

**Subject Overview**

**MYP English Language and Literature  
 Grade 6**

Unit title	Key Concept	Related concept(s)	Global context	Statement of Inquiry	ATL Skills & IB Learner Profile	Content	Assessment & MYP Objectives
Beginning Unit  Creative Writing  3 Weeks	Creativity	Setting, Character, Style	Personal and Cultural Expression	Personal experiences can be used to inspire creativity and expression in writing.	<p>Communication - Communication skills:</p> <ul style="list-style-type: none"> <li>Organize and depict information logically</li> <li>Use appropriate forms of writing for different purposes and audiences</li> </ul> <p>Thinking - Creative-thinking skills:</p> <ul style="list-style-type: none"> <li>Use brainstorming and visual diagrams to generate new ideas and inquiries</li> </ul> <p>Create original works and ideas; use existing works and ideas in new ways.</p> <p><b>IB Learner Profile:</b> Thinkers</p>	<p>All students should:</p> <p><b>Understand</b> how to approach a basic creative writing prompt with confidence.  <b>Explore</b> a range of literary devices that can be used to enhance a creative story. The students will explore how a narrative can be developed into an interesting story. The students will explore and write descriptions that appeal to the senses.  <b>Identify</b> narrative craft, focusing on elements such as character development, narrative and plot, infusing its structure with imagination, invention and story.  <b>Demonstrate</b> creativity skills, and understanding of using different stylistic devices in writing.</p> <p>Some students could:</p> <p><b>Create</b> a story and submit it to the EAFL writing competition.</p>	<p><b>Formative:</b></p> <p>Students will write the first three opening paragraphs to a writing prompt [photograph]</p> <p><b>Summative:</b> Students will draft and submit a creative piece to the EAFL competition.</p> <p>Criterion B: Organizing</p> <p>Criterion C: Producing text</p> <p>Criterion D: Using language</p>
Unit 1 – Myths and legends  5 weeks	Communication	Audience imperatives, Purpose, Genres	Personal and cultural expression  Exploration - Creation	For centuries we have used the genre of myths and legends for the purpose of gaining a perspective on human behaviour and individual and cultural identities	<p>Communication - Communication skills:</p> <ul style="list-style-type: none"> <li>Organize and depict information logically</li> <li>Use appropriate forms of writing for different purposes and audiences</li> </ul> <p>Thinking - Creative-thinking skills:</p> <ul style="list-style-type: none"> <li>Use brainstorming and visual diagrams to generate new ideas and inquiries</li> <li>Create original works and ideas; use existing works and ideas in new ways</li> </ul> <p><b>IB Learner Profile</b> Open - Minded</p>	<p>All students should:</p> <p><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 comics and myths and legends  Consider 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> technology to further investigate ideas related to myths and legends; use descriptive language and make use of stylistic devices in their writing; the conventions of different types of comics  <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</p>	<p><b>Formatives:</b> Diary Entry</p> <p><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.</p> <p>Students will re-write the myth, but in a modern setting or context and aimed at an audience of their age. They must think carefully about narrative voice.</p> <p>Criterion B: Organizing</p> <p>Criterion C: Producing text</p> <p>Criterion D: Using language</p>

