

Language and Literature Subject Overview MYP Years I-V

MYP-I

Sr no	Unit Name	Key concepts	Related concepts	Global context	Statement of Inquiry	MYP Objectives	Approaches to learning	Content	Assessment s
1	TV Genres	Communication	•Genre •Audience imperative s	Personal and cultural expression Focus exploration(s) • histories of ideas, fields, and disciplines	Through communication , directors create films to position audiences to respond in a particular way	Language and Literature Year 1 Objectives Objective A: Analyzing -i. Identify and comment upon significant aspects of texts -ii. Identify and comment upon the creator's choices -iii. Justify opinions and ideas, using examples, explanations and terminology -iv. Identify similarities and differences in features within and between texts. Objective B: Organizing -i. Employ	Critical- thinking skills • Practice observing carefully in order to recognize problems Communication skills • Give and receive meaningful feedback • Use appropriate forms of writing for different purposes and audiences • Use a variety of media to communicate with a range of audiences Organization skills • Keep and use a weekly planner for assignments • Bring necessary	 Find out how documentaries can expand our awareness of the world around us. Explore current viewing trends and the effectiveness of media to lead to change. Take action by working on projects that make a real and positive difference; by striving to tell community stories of importance; by not being scared of a challenge and by always asking why. 	Summative Create a TV show, blend two genres, write its script and present it Criterion C Producing Text Criterion D Using Language

organizational equipment and
structures that supplies to class
serve the •Keep an
context and organized and
intention logical system
-ii. Organize of information
opinions and files/notebooks
ideas in a Media literacy
logical manner skills
-iii. Use •Understand
referencing the impact of
and formatting media
tools to create representations
a presentation and modes of
style suitable presentation
to the context
and intention. •Practice focus
Objective C: and
Producing text concentration
-i. Produce •Practice
texts that strategies to
demonstrate overcome
thought and impulsiveness
imagination and anger
while Reflection skills
exploring new •Identify
perspectives strengths and
and ideas weaknesses of
arising from personal
personal learning
engagement strategies (self-
with the assessment)
creative •Consider
process content
process
-ii. Make Transfer skills
-ii. Make Transfer skills
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linguistic, situations
literary, and Collaboration
visual devices, skills
demonstrating • Practice
awareness of empathy
impact on an •Help others to
audience succeed
-iii. Select •Take
relevant responsibility
details and for one's own
examples to actions
support ideas. Information
Objective D: literacy skills
Using ●Use critical-
language literacy skills to
-i. Use analyze and
appropriate interpret media
and varied communication
vocabulary, s
sentence •Collect, record
structures and and verify data
forms of Creative-
expression thinking skills
-ii. Write and ●Use
speak in an brainstorming
appropriate and visual
register and diagrams to
style generate new
-iii. Use correct ideas and
grammar, inquiries
syntax and
punctuation
-iv. Spell
(alphabetic
languages),
write
(character
languages) and

			pronounce with accuracy -v. Use appropriate non-verbal communicatio n techniques.		

2.	Shakespeare	Connections		Orientation in	Through the	Language and	Information	•	Understand	Summative
			 Audience 	space and time	genre of	Literature	literacy skills		who William	Create your
			imperative		drama,	Year 1	•Access		Shakespeare	own
			S	Focus	Shakespeare	Objectives	information to		was; what a	theatre,
			Context	exploration(s)	has made	Objective A:	be informed		play is; what a	write a play
				• Peoples,	connections	Analyzing	and inform		sonnet is; the	and perform
				boundaries,	with audiences	-i. Identify and	others		conventions of	it in groups
				exchange and	across the	comment	•Make		drama;	
				interaction	globe for	upon	connections		strategies used	Criterion B
					centuries,	significant	between		in effective	Organizing
					demonstrating	aspects of	various sources		speeches	
					the	texts	of information	•	Explore how	Criterion C
					power of	-ii. Identify and	Critical-		Shakespeare's	Producing
					literature to	comment	thinking skills		plays teach us	Text
					transcend	upon the	Practice		about people	
					space and time	creator's	observing		and society;	Criterion D
						choices	carefully in		how women	Using
						-iii. Justify	order to		are	language
						opinions and	recognize		represented in	
						ideas, using	problems		Shakespeare's	
						examples,	•Consider ideas		plays; why	
						explanations	from multiple		there are so	
						and	perspectives		many speeches	
						terminology	Communication		in	
						Objective B:	skills		Shakespeare's	
						Organizing	 Negotiate 		plays	
						-i. Employ	ideas and	•	Consider	
						organizational	knowledge with		whether the	
						structures that	peers and		themes in	
						serve the	teachers		Shakespeare	
						context and	•Read a variety		plays are as	
						intention	of sources for		relevant today	
						-ii. Organize	information and		as they were	
						opinions and	for pleasure		then; whether	
						ideas in a	Collaboration		or not	
						logical manner	skills		something is	
						-iii. Use	•Help others to		lost in	
						referencing	succeed		translation	

