

Language and Literature – English MYP4 Course Overview 2024/2025

Unit title	Key concept	Related concepts	Global context	Statement inquiry	Objectives	ATL skills	Content Topics, knowledge and disciplinary skills
How can growing and learning be portrayed in short stories? September-October 2024	Connections	Character Plot	Identities and relationships	Writers’ use of plot and character across different texts reveal how challenges of different kinds are connected with/may lead to self-discovery, new learning and personal growth which help to form a person’s identity	B. ii. C.i., ii. D.i.,ii.,iii.v.	<ul style="list-style-type: none"> • Communicating ideas and information effectively to multiple audiences using a variety of styles • Using appropriate forms of writing • Read critically and for comprehension • Use and interpret a range of discipline specific terms Negotiating ideas and knowledge with peers and teachers <ul style="list-style-type: none"> • Giving and receiving meaningful feedback • Structure information in short story • Accessing information to be informed and inform others (basic literary terms regarding short story writing)) • Understand the impact of media representations and modes of representation (short story+ 6-word memoir) • Gather and organize relevant information to formulate an argument • Consider ideas from multiple perspectives • Creating original works and ideas (a short story) 	Short stories about growing up and learning <i>Through the Tunnel</i> by Doris Lessing <i>Split Cherry Tree</i> by Jesse Stuart <p>Knowledge</p> Students will use and interpret a range of discipline specific terms, key and related concepts in language and literature, MYP command terms for lang. and literature, lang. and lit. glossary such as short story (genre), narrator, character, setting, plot, style, prologue ,epilogue) Short story as a literary genre- revision of all literary genres (students previous knowledge from primary school) Checking and revising the basic elements of stories – narrator, plot, character, setting, point of view, theme, language , style Oral communication <p>Orally- revise the literary terms Discussing moral issues emerging from the two stories in a class debate- providing arguments and informed answers regarding the topic Oral presentations of story of their own choice and a bit of oral interpretation</p> Written communication <ul style="list-style-type: none"> • Reading and writing • Literary terms • Writing a bio poem + 6-word memoir about growing up • Comprehension questions • Vocabulary extension Visual communication <ul style="list-style-type: none"> • Bio poems displayed on the classroom walls 6-word memoirs

<p style="text-align: center;">Unit 2 What perspective? October -December 2024</p>	<p style="text-align: center;">Perspective</p>	<p>Point of view Context Setting</p>	<p>Identities and relationships</p> <p>Students will explore relationships, identity, teenage identity crisis and depression , self-esteem and role models</p>	<p>Literature gives voice to issues that transcend time and place allowing individuals to reflect on their lives from their own time perspective and context</p>	<p>A.ii.,iii B.i.,ii,iii. C.i.,iii. D.i.,ii,iii</p>	<p>Use a variety of media to communicate with audience</p> <ul style="list-style-type: none"> •Read a variety of sources for information •Write for different purposes -literary analysis •Create plans to prepare for summative assessments (first draft essay) •Answer the Self-reflection and self-evaluation question sheet at the end of the unit <p>Analysing and evaluating issues and ideas Gather and organize relevant information to formulate an argument Draw reasonable conclusions and generalisations Consider ideas from multiple perspectives Create original works and ideas</p>	<p>The Catcher In the Rye by J.D.Salinger</p> <p>A class/workshop on teenage depression by a DP psychology student Thematic and contextual terms and contextual background about the 1950s in the US</p> <p>Disciplinary knowledge and skills Novel study -revision of prior knowledge and introducing new terms and concepts Setting context: To what extent does the setting determine the things that happen in the novel and the way people behave? Themes: What does the novel communicate to you about the problems of teenagers facing the world of adults and its phoniness? Characterization and point of view What” and “how” questions for close reading Orally- revision of literary terms and definitions in writing Oral presentations and interpretation of assigned chapters from the novel Written communication Reading and writing Visual communication- PPTs- in pairs</p>
<p style="text-align: center;">Unit 3 Should we always believe what we see and hear? -January -February 2025</p>	<p style="text-align: center;">Communication</p>	<p>Context Bias</p>	<p>Scientific and technological innovations</p> <p>Students will explore how information can be presented through different media, what is bias and why persuasive techniques may be used</p>	<p>It is important in an age of mass information to consider how far creative use of language, context and bias can affect how far a text is telling the truth</p>	<p>All objectives</p>	<p>Research: Information literacy skills Access information to be informed and inform others</p> <ul style="list-style-type: none"> •Present information in a variety of formats and platforms •Evaluate and select information sources and digital tools based on their appropriateness to specific tasks •Use critical-literacy skills to analyse and interpret media communication <p>Media literacy skills</p> <ul style="list-style-type: none"> •Analyse, evaluate and ethically use information from a variety of sources and media •Understand the impact of media representations and odes of presentations •Communicate information and ideas effectively to multiple audiences using a variety of media and formats <p>Thinking skills: Critical thinking skills</p> <ul style="list-style-type: none"> •Recognize unstated assumptions and bias •Draw reasonable conclusions and generalizations 	<p>Topic Media and how persuasive techniques are used when presenting information Reporting the news-Fake news Media literacy</p> <ul style="list-style-type: none"> • different ways in which information may be presented thorough different media, what ‘bias’ is and what it looks like, and how and why persuasive techniques may be used •Explore who controls the information we see, hear and read, etc. •Take action by applying information literacy skills in order to produce text in order to communicate your message across <p>Knowledge -discipline specific and skills Checking and revising the basic media and information literacy terms such as fact and opinion in news, fake news, bias, loaded language, persuasive techniques</p> <p>Oral communication Reading and watching different news portals and media for information with special focus on fake news Speaking-classroom discussion regarding news, fake news, fact and opinion, etc. Discussions about persuasive techniques in news, bias, language use etc.</p> <p>Written communication Media literacy terms Writing notes on fake news and real news Taking notes from videos about news and media</p> <p>Writing Writing fake news article for practice Writing school magazine information article or newspaper article following inverted pyramid format Vocabulary extension-language of fact and opinion</p> <p>Visual communication Posters with media literacy terms</p>

