

**Subject Overview**  
**MYP English Language and Literature**  
**Grade 6**

Unit title	Key Concept	Related concept(s)	Global context	Statement of Inquiry	ATL Skills and Learner Profile	Content and Service Learning	Summative Assessment & MYP Objectives
Unit 1 - Myths and legends: A mirror of reality?  7 weeks  <u>Literature</u>  Genre – myths and legends, short stories & poems  Era - all  <u>Suggested material</u>  <i>The Kraken</i> , Alfred Lord Tennyson  Jatayu and Sampati  Icarus and Daedalus  <i>The Sword in the Stone</i> , T.H. White  <i>Percy Jackson Sea of Monsters</i> , Rick Riordan	Creativity	Genres, Purpose	Identities and relationships  Exploration - Moral reasoning and ethical judgment	The genre of myths and legends provides the reader with a creative way to explore human behaviour and individual and cultural identities.	Communication - Communication skills: <ul style="list-style-type: none"> <li>Use appropriate forms of writing for different purposes and audiences</li> </ul> Thinking - Creative-thinking skills: <ul style="list-style-type: none"> <li>Create original works and ideas; Use existing works and ideas in new ways.</li> <li>Apply existing knowledge to generate new ideas, products or processes</li> </ul> Learner Profile Knowledgeable	<b>Understand</b> what myths and legends are, their conventions, their purpose, what they reveal about human behaviour, how they help us make sense of our surroundings and how they help us preserve our individual and cultural identities <b>Explore</b> the connections between myths and legends <b>Consider</b> whether or not: legends are based on reality; we can create new myths; the same myths exist in all cultures; there is a place for them in the modern world; there are modern myths <b>Use</b> descriptive language and make use of stylistic devices in their writing; <b>Identify</b> different points of view and understand when and why they are used <b>Summarize</b> , synthesize and annotate text <b>Demonstrate</b> collaborative skills, an understanding of different points of view in writing <b>Research</b> other creation stories from around the world;  <u>Service Learning</u> <b>Create</b> an assembly about myths and legends.	<b>Summative:</b> Students will select one of the myths explored in the unit. It should have a message or moral from which the reader can learn something.  Students will re-write the myth, but in a modern setting or context aimed at an audience of their age. They must think carefully about narrative voice.  Criterion C: Producing text  Criterion D: Using language
Unit 2 - Is seeing always believing?  8 weeks  <u>Language</u>  Genre – documentary films  Era: 20 <sup>th</sup> - 21 <sup>st</sup> century  <u>Suggested material.</u>  Clips from documentaries: National Geographic, Sounds like Teen Spirit	Perspective	Purpose, Genres	Personal and cultural expression  Exploration - Creation	In the creation of film, the director's perspective positions audiences to respond in a particular way.	Communication - Communication skills: <ul style="list-style-type: none"> <li>Organize and depict information logically</li> <li>Interpret and use effectively modes of non-verbal communication</li> </ul> Thinking - Creative-thinking skills: <ul style="list-style-type: none"> <li>Create original works and ideas; use existing works and ideas in new ways</li> </ul> Learner Profile Open-Minded	<b>Understand</b> what a documentary is and how it began; how documentaries differ from other types of films; the parts of a sentence; the purposes of different types of texts <b>Identify</b> the conventions of a documentary; the different types of documentaries; <b>Consider</b> ethical issues related to documentaries; <b>Reflect</b> on the future of documentaries <b>Use</b> technology to further investigate ideas related to communication in documentaries <b>Skim</b> text to find answers to questions <b>Demonstrate</b> understanding of how to organize a paragraph <b>Research</b> other modes of documentaries <b>Interpret</b> how documentary trends are evolving  <u>Service Learning</u> Documentaries to be shared with the wider school community to inform or persuade on topics of global importance depending on purpose.	<b>Summative:</b> Students script and film a documentary to either inform or persuade the audience on a chosen topic of global importance.  Criterion B: Organizing  Criterion C: Producing text