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					and formatting	 Manage and 		when we	
					tools to create	resolve conflict		perform	
					a presentation	and work		Shakespeare in	
					style suitable	collaboratively		other	
					to the context	in teams		languages	
					and intention.	Listen actively	•	Use technology	
					Objective C:	to other		to further	
					Producing text	perspectives		investigate	
					-i. Produce	and ideas		ideas and	
					texts that	Media literacy		topics related	
					demonstrate	skills		to Shakespeare	
					thought and	•Locate,		and drama	
					imagination	organize,	•	Act to learn	
					while	analyze,		more about	
					exploring new	evaluate,		Shakespeare or	
					perspectives	synthesize and		to help others	
					and ideas	ethically use		enjoy enjoy	
					arising from	information		Shakespeare	
					personal	from a variety		Some students	
					engagement	of sources and		could:	
					with the	media	•	Research what	
					creative	(including		life was like for	
					process	digital social		women during	
					-iii. Select	media and		Shakespeare's	
					relevant	online		time	
					details and	networks)			
					examples to	•Seek a range			
					support ideas.	of perspectives			
					Objective D:	from multiple			
					Using	and varied			
					language	sources			
					-i. Use	Creative-			
					appropriate	thinking skills			
					and varied	•Use			
					vocabulary,	brainstorming			
					sentence	and visual			
					structures and	diagrams to			
					forms of	generate new			
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			expression -ii. Write and speak in an appropriate register and style -iii. Use correct grammar, syntax and punctuation	ideas and inquiries • Make unexpected or unusual connections between objects and/or ideas	

3.	Is Magic real?	Creativity	Language	Personal and	Within certain	Language and	Reflection skills	•	Understand	Summative
			and	cultural	literary genres,	Literature	Identify		what realistic	
			Literature	expression	writers possess	Year 1	strengths and		fiction is;	Create an
			Setting		the ability to	Objectives	weaknesses of		modes of	anthology of
			Genre	Focus	push the	Objective A:	personal		humour and	short stories
				exploration(s)	boundaries of	Analyzing	learning		how they are	from around
					space and time	-i. Identify and	strategies (self-		used in	the world in
				analysis and	by examining	comment	assessment)		literature	booklet
				argument	familiar	upon	Focus on the	•	Explore a	form
					situations	significant	process of		realistic fiction	discussing
					within	aspects of	creating by		novel and	societal
					unfamiliar	texts	imitating the		consider how	issues and
					settings	-ii. Identify and	work of others		the characters'	place it in
					through their	comment	Critical-		language and	the library
					creative	upon the	thinking skills		behaviour	
					expression.	creator's	Practice		reflect the	
						choices	observing		social and	Criterion B
						-iv. Identify	carefully in		cultural	Organizing
						similarities and	order to		aspects of the	
						differences in	recognize		setting of the	Criterion C
						features within	problems		story; how	Producing
						and between	Collaboration		various points	Text
						texts.	skills		of view affect	
						Objective B:	Practice		the story;	Criterion D
						Organizing	empathy		strategies for	Using
						-ii. Organize	 Listen actively 		becoming a	language
						opinions and	to other		better speller	
						ideas in a	perspectives		Infer meaning	
						logical manner	and ideas		from clues in a	
						-iii. Use	Organization		text	
						referencing	skills	•	Write their	
						and formatting	 Keep and use 		own realistic	
						tools to create	a weekly		fiction story	
						a presentation	planner for	•	Use technology	
						style suitable	assignments		to further	
						to the context	 Plan strategies 		investigate	
						and intention.	and take action		ideas related	
						Objective C:	to achieve			