						Some students could:  <b>Research</b> other creation stories from around the world; paintings or sculptures based on myths and create an ekphrastic poem <b>Create</b> a myths and legends club; comics about important issues; a mural or an assembly about myths and legends	
Unit 2 – Is seeing always believing?  7 weeks	Perspective	Genres, Purpose	Identities and relationships Exploration - Moral reasoning and ethical judgment	Through communication directors create film to position audiences to respond in a particular way.	Communication - Communication skills: <ul style="list-style-type: none"> <li>• Make inferences and draw conclusions.</li> <li>• Write for different purposes.</li> <li>• Read critically and for comprehension.</li> </ul> Thinking - Creative-thinking skills: <ul style="list-style-type: none"> <li>• Create original works and ideas.</li> <li>• Use existing works and ideas in new ways.</li> </ul> <b>IB Learner Profile</b> Knowledgeable	All students should:  <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; the different types of TV genres; the conventions used in documentaries <b>Consider</b> ethical issues related to documentaries; whether language is changing in film and TV; whether only Standard English should be used on TV and in film <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  Some students could:  <b>Research</b> other modes of documentaries and other dialects from around the world <b>Interpret</b> how documentary trends are evolving	<b>Formatives:</b> Analysis of Supersize Me trailer and how it appeal to an audience : A, B  <b>Summative:</b> Students script and film a documentary.  Criterion B: Organizing  Criterion C: Producing text  Criterion D: Using language Diary entry C D
Unit 3 - Do advertisements run the world?  5 weeks	Communication	Purpose, Audience imperatives, Style	Globalization and sustainability  Exploration - Consumption Conservation	Advertisements share a common purpose, but through making certain linguistic and stylistic choices, writers can communicate ideas and tailor their messages to appeal to specific audiences on a global scale.	Communication - Communication skills <ul style="list-style-type: none"> <li>• Organize and depict information logically</li> <li>• Structure information in summaries, essays and reports</li> </ul> Research - Media literacy skills <ul style="list-style-type: none"> <li>• Locate, organize, analyse, evaluate, synthesise and ethically use information from a variety of sources and media (including digital social media and online networks)</li> <li>• Understand the impact of media representations and modes of presentation</li> <li>• Compare, contrast and draw connections among (multi)media resources</li> </ul>	All students should:  <b>Understand</b> what an advertisement is; different types of adverts; different types of stylistic choices <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 <b>Consider</b> whether or not advertising can be dangerous, whether or not advertising influences the way we think <b>Use</b> technology to further investigate ideas related to advertising <b>Act</b> to raise awareness about the dangerous consequences of irresponsible advertising by writing letters to TV networks or celebrities, or creating posters for their school	<b>Formatives:</b> Create your own advert Audience is everything – analyzing adverts – produce short rationale A, C  <b>Summative:</b> Students will analyse an advertisement and consider the strategies used to persuade the audience.  Criterion A: Analysing  Criterion B: Organizing  Criterion D: Using language

					<b>IB Learner Profile</b> Communicators	Some students could:  <b>Create</b> an advertisement timeline	
Unit 4 - Is this for real?  6 weeks  Core text – <i>Wonder</i> , R.J. Palacio	Connections	Theme, Point of View, Audience imperatives, Character	Orientation in space and time  Exploration - Peoples, Constraints and adaptation	Relationships between fictional characters guide the reader to interpret a theme and make text-to-world connections.	Communication - Communication skills: <ul style="list-style-type: none"> <li>Read critically and for comprehension</li> <li>Make inferences and draw conclusions</li> <li>Write for different purposes</li> </ul> Thinking – Critical Thinking skills: <ul style="list-style-type: none"> <li>Consider ideas from multiple perspectives</li> </ul> <b>IB Learner Profile</b> Caring	All students should:  <b>Understand</b> what realistic fiction is; modes of humour and how they are used in literature <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 <b>Infer</b> meaning from clues in a text Write their own realistic fiction story <b>Use</b> technology to further investigate ideas related to realistic fiction <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  Some students could:  <b>Research</b> different disabilities to make others aware <b>Create</b> their own blunder book to become better spellers	<b>Formatives:</b> Choose a character and write down how they view Auggie using PQE A, D  <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.  Criterion A: Analysing  Criterion B: Organizing  Criterion D: Using language
Unit 5 - Is all the world a stage?  5 weeks	Systems	Genres, Audience imperatives, Style, Context	Orientation in space and time  Exploration - Peoples, Exchange and interaction	Through the genre of drama, Shakespeare has made connections with audiences across the globe for centuries, demonstrating the power of literature to transcend space and time.	Communication - Communication skills <ul style="list-style-type: none"> <li>Read critically and for comprehension</li> <li>Make inferences and draw conclusions</li> <li>Write for different purposes</li> <li>Organize and depict information logically</li> </ul> Thinking - Critical thinking skills: <ul style="list-style-type: none"> <li>Gather and organize relevant information to formulate an argument</li> <li>Evaluate evidence and arguments</li> </ul> <b>IB Learner Profile</b> Inquirers	All students should:  <b>Understand</b> who William Shakespeare was; what a play is; what a sonnet is; the conventions of drama; strategies used in effective speeches <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 <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 <b>Use</b> technology to further investigate ideas and topics related to Shakespeare and drama <b>Act</b> to learn more about Shakespeare or to help others enjoy Shakespeare  Some students could:  <b>Research</b> what life was like for women during Shakespeare's time	<b>Formatives:</b> Make connections between Shakespeare's wonder women & IB learner profiles. Compare 3 versions of "Hamlet"  <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.  Criterion A: Analysing  Criterion B: Organizing  Criterion D: Using language

