

# Subject overview

## MYP Language & Literature – English Year 2 (Grade 7)

Unit title and teaching hours	Key concept & Related concepts	Global context & exploration	Statement of inquiry	Objectives	ATL skills	Content
Telling stories  35 h	Perspective  Character, point of view, setting	Identities & Relationships  Identity formation, self-esteem, roles within conflict	Using different characters' points of view may change the audience's perspective on preconceived ideas of identity and relationships	A i A iv B i D i D iii	Communication – Communication skills: Read critically and for comprehension, Make inferences and draw conclusions, Take effective notes in class  Thinking – Critical thinking: Revise understanding based on new information and evidence	Elements of fiction - terminology Short story selection Plot arc characterization, setting, theme motivation Vocabulary and grammar Comparative technique Writing effective paragraphs
Unexpected journeys  35 h	Connections  Audience imperatives, Context, Style	Identities and relationships  Teams, affiliation and leadership, moral reasoning and ethical judgement	Although context and style may vary, an audience can still make informed connections about identity and relationships due to the universal nature of language and literature.	A i A ii A iv B ii C i	Communication – Communication skills: Make inferences and draw conclusions / Find information for disciplinary and interdisciplinary inquiries, using a variety of media  Research – Information literacy: Make connections between various sources of information / Collect, record and verify data  Thinking – Critical thinking: Gather and organise relevant information to formulate an argument / Draw reasonable conclusions and generalisations	Elements of fiction – terminology Epics and quests in world literature J. R. R. Tolkien's <i>The Hobbit</i> Character development Characteristics of fairy tale & fable Foreshadowing, Setting & context, Mood, Narration & humour Personal & social values Style (diction) Writing a book report, Vocabulary lists Comprehension questions
A right word in a right place  35 h	Creativity  Structure, style, genre	Personal and cultural expression  Artistry, creation, beauty	Structure, style, and genre conventions guide creativity in order to achieve personal and cultural expression.	C i C ii D i D ii	Communication – Communication skills: Give and receive meaningful feedback / Use appropriate forms of writing for different purposes and audiences  Self management – Reflection: Consider content  Thinking – Creativity and innovation: Create original works and ideas	Elements of poetry, Figurative language Sound devices. Lyric, concrete, narrative poems. <i>Prentice Hall Literature</i> Unit 4 Poetic effects, imagery, Vocabulary lists Comprehension questions

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<p>The Monsters Are Due on Maple Street</p> <p>20 h</p>	<p>Perspective</p> <p>Purpose, theme, genre</p>	<p>Fairness and development</p> <p>justice, peace and conflict management, authority, security and freedom</p>	<p>Fairness can be a matter of perspective, especially when the purpose of the genre is to highlight themes of conflict, justice and freedom.</p>	<p>A ii A iii B ii C ii</p>	<p>Communication – Communication skills: Negotiate ideas and knowledge with peers and teachers; Paraphrase accurately and concisely</p> <p>Social – Collaboration skills: Manage and resolve conflict and work collaboratively in teams; Build consensus; Listen actively to other perspectives and ideas</p>	<p>Elements of drama</p> <p>‘The Monsters Are Due on Maple Street’</p> <p>Allegory</p> <p>Plot &amp; characterisation</p> <p>Motivation</p> <p>summary writing</p> <p>Writing &amp; speaking to support an argument</p> <p>Vocabulary</p>
<p>Buy this!</p> <p>20 h</p>	<p>Communication</p> <p>Audience imperatives, intertextuality, purpose</p>	<p>Globalisation and sustainability</p> <p>commercialisation and consumption through advertising</p>	<p>The impact of an advertisement on an audience depends on a common ‘language’ and the interrelationship of meanings, which may draw focus away from the purpose of the text.</p>	<p>A ii A iii B iii D ii D iv D v</p>	<p>Communication – I Use a variety of media to communicate with a range of audiences</p> <p>Social – II Delegate and share responsibility for decision-making/ Manage and resolve conflict and work collaboratively in teams/ Encourage others to contribute</p> <p>Research – VI Process data and report results / VII Understand the impact of media representations and modes of presentation</p>	<p>Advertising techniques</p> <p>Connotation and denotation</p> <p>Visual analysis</p> <p>Print advertisements</p> <p>Commercials</p>