<p>Unit 3 - Is this for real? 8 weeks</p> <p><u>Literature</u></p> <p>Genre – realistic fiction</p> <p>Era: 21<sup>st</sup> Century</p> <p><u>Suggested material</u></p> <p>Core text – <i>Wonder</i>, R.J. Palacio</p> <p>Songs - <i>Wonder</i> by Natalie Merchant, <i>Beautiful</i> by Christina Aguilera, <i>Beautiful Things</i> by Andain, <i>Beautiful Child</i> by The Eurythmics</p>	<p>Connections</p>	<p>Point of View, Character</p>	<p>Orientation in space and time</p> <p>Exploration - Peoples, Constraints and adaptation</p>	<p>Relationships between fictional characters help the reader to interpret (determine) a theme and make real life connections.</p>	<p>Communication - Communication skills:</p> <ul style="list-style-type: none"> <li>• Read critically and for comprehension</li> <li>• Make inferences and draw conclusions</li> </ul> <p>Thinking – Critical Thinking skills:</p> <ul style="list-style-type: none"> <li>• Consider ideas from multiple perspectives</li> </ul> <p><b>Learner Profile</b> Caring</p>	<p><b>Understand</b> what realistic fiction is; modes of humour and how they are used in literature.</p> <p><b>Explore</b> a realistic fiction novel and consider how the characters' language and behaviour reflect the social and cultural aspects of the setting of the story; how various points of view affect the story; strategies for becoming a better speller</p> <p><b>Infer</b> meaning from clues in a text</p> <p><b>Service learning</b></p> <p><b>Act</b> to foster a more open-minded attitude towards the issues explored in realistic fiction and to offer support to those experiencing them</p> <p><b>Research</b> different disabilities to make others aware and inform through a school assembly or workshop.</p>	<p><b>Summative:</b> Students will analyse a character from the novel <i>Wonder</i> and consider the relationships and connections between that character and others by writing a description of how the character affects others.</p> <p>Criterion A: Analysing</p> <p>Criterion B: Organizing</p>
<p>Unit 4 - Do advertisements run the world? 6 weeks</p> <p><u>Language</u></p> <p>Genre – media &amp; advertising</p> <p>Era: 20<sup>th</sup> – 21<sup>st</sup> century</p> <p><u>Suggested material</u></p> <p>McDonalds, UK Aid, Change4Life, Yorkie, L'Oreal, Gillette, Volkswagon, Beech-nut Peanut Butter, Aga, Parkinson washing machine, NHS, E-Lites, Camels, Luckies, Pears' Soap, Save the World</p>	<p>Communication</p>	<p>Audience imperatives, Style</p>	<p>Globalization and sustainability</p> <p>Exploration - Consumption Conservation</p>	<p>Methods of mass communication can have an impact on audience consumption and conservation efforts.</p>	<p><b>Communication - Communication skills</b></p> <ul style="list-style-type: none"> <li>• Structure information in summaries, essays and reports</li> </ul> <p><b>Thinking – Critical Thinking Skills</b></p> <ul style="list-style-type: none"> <li>• Evaluate evidence and arguments</li> </ul> <p><b>Thinking – Creative Thinking Skills</b></p> <ul style="list-style-type: none"> <li>• Apply existing knowledge to generate new ideas, products or processes</li> </ul> <p><b>Learner Profile</b> Communicators</p>	<p><b>Understand</b> what an advertisement is; different types of adverts; different types of stylistic choices</p> <p><b>Explore</b> the purpose of advertising; how language is used to appeal to certain audiences; what we can learn about people and society through adverts; how advertising has changed over time; the impact of advertising on us</p> <p><b>Consider</b> whether or not advertising can be dangerous, whether or not advertising influences the way we think</p> <p><b>Use</b> technology to further investigate ideas related to advertising</p>	<p><b>Formatives:</b> Audience is everything – analyzing adverts</p> <p><b>Summative:</b> Students will analyse an advertisement and consider the strategies used to persuade the audience.</p> <p>Criterion A: Analysing</p> <p>Criterion D: Using language</p>

<p>Unit 5 - Is all the world a stage?</p> <p>6 weeks</p> <p><u>Literature</u></p> <p>Genre – drama &amp; poetry (Shakespeare)</p> <p>Era: 16<sup>th</sup> – 17<sup>th</sup> century</p> <p><u>Suggested material</u></p> <p><i>Sonnet 18,</i></p> <p>Extracts from: <i>Julius Caesar, Hamlet, Twelfth Night, A Merchant of Venice</i></p>	<p>Connections</p>	<p>Style, Context</p>	<p>Orientation in space and time</p> <p>Exploration - Peoples, Exchange and interaction</p>	<p>Shakespeare has made connections with audiences across the globe for centuries, demonstrating the power of literature to transcend space and time.</p>	<p>Communication - Communication skills</p> <ul style="list-style-type: none"> <li>• Make inferences and draw conclusions</li> </ul> <p>Thinking - Critical thinking skills:</p> <ul style="list-style-type: none"> <li>• Gather and organize relevant information to formulate an argument</li> <li>• Evaluate evidence and arguments</li> </ul> <p><b>Learner Profile</b> Inquirers</p>	<p><b>Understand</b> who William Shakespeare was; what a play is; what a sonnet is; the conventions of drama; strategies used in effective speeches</p> <p><b>Explore</b> how Shakespeare's plays teach us about people and society; how women are represented in Shakespeare's plays; why there are so many speeches in Shakespeare's plays</p> <p><b>Consider</b> whether the themes in Shakespeare plays are as relevant today as they were then; whether or not something is lost in translation when we perform Shakespeare in other languages</p> <p><b>Use</b> technology to further investigate ideas and topics related to Shakespeare and drama</p> <p><b>Act</b> to learn more about Shakespeare or to help others enjoy Shakespeare</p> <p><b>Research</b> what life was like for women during Shakespeare's time</p> <p><b>Perform</b> a Shakespeare speech</p>	<p><b>Summative:</b> Students will explain how Shakespeare uses language and stylistic devices to create sympathy for Shylock. They will need to quote from the text to support and justify their explanation.</p> <p>Criterion A: Analysing</p> <p>Criterion B: Organizing</p>
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**MYP English Language and Literature**