			ideas and knowledge with peers and teachers	

4.	Expressing	Perspective	•Self-	Personal and	Creativity	Language and	Creative-	•	Conventions of	Summative
	Creativity		expression	cultural	allows the	Literature	thinking skills		Poetry	
			Point of	expression	exploration and	Year 1	 Apply existing 	•	Exploration of	Comment
			view		expression of	Objectives	knowledge to		different	upon
				Focus	personal	Objective A:	generate new		poems, poetry	different
				exploration(s)	beliefs, values,	Analysing	ideas, products		around the	poetries
				 Artistry, craft, 	culture, nature,	-i. Identify and	or processes		globe along	from around
				creation, beauty	thoughts, and	comment	 Create original 		with the	the world.
					feelings.	upon	works and		famous poets	Task (b):
						significant	ideas; use	•	implementatio	create your
						aspects of	existing works		n of them in	own poetry
						texts	and ideas in		creating	book and
						-ii. Identify and	new ways		different	place it in
						comment	Communication		poems	the School
						upon the	skills		·	library
						creator's	•Give and			
						choices	receive			Criterion A
						-iv. Identify	meaningful			Analyzing
						similarities and	feedback			
						differences in	Use a variety			Criterion B
						features within	of speaking			Organizing
						and between	techniques to			
						texts.	communicate			Criterion C
						Objective B:	with a variety of			Producing
						Organizing	audiences			Text
						-i. Employ	Interpret and			
						organizational	use effectively			Criterion D
						structures that	modes of non-			Using
						serve the	verbal			language
						context and	communication			
						intention				
						-iii. Use				
						referencing				
						and formatting				
						tools to create				
						a presentation				
						style suitable				
						to the context				

and intention. Objective C: Producing text -ii. Make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience Objective D: Using language -iv. Spell (alphabetic languages), write (character languages) and			
Producing text -ii. Make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience Objective D: Using language -iv. Spell (alphabetic languages), write (character		and intention.	
-ii. Make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience Objective D: Using language -iv. Spell (alphabetic languages), write (character		Objective C:	
-ii. Make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience Objective D: Using language -iv. Spell (alphabetic languages), write (character		Producing text	
choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience Objective D: Using language -iv. Spell (alphabetic languages), write (character		-ii. Make	
choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience Objective D: Using language -iv. Spell (alphabetic languages), write (character		stylistic	
terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience Objective D: Using language -iv. Spell (alphabetic languages), write (character			
literary and visual devices, demonstrating awareness of impact on an audience Objective D: Using language -iv. Spell (alphabetic languages), write (character		terms of	
literary and visual devices, demonstrating awareness of impact on an audience Objective D: Using language -iv. Spell (alphabetic languages), write (character		linguistic,	
visual devices, demonstrating awareness of impact on an audience Objective D: Using language -iv. Spell (alphabetic languages), write (character			
demonstrating awareness of impact on an audience Objective D: Using language -iv. Spell (alphabetic languages), write (character			
awareness of impact on an audience Objective D: Using language -iv. Spell (alphabetic languages), write (character			
impact on an audience Objective D: Using language -iv. Spell (alphabetic languages), write (character			
audience Objective D: Using language -iv. Spell (alphabetic languages), write (character		impact on an	
Objective D: Using language -iv. Spell (alphabetic languages), write (character			
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language -iv. Spell (alphabetic languages), write (character			
-iv. Spell (alphabetic languages), write (character			
(alphabetic languages), write (character			
languages), write (character			
write (character			
		(character	
pronounce			
with accuracy			
-v. Use			
appropriate			
non-verbal			
communicatio			
		n techniques.	