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## MYP Language & Literature Year 3 (Grade 8)

Unit title and teaching hours	Key concept & Related concepts	Global context & exploration	Statement of inquiry	Objectives	ATL skills	Content
<b>Historical Contexts and Literary Genre</b>  10 hrs 2 wks	Connections  Context / Character / Genres	Orientation in space and time  Epochs, eras, turning points and “big history”	Historical contexts shape literary genre.	A: ANALYSING (strands i through iv)  B: ORGANISING (strands i and ii)  D: USING LANGUAGE (strands i through iv)	Communication: Read critically and for comprehension. Critical thinking: Gather and organize relevant information to formulate an argument. Social skills: Listen actively to other perspectives and ideas.	Short story selections: “The Finish of Patsy Barnes” by Paul Laurence Dunbar and “The Drummer Boy of Shiloh” by Ray Bradbury Historical background for short stories. Character: dynamic and static, flat and round. Grammar & vocabulary. Comparative techniques. Theme.
<b>Perspective and Literary Genre</b>  10 hrs 2 wks	Perspective  Character / Point of View /	Identities and relationships  Attitudes, motivations, independence.	Different perspectives lead to multiple representations and interpretations.	C: PRODUCING TEXT (strands i and iii)	Communication: Read critically and for comprehension. Critical thinking: Gather and organize relevant information to formulate an argument.	Short story selections: “Hamadi” by Naomi Shihab Nye, “The Tell-Tale Heart” by Edgar Allan Poe, “Charles” by Shirley Jackson. Perspectives (affected by past experiences, personality, state of mind, current situation). Character traits (personal qualities, attitudes, values). Round characters and flat characters. Grammar & vocabulary. Comparative techniques
<b>Setting and Literary Genre</b>  10 hrs 2 wks	Connections Setting / Genres / Themes	Personal and cultural expression  Social constructions of reality; philosophies and ways of life.	Setting affects characters’ lives and our own lives.	A: ANALYSING (strands i through iv)  C: PRODUCING TEXT (strands i and iii)	<u>Communication</u> : Read critically and for comprehension. <u>Critical thinking</u> : Gather and organize relevant information to formulate an argument.	Short story selections: “Who Can Replace a Man” by Brian Aldiss and “Tears of Autumn” Yoshiko Uchida Setting: (customs and beliefs of characters, physical features of land, weather or season of the year, historical era in which story takes place). Definition of science fiction. Grammar & vocabulary. Comparative techniques

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<p><b>Historical Contexts and Literary Genre</b></p> <p>30 hrs 6 wks</p>	<p>Perspective Context / Character / Point of view</p>	<p>Identities and relationships</p> <p>Epochs, eras, turning points and “big history”</p>	<p>Historical contexts and the environment shape literary genre.</p>	<p>A: ANALYSING (strands i through iv)</p> <p>B: ORGANISING (strands i and ii)</p> <p>D: USING LANGUAGE (strands i through iv)</p>	<p>Communication: Read critically and for comprehension. Critical thinking: Gather and organize relevant information to formulate an argument. Social skills: Listen actively to other perspectives and ideas. Research Skills – Seek a range of perspectives from multiple and varied sources.</p>	<p>S.E. Hinton’s novel <u>THE OUTSIDERS</u> Historical background. Character: dynamic and static, flat and round. Literary elements. Theme.</p>
<p><b>Poetry: A Window to the World</b></p> <p>40 hrs 8 wks</p>	<p>Self expression / Point of view</p> <p>Identities and Relationships</p>	<p>Identities and Relationships</p> <p>Human nature and human dignity; moral reasoning and ethical judgment.</p>	<p>Poetry is a form of creative expression that reflects personal, social, and cultural experiences over time.</p>	<p>C: PRODUCING TEXT (strands i and ii)</p>	<p>Communication: Read critically and for comprehension. Social skills: Listen actively to other perspectives and ideas. Critical thinking: Gather and organize relevant information to formulate an argument.</p>	<p>Poetic elements: sensory language. Figurative language: metaphors, personification, similes. Sound devices: alliteration, repetition, assonance, consonance, onomatopoeia, rhyme, meter. Forms of poetry: lyric, narrative, ballads, free verse, haiku, rhyming couplets, and limericks. Poems: UNIT 4 Poetry Unit from Prentice Hall Literature Grade 8 textbook.</p>
<p><b>Cause and Effect in Drama</b></p> <p>25 hrs 5 wks</p>	<p>Perspective Context / Character / Setting / Point of view</p>	<p>Identities and Relationships</p> <p>Human nature and human dignity; moral reasoning and ethical judgment.</p>	<p>Historical context and a writer’s use of cause and effect forms of literary texts.</p>	<p>A: ANALYZING (strands i through iv)</p> <p>B: ORGANIZING (strands i and ii)</p> <p>D: USING LANGUAGE (strands i through iv)</p>	<p>Communication: Read critically and for comprehension. Critical thinking: Gather and organize relevant information to formulate an argument. Social skills: Listen actively to other perspectives and ideas. Research Skills – Seek a range of perspectives from multiple and varied sources.</p>	<p>“The Diary of Anne Frank” by Frances Goodrich and Albert Hackett. Historical background. Character: dynamic and static, flat and round. Dramatic elements: dialogue and stage directions, dramatic speeches, tragedy, cause effect, dramatic irony. Theme.</p>