						<b>Perform</b> a Shakespeare speech	
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**MYP English Language and Literature**

**Grade 7**

Language and Literature

Unit title	Key Concept	Related concept(s)	Global context	Statement of Inquiry	ATL Skills & IB Learner Profile	Service through curriculum (Content)	Assessment
Beginning Unit  Creative Writing  3 Weeks	Creativity	Setting, Character, Style	Personal and Cultural Expression	Personal experiences can be used to inspire creativity and expression in writing.	<p>Communication - Communication skills:</p> <ul style="list-style-type: none"> <li>Organize and depict information logically</li> <li>Use appropriate forms of writing for different purposes and audiences</li> </ul> <p>Thinking - Creative-thinking skills:</p> <ul style="list-style-type: none"> <li>Use brainstorming and visual diagrams to generate new ideas and inquiries</li> </ul> <p>Create original works and ideas; use existing works and ideas in new ways.</p> <p><b>IB Learner Profile:</b> Thinkers</p>	<p>All students should:</p> <p><b>Understand</b> how to approach a basic creative writing prompt with confidence.  <b>Explore</b> a range of literary devices that can be used to enhance a creative story. The students will explore how a narrative can be developed into an interesting story. The students will explore and write descriptions that appeal to the senses.  <b>Identify</b> narrative craft, focusing on elements such as character development, narrative and plot, infusing its structure with imagination, invention and story.  <b>Demonstrate</b> creativity skills, as an understanding of using different stylistic devices in writing.</p> <p>Some students could:</p> <p><b>Create</b> a story and submit it to the EAFL writing competition</p>	<p><b>Formative:</b></p> <p>Students will write the first three opening paragraphs to a writing prompt [photograph]</p> <p><b>Summative:</b> Students will draft and submit a creative piece to the EAFL competition.</p> <p>Criterion B: Organizing</p> <p>Criterion C: Producing text</p> <p>Criterion D: Using language</p>
Unit 1 – How can we separate fact from fiction?  7 weeks  Core text – <i>The Ruby in the Smoke</i> , Philip Pullman	Creativity	Genres, Setting, Point of view	<p>Orientation in Space and Time</p> <p>Exploration - Civilizations and social histories, Eras</p>	Writers of the genre of historical fiction can shed light on our orientation in space and time by using setting creatively to help us better understand and learn from the events which have shaped history.	<p>Communication - Communication skills:</p> <ul style="list-style-type: none"> <li>Read critically and for comprehension Make inferences and draw conclusions</li> <li>Write for different purposes</li> </ul> <p>Thinking - Critical thinking skills:</p> <ul style="list-style-type: none"> <li>Analysing and evaluating issues and ideas</li> <li>Evaluate evidence and arguments</li> <li>Draw reasonable conclusions and generalizations</li> </ul> <p><b>IB Learner Profile</b> Inquirers</p>	<p>All students should do the following:</p> <p><b>Understand</b> what historical fiction is, what life was like in Victorian London.</p> <p><b>Identify</b> the conventions of historical fiction.</p> <p><b>Consider</b> how we use fact to create fiction, how reading historical fiction can give us a better understanding of history, whether or not historical fiction blurs the boundaries between fiction and reality, whether or not there are enough female protagonists in young adult literature, whether or not child poverty is a thing of the past.</p> <p><b>Reflect</b> on the lessons we can learn from reading historical fiction.</p> <p><b>Use</b> technology to further investigate ideas related to historical fiction.</p> <p><b>Act</b> to raise awareness about issues such as drug addiction and child poverty which are raised in the novel.</p>	<p><b>Formatives:</b></p> <p>Create a guide to writing historical fiction C and D</p> <p><b>Summative:</b></p> <p>Students choose a historical image and use it as a prompt to write the opening of a novel.</p> <p>Criterion B: Organizing</p> <p>Criterion C: Producing text</p> <p>Criterion D: Using language</p>