<p style="text-align: center;">Unit 4 What does justice look like February-April 2025</p>	<p style="text-align: center;">Perspective</p>	<p>Purpose setting</p>	<p>Fairness and development- Students will explore prejudice, human rights, equality in justice system and responsibilities in society by means of a novel and a film</p>	<p>Perspectives formed about justice, equality and responsibilities in society can be influenced both by one's own experience, historical and cultural setting and the writer's intention in producing a text.</p>	<p>A.i.,ii.,iii.,iv. B.i.,ii,iii. C.i.,ii.,iii. D.i.,ii.,iii.,iv.,v</p>	<p>Read critically and for comprehension Use and interpret a range of discipline-specific terms Write for different purposes- creative writing, literary analysis, comparative writing Gather and organize relevant information to formulate an argument Draw reasonable conclusions and generalisations Consider ideas from multiple perspectives Analyse complex concepts and projects into their constituent parts and synthesize the to create new understandings Analyse and produce creative and analytical responses to texts Generating novel ideas and considering new perspectives Create original works and ideas</p>	<p>To Kill a Mockingbird by Harper Lee 12 Angry Men- film viewing</p> <p>Anticipation guide Thematic and contextual terms and contextual background about the 1960s and the time of Civil Rights Movement , the history of American jury, Jim Crow Laws, Scottsboro trials Oral communication Pair-work-presentations Role-play of the trial Class discussions , oral feedback by teacher</p> <p>Written communication</p> <ul style="list-style-type: none"> •answering reading comprehension and essay questions (Kahoot quiz) •vocabulary extension- learning new vocabulary and using it in essay writing- written by students •writing a literary analytical essay <p>Visual communication</p>
<p style="text-align: center;">Unit 5 Moral and ethical choices May -June 2025</p>	<p style="text-align: center;">Connections</p>	<p>Structure Style</p>	<p>Identities and relationships Students will explore human dignity and empathy, moral reasoning and ethical judgement as well as the importance of dreams</p>	<p>Narrative structures and the setting can be used to show moral and ethical dilemmas, along with people's response to the various aspects of their humanity and identity</p>	<p>A i., ii.,iii. B i. , ii., C i., ii., iii., D i., ii., iii.,iv.,v.</p>	<p>Read critically and for comprehension Write for different purposes (creative writing- an obituary ,a newspaper article, a scene from the novel which is not there; compare/contrast of characters for practice; analytical essay on a chosen theme from the Analyse complex concepts and projects into their constituent parts and synthesize them to create new understandings Consider ideas from multiple perspectives Analyse and produce creative and analytical responses to texts Create original works and ideas (creative writing assignment)</p>	<p>Of Mice and Men by J.Steinbeck -novel reading OF Mice and Men-film viewing</p> <p>Thematic and contextual terms Great depression, American Dream, Dust Bowl, government and politics in the 1930s migration and migrant workers, mental retardation, moral and ethical judgement, mercy killing, empathy etc.</p> <p>Disciplinary knowledge and skills Factual information about writer's craft Novel study - reading comprehension questions- revision of prior knowledge and introducing new terms and concepts Structure Play-novelette Writing style Oral communication Role-play/acting out of various scenes from the novelette for better understanding Class discussion and possible debate on mercy killing Written communication Reading and writing</p> <ul style="list-style-type: none"> • reading comprehension and essay questions •reading <i>Of Mice and Men</i> •vocabulary extension- learning new vocabulary and using it in essay writing- written by students