# Subject overview

## MYP Language & Literature Year 4 (Grade 9)

Unit title and teaching hours	Key concept & Related concepts	Global context & exploration	Statement of inquiry	Objectives	ATL skills	Content
<b>Identifying themes</b>  35 hrs 7 wks	Connections  Character / Purpose / Style / Theme	Personal and Cultural Expression  Social constructions of reality; philosophies and ways of life.	Underlying messages in literature are communicated with a variety of literary devices and techniques, and, although not deliberately didactic, allow us to make personal connections and realisations.	A: ANALYSING (strands i through iv)  B: ORGANISING (strands i and ii)  D: USING LANGUAGE (strands i through iv)	Communication: Read critically and for comprehension. Critical thinking: Gather and organize relevant information to formulate an argument. Social skills: Listen actively to other perspectives and ideas.	Elements of fiction – terminology  Short stories: “The Jade Peony” by Wayson Choy, “The Most Dangerous Game” by Richard Connell, “The Gift of the Magi” by O. Henry, “The Interlopers” by Saki, “The Necklace” by Guy de Maupassant, “Blues Ain’t No Mockin Bird” by Toni Cade Bambara, “The Scarlet Ibis” by James Hurst, “The Golden Kite, the Silver Wind” by Ray Bradbury. Plot arc, setting, symbolism, allegory, irony  Grammar & vocabulary. Comparative technique
<b>Perspective and Literary Genre</b>  10 hrs 2 wks	Perspective  Character / Point of View /	Identities and relationships  Attitudes, motivations, independence.	Different perspectives lead to multiple representations and interpretations.	C: PRODUCING TEXT (strands i and iii)	Communication: Read critically and for comprehension. Critical thinking: Gather and organize relevant information to formulate an argument.	Short story selections: “Hamadi” by Naomi Shihab Nye, “The Tell-Tale Heart” by Edgar Allan Poe, “Charles” by Shirley Jackson. Perspectives (affected by past experiences, personality, state of mind, current situation). Character traits (personal qualities, attitudes, values). Round characters and flat characters. Grammar & vocabulary. Comparative techniques

