>12 weeks</p>	Communication	Intertextuality	Fairness & Development	<p>Persuasive texts and speeches, like editorials and opinion columns from the public sphere, exemplify the use of logos, pathos & ethos to achieve a specific purpose.</p>	<p>A: i. ii. iii. iv. B: i. ii. iii. C: i. ii. iii. D: i. ii. iii. iv. v.</p>	<p>Communication Skills:</p> <ul style="list-style-type: none"> - Use appropriate forms of writing for different purposes and audiences. - Read critically and for comprehension <p>Critical thinking skills:</p> <ul style="list-style-type: none"> • Revise understanding based on new information and evidence <p>Media literacy skills:</p> <ul style="list-style-type: none"> • Locate, organize, analyse, evaluate, synthesise and ethically use information from a variety of sources and media (including digital social media and online networks) 	<p>Students will learn...</p> <ul style="list-style-type: none"> - how to use specific terms and language in a Review. - to recognize the specific bias of an editorial. - to identify the “call to action” at the end of an editorial. <p>TEXT TYPES: Opinion pieces, Ope-Eds, Editorials</p> <p>SPECIFIC VOCABULARY: Opening, Closing, Sourcing, Quoting, Pathos, Logos, Ethos, Bias, Structure, Tone,</p>
						<p>Communication Skills:</p>	

<p>Narrative Texts - DYSTOPIAN LITERATURE</p> <p>12 weeks</p>	<p>Creativity</p>	<p>Setting</p>	<p>Personal and Cultural Expression</p>	<p>As societal warnings, authors create imaginative dystopian settings for their characters, as a form of allegorical communication.</p>	<p>A: i. ii. iii. iv. B: i. ii. iii. C: i. ii. iii. D: i. ii. iii. iv.</p>	<ul style="list-style-type: none"> - Read a variety of sources for information and for pleasure - Structure information in summaries, essays and reports <p><u>Self-Management:</u></p> <ul style="list-style-type: none"> - Set goals that are challenging and realistic <p><u>Thinking Skills:</u></p> <ul style="list-style-type: none"> - Gather and organize relevant information to formulate an argument - Draw reasonable conclusions and generalizations 	<p><u>Students will learn...</u></p> <ul style="list-style-type: none"> - how authors create and manipulate their narrative setting(s) for a specific purpose. - to recognize allegorical and dystopian narratives. <p>TEXT TYPES: Narratives, Dystopian texts, Online Articles</p> <p>SPECIFIC VOCABULARY: Allegory, Dystopia, Setting, Conflict, Character(s), Characterization, Purpose, Societal Criticism,</p>
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Overview of all Grade Levels

(Grade 6) Year 1 Key concepts									
Communication	1	Connections	1	Relationships	1	Creativity	1		

(Grade 6) Year 1 Related concepts							
Purpose	2	Structure	1	Point of View	1	Self-Expression	2
Style	1	Audience Imperatives	1				

(Grade 7) Year 2 Key concepts									
Change	1	Connections	1	Communication	1	Creativity	1		

(Grade 7) Year 2 Related concepts							
Character	1	Genre	2	Structure	1	Theme	2
Audience Imperatives	1	Purpose	1	Self-Expression	1		

(Grade 8) Year 3 Key concepts

Communication	1	Creativity	1	Form	1	Perspective	1		
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Year 3 Related concepts

Purpose	1	Genre	1	Setting	1	Intertextuality	1		
Audience Imperatives	1	Point of View	1						

(Grade 9) Year 4 Key concepts

Form	1	Perspective	1	Change	1	Identity	1		
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Year 4 Related concepts

Purpose	1	Context	1	Audience Imperatives	1	Style	1		
Setting	1	Genre	1	Point of view	1	Structure	2		

(Grade 10) Year 5 Key concepts									
Communication	1	Connections	1	Perspective	1	Creativity	1		

Year 5 Related concepts							
Self-Expression	1	Setting	1	Perspective	1	Intertextuality	1
POV	1						

Year 1-5 Key concepts (Total)									
Communication	4	Connections	3	Perspective	3	Creativity	4	Relationships	1
Change	2	Form	2	Identity	1				

Year 1-5 Related concepts (total)							
Purpose	5	Structure	4	POV	4	Self-Expression	4
Style	2	Audience Imperatives	4	Character	2	Genre	4
Theme	2	Setting	2	Perspective	1	Intertextuality	2
Self-Expression	1	Context	1				