5.	Power of	Communication	•Style	Globalization and	Advertisements	Language and	Organization	•	Understand	Summative
	Advertisement		 Audience 	sustainability	aim to reach a	Literature	skills		what an	Look at the
			imperative		common	Year 1	•Keep an		advertisement	given charity
			S	Focus	objective, yet	Objectives	organized and		is; different	advert.
				exploration(s)	authors can	Objective A:	logical system		types of	Make a copy
				 Markets, 	customize their	Analyzing	of information		adverts;	of it and
				commodities,	messaging to	-i. Identify and	files/notebooks		different types	annotate it
				and	resonate with	comment	Communication		of stylistic	by using
				commercializatio	international	upon	skills		choices	different
				n	audiences	significant	•Use	•	Explore the	presentation
					through the	aspects of	intercultural		purpose of	and
					use of language	texts	understanding		advertising;	language
					and stylistic	-iii. Justify	to interpret		how language	styles
					variations.	opinions and	communication		is used to	After
						ideas, using	Collaboration		appeal to	annotation,
						examples,	skills		certain	write your
						explanations,	Take		audiences;	response
						and	responsibility		what we can	about the
						terminology	for one's own		learn about	given
						-iv. Identify	actions		people and	question in
						similarities and	Affective skills		society	PEA
						differences in	 Practice focus 		through	paragraphs.
						features within	and		adverts; how	
						and between	concentration		advertising has	Criterion A
						texts.	Practice		changed over	Analysing
						Objective B:	strategies to		time; the	
						Organizing	overcome		impact of	Criterion B
						-iii. Use	distractions		advertising on	Organizing
						referencing	Information		us	
						and formatting	literacy skills	•	Consider	Criterion C
						tools to create	•Make		whether or not	Producing
						a presentation	connections		advertising can	Text
						style suitable	between		be dangerous,	
						to the context	various sources		whether or not	Criterion D
						and intention.	of information		advertising	Using
						Objective C:	Media literacy		influences the	language
						Producing text	skills		way we think	
						-ii. Make	•Locate,			

						I I a a I a ala a a I a a	
			stylistic	organize,	•	Use technology	
			choices in	analyse,		to further	
			terms of	evaluate,		investigate	
			linguistic,	synthesize and		ideas related	
			literary, and	ethically use		to advertising	
			visual devices,	information	•	Act to raise	
			demonstrating	from a variety		awareness	
			awareness of	of sources and		about the	
			impact on an	media		dangerous	
			audience	(including		consequences	
			Objective D:	digital social		of	
			Using	media and		irresponsible	
			language	online		advertising by	
			-ii. Write and	networks)		writing letters	
			speak in an	 Demonstrate 		to TV networks	
			appropriate	awareness of		or celebrities,	
			register and	media		or creating	
			style	interpretations		posters for	
			-v. Use	of events and		their school	
			appropriate	ideas (including			
			non-verbal	digital social			
			communicatio	media)			
			n techniques.	,			

MYP-II

Sr no	Unit Name	Key concepts	Related concepts	Global context	Statement of Inquiry	MYP Objectives	Approaches to learning	Content	Assessments
1.	Biographies	Communication	Genre Context	Identities and relationships Focus exploration(s) • Identity formation, attitudes, motivation, independence, roles, and role models	The genre of biography not only enables us to preserve and communicate individual histories as writers but allows us as readers to develop an understanding of how our social context and relationships with others can play a key role in shaping their identities	Language and Literature Year 1 Objectives Objective A: Analyzing -i. Identify and comment upon significant aspects of texts -ii. Identify and comment upon the creator's choices -iii. Justify opinions and ideas, using examples, explanations, and terminology -iv. Identify similarities and differences in features within and between texts. Objective B: Organizing -i. Employ organizational structures that serve the context and intention -ii. Organize opinions and ideas in a logical manner -iii. Use referencing	Information literacy skills • Make connections between various sources of information Reflection skills • Develop new skills, techniques and strategies for effective learning Communicatio n skills • Give and receive meaningful feedback • Use appropriate forms of writing for different purposes and audiences • Negotiate ideas and knowledge with peers and teachers Media literacy	 Find out what biographies are and how to write them. Explore why we should read and write biographies and what we can learn from them. Take action to share the stories of ordinary people. 	Interview any adult whom you idolize the most Teacher/Famil y member and write their biography including all the aspects of their life Criterion B Organizing Criterion C Producing Text Criterion D Using language

			and formatting	skills
			_	•Make
			tools to create a	
			presentation style	informed
			suitable to the	choices about
			context and	personal
			intention.	viewing
			Objective C:	experiences
			Producing text	Critical-
			-i. Produce texts	thinking skills
			that demonstrate	•Practice
			thought and	observing
			imagination while	carefully in
			exploring new	order to
			perspectives and	recognize
			ideas arising from	problems
			personal	Collaboration
			engagement with	skills
			the creative	•Take
			process	responsibility
			-ii. Make stylistic	for one's own
			choices in terms of	actions
			linguistic, literary,	Listen actively
			and visual devices,	to other
			demonstrating	perspectives
			awareness of	and ideas
			impact on an	Organization
			audience	skills
			-iii. Select relevant	•Bring
			details and	necessary
			examples to	equipment and
			support ideas.	supplies to
			Objective D: Using	class
			language	Affective skills
			-i. Use appropriate	Practice focus
			and varied	and
			vocabulary,	concentration
			sentence	
			structures, and	
			Juliaciaics, and	