<p>Unit 2 – Why do we need to belong?</p> <p>6 weeks</p> <p>Core text – <i>The Hunt for the Wilderpeople</i> (film)</p>	<p>Connections</p>	<p>Character, Theme</p>	<p>Identities and relationships</p> <p>Exploration - Lifestyle choices, Human nature and human dignity, Identity formation</p>	<p>Filmmakers use the medium of film to make connections with their audiences and to explore themes that shed light on how our relationships with others can help shape our individual identities.</p>	<p>Communication – Communication skills:</p> <ul style="list-style-type: none"> <li>Read critically and for comprehension</li> <li>Read a variety of sources for information and for pleasure</li> <li>Make inferences and draw conclusions</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>IB Learner Profile</b></p> <p>Caring</p>	<p>All students should do the following:</p> <p><b>Understand</b> what whānau means; what foster care is.</p> <p><b>Explore</b> the culture and history of New Zealand; how film can be used to highlight issues of importance.</p> <p><b>Reflect</b> on the ways in which film helps us understand other cultures; how film can be used to critique social injustice; why we should express our feelings; why we need to belong; what we can gain from our relationships with others; how we can cope with loss.</p> <p><b>Debate</b> how we can tackle social inequality; whether or not media glamorizes gang culture.</p> <p><b>Use</b> technology to further investigate ideas related to film.</p> <p><b>Act</b> to raise awareness about the social issues addressed in <i>Hunt for the Wilderpeople</i>.</p>	<p><b>Formatives:</b></p> <p>Mind Map</p> <p>The biography of Ricky Baker</p> <p><b>Summative:</b></p> <p>Write a diary entry or monologue from the perspective of Hec from <i>Hunt for the Wilderpeople</i></p> <p>Criterion B: Organizing</p> <p>Criterion C: Producing text</p> <p>Criterion D: Using language</p>
<p>Unit 3 – Should we forgive and forget?</p> <p>6 weeks</p> <p>Core text – <i>The Tempest</i>, William Shakespeare</p>	<p>Perspective</p>	<p>Character, Context, Setting, Theme</p>	<p>Fairness and development</p> <p>Exploration - Power and privilege, Inequality, Rights, Justice, Security and freedom</p>	<p>Despite its 400-year-old context, through exploring character, setting and theme in <i>The Tempest</i>, we can develop new and challenge existing perspectives on what is fair and what is not.</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> <li>Make effective summary notes for studying</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> <li>Draw reasonable conclusions and generalization</li> </ul> <p><b>IB Learner Profile</b></p> <p>Principled</p>	<p>All students should do the following:</p> <p><b>Understand</b> what a tempest is, what colonialism is.</p> <p><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.</p> <p><b>Reflect</b> on why we should read <i>The Tempest</i>.</p> <p><b>Debate</b> whether or not <i>The Tempest</i> is a play about colonialism, how easy it is to distinguish men from monsters, whether or not it is always better to forgive and forget.</p> <p><b>Use</b> technology to further investigate ideas related to <i>The Tempest</i>.</p> <p><b>Act</b> to raise awareness about modern slavery.</p>	<p><b>Formatives:</b></p> <p>Character analysis based on one character in play so far.</p> <p>A and B</p> <p><b>Summative:</b></p> <p>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>Criterion D: Using language</p>
<p>Unit 4 – Friends forever?</p> <p>5 weeks</p> <p>Core text – <i>Address Unknown</i>,</p>	<p>Communication</p>	<p>Purpose, Structure, Point of view</p>	<p>Identities and relationships</p> <p>Exploration - Human nature and human</p>	<p>Often the purpose of a text can be to communicate a particular point of view about an issue the writer feels strongly about. The structure of an</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>All students should do the following:</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</p>	<p><b>Formatives:</b></p> <p>Compare and contrast Martin and Max in selected extracts</p> <p>A, B and D</p>