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<p><b>Setting and Literary Genre</b></p> <p>10 hrs 2 wks</p>	<p>Connections Setting / Genres / Themes</p>	<p>Personal and cultural expression</p> <p>Social constructions of reality; philosophies and ways of life.</p>	<p>Setting affects characters' lives and our own lives.</p>	<p>A: ANALYSING (strands i through iv)</p> <p>C: PRODUCING TEXT (strands i and iii)</p>	<p><u>Communication</u>: Read critically and for comprehension. <u>Critical thinking</u>: Gather and organize relevant information to formulate an argument.</p>	<p>Short story selections: "Who Can Replace a Man" by Brian Aldiss and "Tears of Autumn" Yoshiko Uchida.</p> <p>Setting: (customs and beliefs of characters, physical features of land, weather or season of the year, historical era in which story takes place).</p> <p>Definition of science fiction. Grammar &amp; vocabulary. Comparative techniques</p>
<p><b>Historical Contexts and Literary Genre</b></p> <p>55 hrs 11 wks</p>	<p>Connections Context / Character / Genres</p>	<p>Identities and relationships</p> <p>Epochs, eras, turning points and "big history"</p>	<p>Historical contexts shape literary genre.</p>	<p>A: ANALYZING (strands i through iv)</p> <p>B: ORGANIZING (strands i and ii)</p> <p>D: USING LANGUAGE (strands i through iv)</p>	<p>Communication: Read critically and for comprehension.</p> <p>Critical thinking: Gather and organize relevant information to formulate an argument.</p> <p>Social skills: Listen actively to other perspectives and ideas.</p> <p>Research Skills – Seek a range of perspectives from multiple and varied sources.</p>	<p>Charles Dickens' novel <i>A TALE OF TWO CITIES</i>.</p> <p>Historical background.</p> <p>Character: dynamic and static, flat and round.</p> <p>Literary elements.</p> <p>Theme.</p>
<p><b>Poetry: Flying to the world</b></p> <p>40 hrs 8 wks</p>	<p>Creativity Self expression / Point of view</p>	<p>Identities and Relationships</p> <p>Human nature and human dignity; moral reasoning and ethical judgment.</p>	<p>Poetry is a form of creative expression that reflects personal, social, and cultural experiences over time.</p>	<p>C: PRODUCING TEXT (strands i and ii)</p>	<p>Communication: Read critically and for comprehension. Social skills: Listen actively to other perspectives and ideas.</p> <p>Critical thinking: Gather and organize relevant information to formulate an argument.</p>	<p>Poetic structure: stanzas, couplets, quatrains.</p> <p>Imagery, sensory language.</p> <p>Figurative language: symbolism, metaphors, personification, similes.</p> <p>Sound devices: alliteration, repetition, assonance, consonance, onomatopoeia, rhyme, rhyme scheme, rhythm, meter.</p> <p>Types of poetry: narrative, epic, ballad, dramatic, lyric.</p> <p>Forms of poetry: haiku, sonnet.</p> <p>Poems: UNIT 4 Poetry Unit from Prentice Hall Literature Grade 9 textbook.</p>

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<b>Tragedy</b>	Perspective	Identities and Relationships	Historical context and a writer's perspective affect readers' interpretations of literary texts and of the concept of truth.	A: ANALYZING (strands i through iv) B: ORGANIZING (strands i and ii) D: USING LANGUAGE (strands i through iv)	Communication: Read critically and for comprehension. Critical thinking: Gather and organize relevant information to formulate an argument. Social skills: Listen actively to other perspectives and ideas. Research Skills – Seek a range of perspectives from multiple and varied sources.	William Shakespeare's "The Tragedy of Romeo and Juliet" Historical background. Character: dynamic and static, flat and round. Theme. Dramatic elements: dialogue and stage directions, blank verse, dramatic speeches, tragedy, cause effect, dramatic irony.
25 hrs 5 wks	Context / Character / Setting / Point of view	Human nature and human dignity; moral reasoning and ethical judgment.				

## MYP Language & Literature Year 5 (Grade 10)

Unit title and teaching hours	Key concept & Related concepts	Global context & exploration	Statement of inquiry	Objectives	ATL skills	Content
Short stories 35 h	Connections Setting, character, theme	Identities and relationships Personal efficacy and agency; attitudes, motivation, independence	Making inferences across time texts and cultures and examining the relationship between individual characters in order to draw conclusions about the theme.	A i A ii A iii A iv B ii C iii D i D ii	* Communication- Communication skills: give and receive meaningful feedback, use appropriate forms of writing for different purposes and audiences, negotiate ideas and knowledge with peers and teachers, read critically and for comprehension, make inferences and draw conclusions * Social – Collaboration skills: Listen actively to other perspective and ideas * Self management- Organization skills: plan short- and long-term assignments, meet deadlines, keep and use weekly planner for assignments, bring necessary equipment and supplies to class, keep an organized and logical system for information and notebooks. * Self management –Reflection skills: consider content, consider ethical, cultural and environmental implication. * Thinking- Critical Thinking: practice observing carefully in order to recognize problems, gather and organize information to formulate an argument multiple perspectives.	Elements of a short story – terminology Short story selections from Course Book Additional Material booklet Plot arc, setting, characterization, symbolism, theme Grammar & vocabulary Comparative techniques