			forms of		
			expression		
			-ii. Write and speak		
			in an appropriate		
			register and style		
			-iii. Use correct		
			grammar, syntax		
			and punctuation -iv. Spell		
			(alphabetic		
			languages), write		
			(character		
			languages), and		
			pronounce with		
			accuracy		
			-v. Use appropriate		
			non-verbal		
			communication		
			techniques.		
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2.	Shakespear	Perspective	•Context	Fairness and	Despite its 400-	Language and	Critical-	•	Understand	Summative
	e and The	,	•Theme	development	year-old context,	Literature	thinking skills		what a	
	Tempest		Setting	·	through exploring	Year 1 Objectives	Practice		tempest is,	Justify your
				Focus	character, setting,	Objective A:	observing		what	opinion
				exploration(s)	and theme in the	Analyzing	carefully in		colonialism	whether the
				• Justice,	Tempest, we can	-i. Identify and	order to		is.	tempest is the
				peace, and	develop new and	explain the	recognize	•	Explore what	colonial play
				conflict	challenge	content, context,	problems		lessons we	or not.
				management	existing	language,	•Gather and		can learn	b: Create your
					perspectives on	structure,	organize		about	own version of
					what is fair and	technique, and	relevant		forgiveness in	the Tempest
					what is not	style of text(s) and	information to		the play,	with your pair.
						the relationship	formulate an		what we can	, .
						among texts	argument		learn about	Criterion A
						-ii. Identify and	Collaboration		contemporar	Analysing
						explain the effects	skills		y beliefs	
						of the creator's	Practice		regarding	Criterion B
						choices on an	empathy		magic from	Organizing
						audience	Help others to		the play.	
						-iii. Justify opinions	succeed	•	Reflect on	Criterion C
						and ideas, using	Manage and		why we	Producing Text
						examples,	resolve conflict		should read	
						explanations, and	and work		The Tempest.	Criterion D
						terminology	collaboratively	•	Debate	Using
						-iv. Interpret	in teams		whether or	language
						similarities and	Communicatio		not The	
						differences in	n skills		Tempest is a	
						features within and	Give and		play about	
						between genres	receive		colonialism,	
						and texts.	meaningful		how easy it is	
						Objective B:	feedback		to distinguish	
						Organizing	∙Use		men from	
						-ii. Organize	intercultural		monsters,	
						opinions and ideas	understanding		whether or	
						in a coherent and	to interpret		not it is	
						logical manner	communication		always better	
						Objective C:	 Negotiate 		to forgive and	
						Producing text	ideas and		forget.	

			-i. Produce texts	knowledge	• Hee	
					• Use	
			that demonstrate	with peers and	technology to	
			thought,	teachers	further	
			imagination and		investigate	
			sensitivity while		ideas related	
			exploring and		to The	
			considering new		Tempest.	
			perspectives and		 Act to raise 	
			ideas arising from		awareness	
			personal		about	
			engagement with		modern	
			the creative		slaver	
			process			
			-iii. Select relevant			
			details and			
			examples to			
			develop ideas.			
			Objective D: Using			
			language			
			-i. Use appropriate			
			and varied			
			vocabulary,			
			sentence			
			structures, and			
			forms of			
			expression			
			-ii. Write and speak			
			in an appropriate			
			register and style			
			-iii. Use correct			
			grammar, syntax,			
			and punctuation			
			-v. Use appropriate			
			non-verbal 			
			communication			
			techniques.			