**Grade 7**

Unit title	Key Concept	Related concept(s)	Global context	Statement of Inquiry	ATL Skills & IB Learner Profile	Content and service learning	Assessment
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<p>Unit1 5 weeks</p> <p><u>Literature</u></p> <p>Genre – Historical fiction</p> <p>Era – 20<sup>th</sup> Century</p> <p><u>Suggested material</u></p> <p>Core text – <i>The Ruby in the Smoke</i>, Philip Pullman</p> <p>Extracts - <i>Ivanhoe</i>, <i>City of Ghosts</i>, <i>The Scarlet Letter</i>,</p> <p>Poems - <i>Holy Thursday: Songs of Experience</i> by William Blake, <i>Woman's Rights</i> by M.C.M.R,</p>	<p>Q`</p>	<p>Genres, Setting,</p>	<p>Orientation in Space and Time</p> <p>Exploration - Civilizations and social histories, Eras</p>	<p>Creativity can shed light on our orientation in space and time to better understand our history.</p>	<p>Communication - Communication skills:</p> <ul style="list-style-type: none"> <li>• Interpret and use effectively modes of non-verbal communication</li> <li>• Write for different purposes</li> </ul> <p>Thinking - Creative thinking skills:</p> <ul style="list-style-type: none"> <li>• Create original works and ideas; use existing works and ideas in new ways</li> </ul> <p><b>Learner Profile</b> Inquirer</p>	<p><b>Understand</b> what historical fiction is, what life was like in Victorian London. <b>Identify</b> the conventions of historical fiction. <b>Consider</b> how we use fact to create fiction, how reading historical fiction can give us a better understanding of history. <b>Reflect</b> on the lessons we can learn from reading historical fiction. <b>Use</b> technology to further investigate ideas related to historical fiction.</p> <p><u>Service Learning</u> <b>Act</b> to raise awareness about issues such as drug addiction and child poverty which are raised in the novel.</p>	<p><b>Summative:</b> Students choose a historical image and use it as a prompt to write the opening of a novel.</p> <p>Criterion C: Producing text</p> <p>Criterion D: Using language</p>
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<p>Unit 2 – What makes a life worth writing about?</p> <p>6 weeks</p> <p><u>Language</u></p> <p>Genre – Biography</p> <p>Era – 20<sup>th</sup> -21<sup>st</sup> century</p> <p><u>Suggested material</u></p> <p>Extracts from <i>Barkhad Abdi, Step Back in Time, Ida B Wells, The Collected Dorothy Parker, Jane Eyre, Alfred Hitchcock: A Brief Life</i></p> <p>Poems - <i>I, Too</i>, Langston Hughes</p>	<p>Communication</p>	<p>Context, Genres</p>	<p>Identities and relationships</p> <p>Exploration - Identity formation</p>	<p>Biography allows writers to communicate an individual's identities, histories and social contexts.</p>	<p>Communication - Communication skills:</p> <ul style="list-style-type: none"> <li>Read critically and for comprehension</li> <li>Make inferences and draw conclusions</li> </ul> <p>Thinking - Critical thinking skills:</p> <ul style="list-style-type: none"> <li>Draw reasonable conclusions and generalizations</li> </ul> <p><b>Learner Profile</b> Inquirer</p>	<p><b>Understand</b> what a biography is, what a biopic is, the difference between fact and fiction, the role of register in texts. <b>Identify</b> the conventions of biographical writing. <b>Reflect</b> on why we read biographies and what we can learn from them. <b>Debate</b> what makes a life worth writing about, whether or not an artist's biography can give us a better understanding of their work. <b>Use</b> technology to further investigate ideas related to biographies. <b>Produce</b> text using biographical conventions and strategies.</p>	<p><b>Summative:</b> Students analyse a biography to demonstrate how identity can be created in biographical writing.</p> <p>Criterion A: Analysing</p> <p>Criterion B: Organizing</p>
<p>Unit 3 – Should we forgive and forget?</p> <p>5 weeks</p> <p><u>Literature</u></p> <p>Genre – drama</p> <p>Era: 17<sup>th</sup> Century</p> <p><u>Suggested Material</u></p> <p>Core text – <i>The Tempest</i>, William Shakespeare</p>	<p>Perspective</p>	<p>Character, Theme</p>	<p>Fairness and development</p> <p>Exploration - Power and privilege, Inequality,</p>	<p>Depending on character perspective, ideas of power, privilege, and equality can differ</p>	<p>Communication - Communication skills</p> <ul style="list-style-type: none"> <li>Read critically and for comprehension</li> <li>Make inferences and draw conclusions</li> </ul> <p>Thinking - Critical thinking skills:</p> <ul style="list-style-type: none"> <li>Gather and organize relevant information to formulate an argument</li> </ul> <p><b>Learner Profile</b> Caring</p>	<p><b>Understand</b> what a tempest is, what colonialism is. <b>Explore</b> what lessons we can learn about forgiveness in the play, what we can learn about contemporary beliefs regarding magic from the play. <b>Reflect</b> on why we should read <i>The Tempest</i>. <b>Debate</b> how easy it is to distinguish men from monsters, whether or not it is always better to forgive and forget. <b>Use</b> technology to further investigate ideas related to <i>The Tempest</i>.</p> <p><u>Service Learning</u> <b>Act</b> to raise awareness about modern slavery.</p>	<p><b>Summative:</b> Students will examine statements related to themes and characters in the play and their connection to us and the lessons we may learn from them.</p> <p>Criterion A: Analysing</p> <p>Criterion B: Organizing</p>
<p>Unit 4 – Friends forever?</p> <p>5 weeks</p> <p><u>Literature</u></p> <p>Genre – epistolary novella</p> <p>Era: 20<sup>th</sup> Century</p> <p><u>Suggested Material</u></p> <p>Core text – <i>Address Unknown</i>, Kathrine Taylor</p> <p>Extracts - <i>Oliver Twist, The Eustace</i></p>	<p>Communication</p>	<p>Structure, Point of view</p>	<p>Identities and relationships</p> <p>Exploration - Human nature and human dignity, Moral reasoning and ethical judgment,</p>	<p>The structure of an epistolary text allows writers to communicate a particular point of view to explore identities and relationships.</p>	<p>Communication - Communication skills:</p> <ul style="list-style-type: none"> <li>Share ideas with multiple audiences using a variety of digital environments and media</li> <li>Write for different purposes</li> </ul> <p>Thinking - Creative thinking skills:</p> <ul style="list-style-type: none"> <li>Apply existing knowledge to generate new ideas, products or processes</li> </ul> <p><b>Learner Profile</b> Open-minded</p>	<p><b>Understand</b> what a friendship is, what a novella is, what an epistolary novel or novella is and the history behind it is, what anti-Semitism is <b>Explore</b> why friendship matters, what learner profiles a good friend should possess, what factors cause a friendship to breakdown, <b>Debate</b> whether or not propaganda can really change the way we think about the world, whether or not social media and our increasing use of mobile technology is damaging to friendships <b>Use</b> technology to further investigate ideas related to friendship and epistolary texts <b>Act</b> to stand against prejudice and racial and religious discrimination Some students may do the following: <b>Analyse</b> an interview by Leni Reifensahl <b>Explore</b> friendships that famous writers have with other writers</p>	<p><b>Summative:</b> Students will write a response to a given prompt about the nature of friendship in relation to <i>Address Unknown</i>.</p> <p>Criterion C: Producing text</p> <p>Criterion D: Using language</p>