Kathrine Taylor			dignity, Moral reasoning and ethical judgment, Identity formation, Self-esteem	epistolary text allows a writer to explore identities and relationships in a relatable format.	<ul style="list-style-type: none"> <li>• Make effective summary notes for studying</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> <li>• Draw reasonable conclusions and generalizations</li> </ul> <p><b>IB Learner Profile</b></p> <p>Open Minded</p>	<p><b>Explore</b> why friendship matters, what learner profiles a good friend should possess, what factors cause a friendship to breakdown,</p> <p><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</p> <p><b>Use</b> technology to further investigate ideas related to friendship and epistolary texts</p> <p><b>Act</b> to stand against prejudice and racial and religious discrimination</p> <p>Some students may do the following:</p> <p><b>Analyse</b> an interview by Leni Reifenstahl</p> <p><b>Explore</b> friendships that famous writers have with other writers</p>	<p><b>Summative:</b></p> <p>Students will write a speech about freindship</p> <p>Criterion C: Producing text</p> <p>Criterion D: Using language</p>
Unit 5 – Do girls run the world? 5 weeks	Creativity	Point of view, Theme	Personal and cultural expression  Explorations - Artistry, Craft, Creation, Systems and institutions	Throughout history women have used creativity as a means of personal and cultural expression. By looking closely at the themes explored in women’s literature throughout the ages, we can develop an understanding of history from a female point of view.	<p>Communication - Communication skills:</p> <ul style="list-style-type: none"> <li>• Read critically and for comprehension</li> <li>• Read a variety of sources for information and for pleasure</li> <li>• Take effective notes in class</li> </ul> <p>Social - Collaboration skills:</p> <ul style="list-style-type: none"> <li>• Practise empathy</li> </ul> <p>Thinking - Critical thinking skills:</p> <ul style="list-style-type: none"> <li>• Draw reasonable conclusions and generalizations</li> </ul> <p><b>IB Learner Profile</b></p> <p>Thinker</p>	<p>All students should do the following:</p> <p><b>Identify</b> the first female writer to be published and some of the most important women writers.</p> <p><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.</p> <p><b>Debate</b> whether or not men and women write differently, why we should read more women’s fiction and why certain literary genres are dominated by male writers.</p> <p><b>Use</b> technology to further investigate ideas related to women writers.</p> <p><b>Act</b> to help end gender inequality and celebrate women’s contribution to society.</p> <p>Some students may:</p> <p><b>Explore</b> additional texts by Virginia Wolf.</p>	<p><b>Formatives:</b></p> <p><i>Women writers – research and presentations</i></p> <p>Can women write believable male characters?</p> <p><b>Summative:</b></p> <p>Students will examine the themes and content in a selected poem.</p> <p>Criterion A: Analysing</p> <p>Criterion B: Organizing</p> <p>Criterion D: Using language</p>

**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
Beginning Unit 1  Creative Writing  3 Weeks	Creativity	Setting, Character, Style	Personal and Cultural Expression	Personal experiences can be used to inspire creativity and expression in writing.	Communication - Communication skills: <ul style="list-style-type: none"> <li>Organize and depict information logically</li> <li>Use appropriate forms of writing for different purposes and audiences</li> </ul> Thinking - Creative-thinking skills: <ul style="list-style-type: none"> <li>Use brainstorming and visual diagrams to generate new ideas and inquiries</li> </ul> Create original works and ideas; use existing works and ideas in new ways  <b>IB Learner Profile:</b> Thinkers	All students should:  <b>Understand</b> how to approach a basic creative writing prompt with confidence. <b>Explore</b> a range of literary devices that can be used to enhance a creative story. The students will explore how a narrative can be developed into an interesting story. The students will explore and write descriptions that appeal to the senses. <b>Identify</b> narrative craft, focusing on elements such as character development, narrative and plot, infusing its structure with imagination, invention and story. <b>Demonstrate</b> creativity skills, as an understanding of using different stylistic devices in writing.  Some students could:  <b>Create</b> a story and submit it to the EAFL writing competition	<b>Formative:</b>  Students will write the first three opening paragraphs to a writing prompt [photograph]  <b>Summative:</b> Students will draft and submit a creative piece to the EAFL competition.  Criterion B: Organizing  Criterion C: Producing text  Criterion D: Using language
Unit 4- Can we guess what the future holds?  6 weeks  <u>Literature</u>  Genre – prose  Era: 21 <sup>st</sup> Century  <u>Suggested Material</u>  Core text – The Hunger Games – Suzanne Collins  Extracts - <i>Twenty Thousand Leagues Under the Sea</i> , <i>The War of the Worlds</i> , <i>Plague 99</i>	Time, Space and Place	Setting, Genre	Scientific and technical innovation  GC Explorations: risk, consequences and responsibility	Dystopian fiction's portrayal of the future is a representation of the human desire to conquer the unknown	Communication - Communication skills: <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> <b>Learner Profile</b> Risk-taker	<b>Identify</b> what science fiction is, the conventions of science fiction, what a dystopia is, what makes a sci-fi protagonist.  <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>The Hunger Games</i> , how writers can use science fiction to critique the societies they live in.  <b>Debate</b> whether or not science fiction can predict the future.  Some students may: Explore global migration, places/times with dystopian characteristics, what the future may be like.  <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.	Blog post – sharing point of view of use of child soldiers  Criterion C: Producing text  Criterion D: Using language