Language and Literature – English MYP5 Course Overview 2024/2025

Teacher: Ms Darija Kos

Unit title	Key concept	Related concepts	Global context	Statement inquiry	Objectives	ATL skills	Content
<p>Unit 1 Exploring dystopia - September-November 2024</p>	<p>Communication</p>	<p>Genre intertextuality</p>	<p>Scientific and technical innovation- Students will explore how advances in science and technology provide context for the design of the writers own utopian/dystopian worlds</p>	<p>Authors use the narrative conventions of dystopian genre including character, style and point of view to communicate the relevant themes and possibilities of their own vision of the future</p>	<p>A.i.,ii.,iii.iv. B.i., ii., iii. C.i.,ii.,iii., D.i.,ii.,iii.,iv.,v</p>	<p>Communication skills Use appropriate forms of writing for different purposes(literary analysis) Use and interpret a range of discipline-specific terms (dystopian/utopian lit., sci-fi , genre, elements of novel, etc.) Organize and structure essays (analytical essay, compare/contrast essay)revision Collaboration skills Manage and resolve conflict, and work collaboratively in teams (Utopian societies group work) Listen actively to other perspectives and ideas (when working on Utopian societies) Reflection skills Answer self-reflection/self-evaluation sheet questions at the end of the unit Thinking Apply existing knowledge to generate new ideas Create original ideas and produce original work Transfer skills Combine knowledge, understanding and Skills to create an essay or a creative piece of writing and a PPT</p>	<p>Topic After reading Bradbury’s <i>Fahrenheit 451</i> students will explore the notion of dystopian societies from both analytical and creative perspectives and explore significant issues controversial in 21st century. Discipline specific knowledge and skills Utopian and dystopian literature features Checking and revising the basic elements of novel – narrator, plot, character, setting, point of view, theme, language , style Utopia,dystopia, narrative conventions of dystopian literature Oral communication Orally- revision of literary terms Style –Bradbury’s use of imagery and poetic devices oral presentations and interpretation of assigned chapters from Fahrenheit 451 Written communication -answering reading comprehension and essay questions -reading Fahrenheit 451 (whole class) and one of the dystopian novels from the list: Brave New World by A. Huxley, A Clockwork Orange by A. Burgess ,or V for Vendetta by Alan Moore in order to write comparative essay -vocabulary extension- learning new vocabulary and using it in creative writing and essay writing- written by students -writing compare/contrast essay Visual communication Group PPT on Utopian societies research and creating group’s own utopian society Watch Blade Runner</p>