<p><i>Diamonds,</i></p> <p>Unit 5 – Do girls run the world?</p> <p>5 weeks</p> <p><u>Literature</u></p> <p>Genre – female writers, prose and poetry</p> <p>Era: 19<sup>th</sup> – 21<sup>st</sup> century</p> <p><u>Suggested Material</u></p> <p>Prose extracts from: <i>Pride and Prejudice, A Room of One's Own, The Dispossessed, Dragonworld, Shikasta, Apollo.</i></p> <p>Poems <i>Aaj Aakhan Waris Shah Nu, In the Glass Coffin, To a Wreath of Snow, Sweet Torture, To the Young Wife</i></p>	<p>Creativity</p>	<p>Point of view, themes</p>	<p>Personal and cultural expression</p> <p>Explorations - Artistry, Craft, Creation, Systems and institutions</p>	<p>Throughout history women have used creativity as a means of personal and cultural expression demonstrating their points of view in a patriarchal society.</p>	<p>Communication - Communication skills:</p> <ul style="list-style-type: none"> <li>• Read critically and for comprehension</li> <li>• Make inferences and draw conclusions</li> </ul> <p>Research - Information literacy skills:</p> <ul style="list-style-type: none"> <li>• Create references and citations</li> </ul> <p><b>Learner Profile</b> Thinker</p>	<p><b>Identify</b> the first female writer to be published and some of the most important women writers. <b>Explore</b> why women's writing matters, what we can learn about women's history through women's literature and what we can learn from women's poetry. <b>Debate</b> whether men and women write differently, why we should read more women's fiction and why certain literary genres are dominated by male writers. <b>Use</b> technology to further investigate ideas related to women writers. <b>Explore</b> additional texts by Virginia Wolf.</p> <p><u>Service Learning</u> <b>Act</b> to help end gender inequality and celebrate women's contribution to society.</p>	<p><b>Summative:</b> Students will examine the themes and content in a selected poem by a female author.</p> <p>Criterion A: Analysing</p> <p>Criterion B: Organizing</p>
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**MYP English Language and Literature**