<p>Unit 3 - 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>Suggested Material</p> <p>Selected newspapers</p> <p>Poems - <i>The Laboratory</i> by Robert Browning</p> <p>Extracts - <i>Sketches</i> by Boz</p>	<p>Communication</p>	<p>Audience imperatives, Point of view</p>	<p>Orientation in space and time</p> <p>GC Explorations: Turning points and 'big history', peoples</p>	<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>	<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 - Can we ever escape the past?</p> <p>5 weeks</p> <p><u>Literature</u></p> <p>Genre – prose</p> <p>Era: 20th Century</p> <p><u>Suggested Material</u></p> <p>Core text – <i>Selected short stories</i></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>Creativity</p>	<p>Genre, Audience Imperatives</p>	<p>Personal and Cultural Expression</p> <p>GC Explorations: Creation, craft, artistry</p>	<p>Gothic literature is a testament to human creativity, and writers have used the genre as a vehicle through which we can explore and examine culture.</p>	<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>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>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><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>Creative writing in response to prompt</p> <p>Criterion C: Producing text</p> <p>Criterion D: Using language</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 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>Connections</p>	<p>Theme, Style</p>	<p>Identities and relationships</p> <p>GC 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>Unit 5 - Is knowledge power?</p> <p>4 weeks</p> <p><u>Language</u></p>	<p>Perspective</p>	<p>Context, Theme</p>	<p>Fairness and development</p> <p>GC Explorations: human</p>	<p>A film's context theme and perspective allows us to explore human</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>Identify what education is, what a lifelong learner is, who the Mau Mau were.</p> <p>Explore the purpose of education, the role education plays in shaping our individual identity, how 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)</p>

<p>Genre - Film</p> <p>Era: 21st century</p> <p><u>Suggested Material</u></p> <p>Core text - <i>The First Grader</i></p> <p>Extracts - <i>Weep Not, Child,</i></p>			<p>capability and development</p>	<p>capability and development.</p>	<ul style="list-style-type: none"> <li>• Use a variety of speaking techniques to communicate with a variety of audiences</li> <li>• Use a variety of media to communicate with a range of audiences</li> </ul> <p><b>Learner Profile</b> Inquirer</p>	<p>can empower us, how attitudes to education vary around the world.</p> <p>Debate whether or not education is the most powerful weapon, how far they would go to get an education.</p> <p>Some students may: Identify the characteristics of learning disabilities Explore the history of education in their own country</p> <p><u>Service Learning</u> Act to raise awareness of learning disabilities, to raise awareness of the barriers to education</p>	<p>Criterion C: Producing text</p> <p>Criterion D: Using language</p>
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**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 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 kinds 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 <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
Unit 1: What does courage look like?  6 weeks  Extracts from MYP text	Perspective	Point of view	Personal and cultural expression -  GC Explorations: social constructions of reality; philosophies and ways of life; belief systems; ritual and play.	Perspective formed about what 'courage' may look like can be influenced both by one's own experience and the point of view of others	<b>Communication - Communication skills:</b> <ul style="list-style-type: none"> <li>Organize and depict information logically</li> </ul> <b>Thinking - Creative - thinking skills:</b> <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>	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.  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  Take action by determining the nature of responsible risk-taking, increasing our resourcefulness and resilience, and considering the art of decision-making  <u>Service learning</u>  Create a service/persuasive/information video informing people of human rights abuses in other countries and what they can do to help those people  Journal on developing a new skill overcoming a fear or limitation - create a Vlog documenting journey.	Persuasive Letter writing to a newspaper in response to one of the extracts arguing about injustices mentioned by the writer  Criterion B : organising  Criterion D : using language
Unit 2: How can growing and learning be portrayed in short stories?  Extracts from MYP text	Connections	Character; plot; theme; intertextuality	Identities and relationships  GC Explorations: Identity formation; self esteem; status; roles and role models	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	<b>Communication - Communication skills:</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> <b>Creative thinking skills:</b> <ul style="list-style-type: none"> <li>Create original works and ideas; use existing works and ideas in new ways</li> </ul>	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  Explore what 'growing' in terms of new learning and self-discovery may look like in practice  Take action by taking a positive approach towards challenges, and look for the learning opportunities they bring  <u>Service learning</u>  Pupils prepare leaflet etc on how to cope with exam pressures - a how to guide on what to do and how to prepare.	Write a short story according to the conventions and write an analysis of work produced.  Criterion B : organising  Criterion C : producing  Criterion D : using language

<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>