<p style="text-align: center;">Unit 2 How can poetry be used for protest? November , December 2024</p>	<p style="text-align: center;">Communication</p>	<p>Purpose</p> <p>Style</p>	<p>Personal and cultural expression</p> <p>Students explore the ways in which poets express ideas and feelings by reading a selection of poetry and writing their own poetry in order to express their own ideas and feelings about a topic that matters to them</p>	<p>Language of poetry enables humans to communicate ideas by creating different styles in order to express personal and cultural ideas, feelings , values and beliefs which might help challenge or alter other people’s point of view.</p>	<p><u>A.i.,ii.,iii.</u></p> <p><u>B.i., ii., iii.</u></p> <p><u>C.i.,ii.,iii.,</u></p> <p><u>D.i.,ii.,iii.,iv.</u></p>	<p><u>Communication skills</u></p> <p>Use appropriate forms of writing for different purposes(literary analysis, compare/contrast essay, writing poems)</p> <p>Use and interpret a range of discipline terms such as metaphor,simile,oxymoron, antithesis, epizeuxis,personification,imagery , etc.</p> <p>Make inferences and draw conclusions – structure information in a literary essay</p> <p>Paraphrase accurately and concisely</p> <p><u>Thinking-</u></p> <p>Draw reasonable conclusions based on reading various poems</p> <p>Revise understanding based on new information and evidence</p> <p>Create original ideas and produce original work-writing various types of poems including sonnet and free verse poem</p> <p>Apply existing knowledge to generate new ideas (writing poems)</p> <p><u>Transfer skills</u></p> <p>Combine knowledge, understanding and skills to create an essay or a creative piece of writing like poems</p> <p>Apply skills and knowledge in unfamiliar situations (poetry commentary on previously unseen poem)</p>	<p><u>Topic(s)</u></p> <p>Will explore poetry and how various poets expressed their ideas in order to protest and used various techniques to persuade those who read poetry</p> <p><u>Discipline specific knowledge and skills</u></p> <p>Students will read a selection of poems from different time periods and genres, look at the structure, poetic devices, conventions in writing then literary terms and poetic devices in poetic verse</p> <p>Also students will interpret poems both orally (class discussion) and in writing and then write a poetry commentary following guidelines for writing the commentary</p> <p><u>Oral communication</u></p> <ul style="list-style-type: none"> -reading of poems in class -class analysis lead by teacher -oral interpretation of a poem -oral feedback on poetry commentary <p><u>Written communication</u></p> <ul style="list-style-type: none"> - Writing a poem- in class - Close analysis of a poem – writing of poetry commentary- in class and at home(1st and 2nd/final draft) - Assessment on poem commentary - Poetry commentary on a previously unseen poem/s in class (summative) -writing various types of poems for poetry booklet <p><u>Visual communication</u></p> <ul style="list-style-type: none"> - illustrating poetry booklets to present in class
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<p style="text-align: center;">Unit 3 William Shakespeare and the Elizabethan world January-April 2025</p>	<p style="text-align: center;">Connections</p>	<p>Intertextuality Theme</p>	<p><u>Personal and cultural expression</u></p> <p>Students will explore how prejudice, bias, status are presented in the play as well as issues of jealousy and reputation and how they are relevant still today</p>	<p>Shakespeare's plays provide context for exploration of various themes such as identity, reputation, bias, etc. and how they might be recontextualized for contemporary audiences.</p>	<p>A.i.,ii.,iii.iv. B.i., ii., iii. C.i.,ii.,iii., D.i.,ii.,iii.,iv.,v</p>	<p><u>Communication skills</u></p> <p>Read critically and for comprehension-reading the play in its original language and being able to understand the meaning , characters, themes</p> <p>Make inferences and draw conclusions</p> <p>Use and interpret a range of discipline terms (genre conventions,poetic devices, puns and play on words,etc.)</p> <p>Write for different purposes (end of unit essay and creative writing)</p> <p>Paraphrase accurately and concisely</p> <p>Structure information in literary analysis</p> <p>Media literacy</p> <p>Communicate information and ideas effectively to multiple audiences using a variety of media and formats</p> <p>Creative thinking</p> <p>Create original works ad ideas; use existing works and ideas in new ways</p> <p>Transfer skills-Combine knowledge, understanding and skills to create products</p>	<p>Topic <i>Othello</i> by W. Shakespeare</p> <p>PPTs about Shakespeare's life and work, the cultural, social, historical, political background in Elizabethan England, notions of race and stereotypes, Queen Elizabeth and her reign, etc.