**Grade 8**

Unit title	Key Concept	Related concept(s)	Global context	Statement of Inquiry	ATL Skills & IB Learner Profile	Content	Assessment
<p>Unit 1 - Can we guess what the future holds?</p> <p>6 weeks</p> <p><u>Literature</u></p> <p>Genre – prose</p> <p>Era: 21<sup>st</sup> Century</p> <p><u>Suggested Material</u></p> <p>Core text – <i>Ender's Game</i> Orson Scott Card</p> <p>Extracts - <i>Twenty Thousand Leagues Under the Sea</i>, <i>The War of the Worlds</i>, <i>Plague 99</i></p>	Time, Space and Place	Setting, Genre	<p>Scientific and technical innovation</p> <p>GC Explorations: risk, consequences and responsibility</p>	Dystopian fiction's portrayal of the future is a representation of the human desire to conquer the unknown	<p>Communication - Communication skills:</p> <ul style="list-style-type: none"> <li>Share ideas with multiple audiences using a variety of digital environments and media</li> <li>Use appropriate forms of writing for different purposes and audiences</li> <li>Interpret and use effectively modes of non-verbal communication</li> </ul> <p><b>Learner Profile</b> Risk-taker</p>	<p><b>Identify</b> what science fiction is, the conventions of science fiction, what a dystopia is, what makes a sci-fi protagonist.</p> <p><b>Explore</b> why we should care about the future, what we can learn from science fiction, how dystopian worlds reflect our own, the dystopian elements in <i>Ender's Game</i>, how writers can use science fiction to critique the societies they live in.</p> <p><b>Debate</b> whether or not science fiction can predict the future.</p> <p>Some students may: Explore global migration, places/times with dystopian characteristics, what the future may be like.</p> <p><u>Service Learning</u> Act to raise awareness about the plight of child soldiers. Act to help animals in danger of extinction, help change current actions that might negatively affect the future.</p>	<p>Blog post – sharing point of view of use of child soldiers</p> <p>Criterion C: Producing text</p> <p>Criterion D: Using language</p>
<p>Unit 2 - Is it true that you are what you read?</p> <p>5 weeks</p> <p><u>Language</u></p> <p>Genre – newspapers</p> <p>Era: 19<sup>th</sup> - 21<sup>st</sup> Century</p> <p><u>Suggested Material</u></p> <p>Selected newspapers</p> <p>Poems - <i>The Laboratory</i> by Robert Browning</p> <p>Extracts - <i>Sketches by Boz</i></p>	Communication	Audience imperatives, Point of view	<p>Orientation in space and time</p> <p>GC Explorations: Turning points and 'big history', peoples</p>	Newspapers are a powerful means of mass communication and for centuries audiences have turned to them to express and reflect their own point of view, personal beliefs and cultural values.	<p>Communication - Communication skills:</p> <ul style="list-style-type: none"> <li>Read critically and for comprehension</li> <li>Make inferences and draw conclusions</li> <li>Organize and depict information logically</li> </ul> <p><b>Learner Profile</b> Communicator</p>	<p><b>Identify</b> the conventions of articles, the different types of newspapers, the difference between a newspaper report and a feature article, when newspapers came into existence.</p> <p><b>Explore</b> why we should read newspapers, the purpose of newspapers, the impact technology has had on the media, what your choice of newspaper reveals about you, what we can learn from reading historical newspapers, who created the news.</p> <p><b>Debate</b> whether or not newspapers matter in the digital age, whether or not media is biased, whether or not we should believe everything we read, how we can distinguish real news from fake news.</p> <p><b>Use</b> technology to further investigate ideas related to news.</p> <p>Some students may: <b>Explore</b> political cartoons from the past and today.</p> <p><b>Identify</b> important events in the history of the newspaper.</p>	<p>Reading comprehension - read an extract from a 19th century newspaper and respond to the given questions.</p> <p>Criterion A: Analysing</p> <p>Criterion B: Organizing</p>
<p>Unit 3 - Can we ever escape the past?</p> <p>5 weeks</p> <p><u>Literature</u></p>	Creativity	Genre, Audience Imperatives	<p>Personal and Cultural Expression</p> <p>GC Explorations:</p>	Gothic literature is a testament to human creativity, and writers have used the genre as a vehicle	<p><b>Thinking - Creative thinking skills:</b></p> <ul style="list-style-type: none"> <li>Create original works and ideas; use existing works and ideas in new ways</li> </ul>	<p><b>Identify</b> what Gothic is, the conventions of Gothic literature</p> <p><b>Explore</b> why we remember, how the past can affect our lives in the present, what Gothic literature reveals about the human imagination. how Gothic literature can be used to explore our relationship with the past.</p>	<p>Creative writing in response to prompt</p> <p>Criterion C: Producing text</p> <p>Criterion D: Using language</p>