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<p>Novel Unit – To Kill A Mockingbird</p> <p>25 h</p>	<p>Perspective</p> <p>Context, character, point of view</p>	<p>Fairness and development</p> <p>inequality, difference and inclusion; justice, peace and conflict management</p>	<p>Observing situations from different points of view can help us to develop behaviours better suited to accept people’s differences and coexist harmoniously with others in the world</p>	<p>A i A ii A iii A iv B i B iii C i C ii D ii D v</p>	<p>* Communication- Communication skills: give and receive meaningful feedback, use appropriate forms of writing for different purposes and audiences, negotiate ideas and knowledge with peers and teachers, read critically and for comprehension, make inferences and draw conclusions</p> <p>* Social – Collaboration skills: Listen actively to other perspective and ideas</p> <p>* Self management- Organization skills: plan short- and long-term assignments, meet deadlines, keep and use weekly planner for assignments, bring necessary equipment and supplies to class, keep an organized and logical system for information and notebooks.</p> <p>* Self management –Reflection skills: consider content, consider ethical, cultural and environmental implication.</p> <p>* Thinking- Critical Thinking: practice observing carefully in order to recognize problems, gather and organize information to formulate an argument multiple perspectives.</p>	<p>Harper Lee’s – ‘ To Kill a Mockingbird’ Elements of fiction – terminology setting, symbolism, characterisation, point of view, theme Vocabulary Comparative technique Research skills</p>
<p>Poetry unit</p> <p>25 h</p>	<p>Creativity</p> <p>Genre, style, structure</p>	<p>Personal and cultural expression</p> <p>artistry, craft, creation, beauty</p>	<p>Considering existing ideas from new perspectives helps us discover and express our ideas and feelings about philosophies and ways of life through different types of poetry.</p>	<p>A i A ii B i C i C ii D ii D iv</p>	<p>* Communication: Negotiate ideas and knowledge with peers and teachers. Read critically and for comprehension. Structure information in summaries, essays and reports.</p> <p>* Social – Collaboration skills: Listen actively to other perspective and ideas</p> <p>* Thinking (creative thinking): Gather and organize relevant information to formulate an argument. Revise understanding based on new information and evidence. Apply skills and knowledge in unfamiliar situations. Self-management: Organization, reflection. Use appropriate strategies for organizing complex information. Practice positive thinking.</p>	<p>Elements of a poetry– terminology Poetry selections Figurative language Sound Devices Types of Poetry Grammar &amp; vocabulary</p>

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<p>Drama unit – Julius Caesar</p> <p>25 h</p>	<p>Communication</p> <p>Context, genres, audience imperatives</p>	<p>Identities and relationships</p> <p>human nature and human dignity, moral reasoning and ethical judgement</p>	<p>Effective communication requires a common language which in turn influences human relationships, competition and cooperation</p>	<p>A i A ii A iii A iv B i B iii D i D ii D iii D iv</p>	<p>* Communication- Communication skills: give and receive meaningful feedback, use appropriate forms of writing for different purposes and audiences, negotiate ideas and knowledge with peers and teachers, read critically and for comprehension, make inferences and draw conclusions</p> <p>* Social – Collaboration skills: Listen actively to other perspective and ideas</p> <p>* Self management- Organization skills: plan short- and long-term assignments, meet deadlines, keep and use weekly planner for assignments, bring necessary equipment and supplies to class, keep an organized and logical system for information and notebooks.</p> <p>* Self management –Reflection skills: consider content, consider ethical, cultural and environmental implication.</p> <p>* Thinking- Critical Thinking: practice observing carefully in order to recognize problems, gather and organize information to formulate an argument</p> <p>multiple perspectives.</p>	<p>Shakespeare’s Julius Caesar</p> <p>Elements of drama – terminology</p> <p>Dramatic Speeches</p> <p>Tragic Hero</p> <p>Vocabulary</p> <p>Comparative techniques</p> <p>Research skills</p>
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