</p> <p>Watching some scenes from different Othello productions-Globe Theatre and film version</p> <p><u>Discipline specific knowledge and skills</u></p> <p>Identify drama conventions such as play structure, unity of time and action, soliloquies, asides, acts and scenes etc.)</p> <p>Revise and learn lit. terms</p> <p><u>Oral communication</u></p> <p>Speaking and listening for a purpose</p> <p>Roleplay and hot seating of sections of the play</p> <p>Reading- home and in school, and discussing the play</p> <p>Class reading, discussion and analysis</p> <p>Interpreting orally a portion of the play-</p> <p><u>Written communication</u></p> <p>Comprehension questions test on Act 1, 2, 3 (quiz)</p> <p>Commenting/interpreting quotes from various scenes in Othello- at home or in class</p> <p>Writing a comparative essay- speech patterns of Iago and Othello</p> <p>End of unit essay- regarding themes, setting, context and structure of the play</p> <p><u>Visual communication</u></p> <p>Produce creative visual response (PPT) on a topic</p>
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<p style="text-align: center;">Unit 4 What am I responsible for? - May – June 2025</p>	<p style="text-align: center;">Perspective</p>	<p>Context Point of view</p>	<p><u>Identities and relationships</u></p> <p>Students will explore heritage, identity, gender roles and family relationships and how personal choices and decisions can influence what happens in one's life</p>	<p>Ideas about power and privilege, rights and gender roles, as well as inequality presented in a cultural context can lead readers to examine the impact of their own point of view regarding their values and actions on those around them.</p>	<p>A.i.,ii.,iii. B.i., ii., iii. C.i.,ii.,iii., D.i.,ii.,iii.,iv.</p>	<p><u>Communication skills</u> Use appropriate forms of writing for different purposes(literary analysis) Read critically and for comprehension Make inferences and draw conclusions (oral interpretation and novel discussion) Organize and structure information in oral summary and interpretation <u>Collaboration</u> Give and receive meaningful feedback (orally and in writing –from teacher and peers)</p> <p><u>Reflection skills</u> Identify strengths and weaknesses of personal learning strategies Answer self-reflection/self-evaluation sheet questions at the end of the project</p> <p><u>Thinking-</u> Revise understanding based on new information and evidence Consider ideas from multiple perspectives (author's and various narrators in the novel) Create original ideas and produce original work Apply existing knowledge to generate new ideas</p> <p><u>Transfer skills</u> Combine knowledge, understanding and skills to create an essay at the end of the unit Make connections between subject groups and disciplines (Lang.and literature and history)</p>	<p>Topic</p> <p>Students will read Khaled Homeini's novel <i>A Thousand Splendid Suns</i> and a poem about Kabul written in 17th century by Saib-e-Tabrizi</p> <p>They will examine how different cultures treat women and their position in society, marriage, education ,etc., depending on the historical and cultural context of the author who was born into that culture</p> <p><u>Discipline specific knowledge and skills</u> Literary terms such as ode Understand and identify different narrators and points of view Analyse the effects of the narrator on a story and consider what perspectives have not been represented</p> <p><u>Oral communication</u> Class discussion - History of Afghanistan – as background reading/ Current affairs in Afghanistan Oral presentations and interpretation of assigned chapters (formative assess.)</p> <p><u>Written communication</u> Students will analyse and produce analytical responses to the text Students will also answer comprehension questions and comment on quotes from the novel</p>
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DIFFERENTIATION for students with:

Dyslexia and dysgraphia

- Bigger font, bigger space between rows
- Dividing text in tests, practice sheets and instruction papers, Internet resources
- More time for reading, checking if the text/questions are understood
- Tolerating writing mistakes
- Allowing longer time for finishing a task if needed
- Working in a pair or a team with peers
- Check the ability of students to read primary and secondary sources and act according to results (more practice, allowing more time for group work)

ADHD

- Bigger font and space between rows
- Shorter paragraphs
- Additional explanation of tables, graphs if needed
- Check which type of graphs/diagrams are suitable for the student
- Fewer questions on tests
- Frequent checking if a student is concentrated on the work
- Questions and enough space for answers should be on the same page
- Work in pairs or small teams (up to four)
- Creating summary sheets when needed
- Encourage students to participate in class discussions
- Commend student on progress
- Regularly make notes about progress in e-dnevnik