<p>Genre – prose</p> <p>Era: 20th Century</p> <p><u>Suggested Material</u></p> <p>Core text – <i>Rebecca</i> Daphne Du Maurier</p> <p>Extracts from - <i>The Fall of the House of Usher, The Castle of Otranto, Frankenstein</i></p> <p>Poems - <i>La Belle Dame sans Merci</i> by John Keats</p>			<p>Creation, craft</p>	<p>through which we can explore and examine culture.</p>	<p>Communication - Communication skills:</p> <ul style="list-style-type: none"> <li>• Use and interpret a range of discipline-specific terms and symbols</li> <li>• Use appropriate forms of writing for different purposes and audiences</li> </ul> <p><b>Learner Profile</b> Thinker</p>	<p><b>Debate</b> whether or not we can escape the past.</p> <p><b>Use</b> technology to further investigate ideas related to Gothic literature.</p> <p>Some students may: <b>Explore</b> why we find it easier to revisit the past and why we might struggle to enjoy the present</p>	
<p>Unit 4 - Does love make the world go round?</p> <p>5 weeks</p> <p><u>Literature</u></p> <p>Genre - poetry</p> <p><u>Suggested Material</u></p> <p>Extracts - from <i>Flush</i> by Virginia Woolf</p> <p>Film clips - <i>Twilight</i></p> <p>Songs - <i>Let's do it, Let's fall in love</i> by Cole Porter, <i>Can't Buy Me Love</i> by The Beatles</p> <p>Poems - <i>A Glimpse</i> by Walt Whitman, <i>A Red Red Rose</i> by Robert Burns, <i>To My Dear and Loving Husband</i> by Anne Bradstreet, <i>Love's Philosophy</i> by P.B. Shelley, <i>Sonnet 43</i> by Elizabeth Barrett-Browning, <i>I Do Not Love You Except Because I Love You</i> by Pablo Neruda, <i>Love Song (for Anna)</i> by Chinua Achebe, <i>Ghazal</i> by Mimi Khalvati, <i>The soft fragrance of my</i></p>	<p>Connections</p>	<p>Theme, Style</p>	<p>Identities and relationships</p> <p>GC</p> <p>Exploration: Happiness and the good life</p>	<p>We use a poetic style to express the theme of love and as a way to better understand our connection and relationships with others</p>	<p>Communication - Communication skills:</p> <ul style="list-style-type: none"> <li>• Make inferences and draw conclusions</li> <li>• Structure information in summaries, essays and reports</li> </ul> <p>Thinking - Critical thinking skills:</p> <ul style="list-style-type: none"> <li>• Draw reasonable conclusions and generalizations</li> </ul> <p><b>Learner Profile</b> Caring</p>	<p>Identify the conventions of love poetry</p> <p>Explore what love is, why we love, where we get our ideas about love, whether literature and film can shape our ideas about love, what we experience when we fall in love, whether or not love can transcend cultural boundaries.</p> <p>Debate whether love is really blind, whether literature can give us unrealistic expectations about love, whether there is such a thing as true love</p>	<p>Poetry analysis</p> <p>Criterion A: Analysing</p> <p>Criterion B: Organizing</p>

<p><i>Jasmine</i> by Fahmida Riaz, <i>The Voice</i> by Thomas Hardy, <i>My Picture Left in Scotland</i> by Ben Jonson, <i>The Kiss</i> by Sara Teasdale, <i>One Perfect Rose</i> by Dorothy Parker, <i>I wanna be yours</i> by John Cooper Clarke, <i>Valentine</i> by Carol Ann Duffy</p>							
<p>Unit 5 - Is knowledge power? 4 weeks <u>Language</u> Genre - Film Era: 21st century <u>Suggested Material</u> Core text - <i>The First Grader</i> Extracts - <i>Weep Not, Child</i>,</p>	<p>Perspective</p>	<p>Context, Theme</p>	<p>Fairness and development GC Explorations: human capability and development</p>	<p>A film's context theme and perspective allows us to explore human capability and development.</p>	<p>Communication - Communication skills:  <ul style="list-style-type: none"> <li>Interpret and use effectively modes of non-verbal communication</li> <li>Write for different purposes</li> </ul>           Thinking - Creative Thinking Skills  <ul style="list-style-type: none"> <li>Apply existing knowledge to generate new ideas, products or processes</li> </ul> <b>Learner Profile</b>            Inquirer</p>	<p>Identify what education is, what a lifelong learner is, who the Mau Mau were. Explore the purpose of education, the role education plays in shaping our individual identity, how education can empower us, how attitudes to education vary around the world. Debate whether or not education is the most powerful weapon, how far they would go to get an education. Some students may: Identify the characteristics of learning disabilities Explore the history of education in their own country <u>Service Learning</u> Act to raise awareness of learning disabilities, to raise awareness of the barriers to education</p>	<p>Choice of task. Students respond to a picture of Ruby Bridges being escorted to school through their own writing, either a literary (narrative or descriptive) or non-literary (article, speech, blog) Criterion C: Producing text Criterion D: Using language</p>

**MYP English Language and Literature**

**Grade 9**

Unit title	Key Concept	Related concept(s)	Global context	Statement of Inquiry	ATL Skills & IB Learner Profile	Content	Assessment
Unit 1: What's the drama?  5 weeks  <u>Literature</u>  Genre - drama  Era : 20th century  <u>Suggested material</u>  Core text - The Miracle Worker	Communication	Genre	identity and relationships  GC Explorations : Human nature and human dignity; consciousness and mind	Writers can use conventions in literature to convey the importance of communication in relationships	<b>Communication :</b> <ul style="list-style-type: none"> <li>Use appropriate forms of writing for different purposes and audiences</li> <li>Write for different purposes</li> </ul>	Find out the different ways in which we communicate with others, and the conventions that are involved in those  Explore the different ways in which communication can impact on others, and how it may affect our relationships with others.  Take action by developing more effective communication techniques to use in different contexts.  Some student may consider the ways in which the sensory impaired learn and create strategies for overcoming those.  <u>Service learning</u>  Create 'Talking books' for visually impaired.	Dramatic monologue - using image to create a monologue expressing characters POV    Criterion C : producing  Criterion D : using language
Unit 2: What perspective?  5 weeks  Media/film  Core text - Mask film	Perspective	Point of view	Personal and cultural expression GC Explorations : Artistry, craft, creation, beauty	Considering a range of perspectives leads to a more informed point of view, and shapes or influences attitudes towards and interactions with others.	<b>Communication – Communication skills:</b> <ul style="list-style-type: none"> <li>Read critically and for comprehension</li> <li>Make inferences and draw conclusions</li> <li>Structure information in summaries, essay and reports</li> </ul> <b>Thinking – Critical thinking skills:</b> <ul style="list-style-type: none"> <li>Evaluate evidence and arguments</li> </ul>	Find out about responses that may arise, and attitudes that can exist, towards others, along with ways in which texts present such topics.  Explore how perspectives that may be held towards others are formed, along with how these may influence people's attitudes and actions; also explore techniques used by texts and how they seek to influence these attitudes and actions  Take action by actively considering different perspectives in order to develop greater awareness of our feelings and attitudes and those of others, along with greater empathy and sense of responsibility for own responses.  <u>Service learning</u>  Create a coaching video giving advice on for example job interviews and first impressions  Create a blog post on accommodating people of determination in schools	Literary essay - How might the director of Mask be seeking to shape perspectives of viewers through his presentation of the character of Rocky in the film?  Criterion A: Analysing  Criterion D: Using language

<p>Unit 3: Why travel?</p> <p>5 weeks</p> <p>Non-fiction Extracts from MYP text</p>	<p>Perspectives</p>	<p>Context, Self expression</p>	<p>Scientific and technical innovation GC Explorations : adaptation, ingenuity and progress</p>	<p>Journeys provide insights into a range of contexts and perspectives, and scope for significant discovery, learning and self-expression</p>	<p><b>Communication – Communciation skills:</b></p> <ul style="list-style-type: none"> <li>• Use appropriate forms of writing for different purposes and audiences</li> <li>• Write for different purposes</li> </ul> <p><b>Creative thinking skills:</b></p> <ul style="list-style-type: none"> <li>• create original works and ideas</li> </ul>	<p>Find out why and how people travel, and the different ways in which those experiences may be expressed.</p> <p>Explore how people might try to adapt to different contexts, and the value of trying to do so; along with what is involved in safe and responsible travel.</p> <p>Take action by evaluating our own opportunities for travel, and how to maximise the benefits we gain from those ; by travelling safely and responsibly when we do travel anywhere.</p> <p><u>Service learning</u></p> <p>Create a website/magazine/podcast giving advice to people on how to adapt to new environments - dos and don'ts of etiquette etc</p>	<p>Write a travel blog of 500 to 1000 words</p> <p>Criterion C : producing</p> <p>Criterion D : using language</p>
<p>Unit 4: How do we deal with a double-edged sword?</p> <p>Extracts from MYP text</p>	<p>Perspective</p>	<p>Point of view, intertextuality</p>	<p>Scientific and technical innovation GC Explorations  Opportunity, risk, consequences and responsibility</p>	<p>Different perspectives across texts show how innovation brings both opportunity and risk, along with consequences and responsibilities</p>	<p><b>Research - Information literacy skills:</b></p> <ul style="list-style-type: none"> <li>• Create references and citations, use footnotes and endnotes and construct a bibliography according to recognised conventions</li> </ul> <p><b>Thinking - Critical thinking skills:</b></p> <ul style="list-style-type: none"> <li>• Consider ideas from multiple perspectives</li> <li>• Evaluate evidence and arguments</li> </ul>	<p>Find out about the kidneys of things which represent 'innovations', and the kind of opportunities and risks they can bring.</p> <p>Explore the responsibility that comes with life-changing innovations, and the different ways and groups who might take responsibility.</p> <p>Take actions by considering and evaluating risks and opportunities and possible consequences, and by taking responsibility for our own actions when we seek to innovate and create.</p> <p>Debate on whether drugs should be patented or free for all</p> <p><u>Service learning</u></p> <p>Prepare an information video advising students on how to cite correctly Create a presentation/video for assembly advocating how to save energy in school and at home</p>	<p>Analyse, compare and contrast the texts about Hiroshima - Q1 E type question</p> <p>Criterion A: Analysing Criterion B: organising Criterion D: using language</p>

**MYP English Language and Literature**

**Grade 10**

Unit title	Key Concept	Related concept(s)	Global context	Statement of Inquiry	ATL Skills & IB Learner Profile	Content	Assessment
<p>Unit 1: What does courage look like?</p> <p>6 weeks</p> <p>Extracts from MYP text</p>	Perspective	Point of view	<p>Personal and cultural expression -</p> <p>GC Explorations: social constructions of reality; philosophies and ways of life; belief systems; ritual and play.</p>	Perspective formed about what 'courage' may look like can be influenced both by one's own experience and the point of view of others	<p><b>Communication - Communication skills:</b></p> <ul style="list-style-type: none"> <li>Organize and depict information logically</li> </ul> <p><b>Thinking - Creative - thinking skills:</b></p> <ul style="list-style-type: none"> <li>Create original works and ideas; use existing works and ideas in new ways</li> <li>Apply existing knowledge to generate new ideas in new ways</li> </ul>	<p>Find out about different types of non-fiction texts, along with their different purposes and features; and think too about the nature of 'courage', as presented in some non-fiction text types.</p> <p>Explore the nature of 'courage', and possible different perspectives on this; along with how writers may use features of nonfiction texts to present this in different ways</p> <p>Take action by determining the nature of responsible risk-taking, increasing our resourcefulness and resilience, and considering the art of decision-making</p> <p><u>Service learning</u></p> <p>Create a service/persuasive/information video informing people of human rights abuses in other countries and what they can do to help those people</p> <p>Journal on developing a new skill overcoming a fear or limitation - create a Vlog documenting journey.</p>	<p>Persuasive Letter writing to a newspaper in response to one of the extracts arguing about injustices mentioned by the writer</p> <p>Criterion B : organising</p> <p>Criterion D : using language</p>
<p>Unit 2: How can growing and learning be portrayed in short stories?</p> <p>Extracts from MYP text</p>	Connections	Character; plot; theme; intertextuality	<p>Identities and relationships</p> <p>GC Explorations: Identity formation; self esteem; status; roles and role models</p>	Writers' use of plot and character across different texts reveal how challenges of different kinds are connected with/may lead to the self-discovery , new learning and personal growth which help to form a person's identity	<p><b>Communication - Communication skills:</b></p> <ul style="list-style-type: none"> <li>Use appropriate forms of writing for different purposes and audiences</li> <li>Write for different purposes</li> </ul> <p><b>Creative thinking skills:</b></p> <ul style="list-style-type: none"> <li>Create original works and ideas; use existing works and ideas in new ways</li> </ul>	<p>Find out what elements are contained in the structure of a short story, and the ways in which these can be used to present ideas on a theme</p> <p>Explore what 'growing' in terms of new learning and self-discovery may look like in practice</p> <p>Take action by taking a positive approach towards challenges, and look for the learning opportunities they bring</p> <p><u>Service learning</u></p> <p>Pupils prepare leaflet etc on how to cope with exam pressures - a how to guide on what to do and how to prepare.</p>	<p>Write a short story according to the conventions and write an analysis of work produced.</p> <p>Criterion B : organising</p> <p>Criterion C : producing</p> <p>Criterion D : using language</p>

<p>Unit 3: Should we always be able to say what we want, when we like?</p> <p>Extracts from MYP text</p>	<p>Communication</p>	<p>Point of view; purpose; audience imperatives</p>	<p>Fairness and development</p> <p>GC Explorations: Justice, peace and conflict management</p>	<p>The rights and responsibilities of communication are important to consider, particularly in terms of the point of view benign expressed, the purpose of expressing it and the audience to which it is expressed</p>	<p><b>Communication skills:</b></p> <ul style="list-style-type: none"> <li>• Read critically and for comprehension</li> <li>• Use and interpret a range of subject specific terms and symbols</li> <li>• Make inferences and draw conclusions</li> </ul> <p><b>Critical thinking skills:</b></p> <ul style="list-style-type: none"> <li>• Consider ideas from multiple perspectives</li> </ul>	<p>Find out different ways in which communication might both help and harm in different situations; what constitutes propaganda, why it might be used, and ways in which it may be identified.</p> <p>Explore situations in which communication may have an impact, and the possible ways in which communication of different kinds might impact on others, along with the rights people should have in regard to communication, and the responsibilities that may need to be considered.</p> <p>Take action by analysing situations and exercising responsible communication based on ethical decision-making</p> <p><u>Service learning</u> Develop a school policy on the use of social media effectively - create a report on this</p>	<p>Write a commentary comparing War Photographer and All Quiet on Western Front extract</p> <p>Criterion A Analysing Criterion B : organising Criterion D using language</p>
<p>Unit 4: What am I responsible for?</p> <p>The Kiterunner</p>	<p>Connections</p>	<p>Context</p>	<p>Identities and relationships</p> <p>GC Explorations: Physical, psychological and social development; transitions; health and well-being; lifestyle choices.</p>	<p>Ideas about personal responsibility presented in cultural context can lead readers to examine the impact of their actions on those around them</p>	<p><b>Communication :</b> Organise and depict information logically</p> <p>Use appropriate forms of writing for different purposes and audiences</p> <p><b>Thinking - Creative thinking skills:</b> Apply existing knowledge to generate new ideas</p> <p>Create original works and ideas; use existing works and ideas in new ways</p>	<p>Find out what kinds of things taking responsibility for something can involve</p> <p>Explore how our choices and decisions can influence what happens in our lives and the kinds of people we are</p> <p>Take action by evaluating our own responsibilities and how we might face up to those in life</p> <p><u>Service learning</u> Advice guide on dealing with difficult relationships through teen years - how to deal with parent demands etc</p> <p>Creation of anti bullying PSA</p>	<p>Personal advisory letter writing - empathy based on text</p> <p>Criterion B : organising Criterion C : producing</p>