3.	Can	Perspective	•Theme	Personal and	Over time, women	Language and	Collaboration	•	Identify the	Summative
	women's		Point of	cultural	have used	Literature	skills		first female	
	point of		view	expression	creativity for	Year 1 Objectives	Give and		writer to be	Search about
	view be				personal and	Objective A:	receive		published	different
	ignored?			Focus	cultural	Analyzing	meaningful		and some of	women
				exploration(s)	expression.	-i. Identify and	feedback		the most	writers around
				 analysis and 	Exploring	comment upon	 Advocate for 		important	the world,
				argument	women's	significant aspects	one's own		women	make posters
					literature themes	of texts	rights and		writers.	and have an
					reveals history	-ii. Identify and	needs	•	Explore why	awareness
					from their	comment upon the	Organization		women's	walk in the
					viewpoint.	creator's choices	skills		writing	community to
						-iii. Justify opinions	Set goals that		matters, what	about the
						and ideas, using	are challenging		we can learn	women rights
						examples,	and realistic		about	and the
						explanations, and	Bring		women's	importance of
						terminology	necessary		history	their work in
						-iv. Identify	equipment and		through	society
						similarities and	supplies to		women's	
						differences in	class		literature and	Criterion A
						features within and	Communicatio		what we can	Analysing
						between texts.	n skills		learn from	
						Objective B:	•Give and		women's	Criterion B
						Organizing	receive		poetry.	Organizing
						-i. Employ	meaningful	•	Debate	
						organizational	feedback		whether or	Criterion C
						structures that	•Preview and		not men and	Producing Text
						serve the context	skim texts to		women write	0.00
						and intention	build		differently,	Criterion D
						Objective C:	understanding		why we	Using
						Producing text	•Take effective		should read	language
						-i. Produce texts	notes in class		more	
						that demonstrate	Make offective		women's	
						thought and	effective		fiction and	
						imagination while	summary notes		why certain	
						exploring new	for studying		literary	
						perspectives and	Critical-		genres are	
						ideas arising from	thinking skills			

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			personal	•Draw	dominated by
			engagement with	reasonable	male writers.
			the creative	conclusions	• Use
			process	and	technology to
			-iii. Select relevant	generalizations	further
			details and		investigate
			examples to		ideas related
			support ideas.		to women
			Objective D: Using		writers.
			language		Act to help
			-i. Use appropriate		end gender
			and varied		inequality
			vocabulary,		and celebrate
			sentence		women's
			structures and		contribution
			forms of		to society
			expression		to society
			-ii. Write and speak		
			in an appropriate		
			register and style		
			register and style		

4.	Friendship	Communicatio	Purpose	Identities and	Texts often	Language and	Collaboration	•	Understand	Summative
	matters?	n	 Structure 	relationships	express strong	Literature	skills		what a	
					opinions.	Year 1 Objectives	•Help others to		friendship is,	Write a
				Focus	Epistolary format	Objective A:	succeed		what a	speech for
				exploration(s)	explores relatable	Analyzing	Take		novella is,	your peers
				 Identity 	identities and	-i. Identify and	responsibility		what an	addressing the
				formation,	relationships	comment upon	for one's own		epistolary	importance of
				Human nature	while conveying	significant aspects	actions		novel or	speech of 250-
				and human	the	of texts	Manage and		novella is.	300 words
				dignity	writer's	-iii. Justify opinions	resolve conflict	•	Explore why	including the
					perspective on an	and ideas, using	and work		friendship	quotations on
					issue.	examples,	collaboratively		matters, what	the
						explanations, and	in teams		learner	importance of
						terminology	Communicatio		profiles a	friendship
						Objective B:	n skills		good friend	b: Frame your
						Organizing	•Give and		should	analysis about
						-i. Employ	receive		possess, what	the 'Nature of
						organizational	meaningful		factors cause	Friendship
						structures that	feedback		a friendship	from Address
						serve the context	Participate in,		to	Unknown.
						and intention	and contribute		breakdown,	
						Objective C:	to, digital social	•	Debate	Criterion A
						Producing text	media		whether or	Analyzing
						-i. Produce texts	networks.		not	
						that demonstrate	•Collaborate		propaganda	Criterion B
						thought and	with peers and		can really	Organizing
						imagination while	experts using a		change the	
						exploring new	variety of		way we think	Criterion C
						perspectives and	digital		about the	Producing Text
						ideas arising from	environments		world,	
						personal	and media.		whether or	Criterion D
						engagement with	Organization		not social	Using
						the creative	skills		media and	language
						process	•Plan short-		our	
						-ii. Make stylistic	and long-term		increasing	
						choices in terms of	assignments;		use of mobile	
						linguistic, literary	meet deadlines		technology is	
						and visual devices,	•Keep an			

	1	1	1	T	1			
				demonstrating	organized and		damaging to	
				awareness of	logical system		friendships	
				impact on an	of information	•	Use	
				audience	files/notebooks		technology to	
				-iii. Select relevant			further	
				details and			investigate	
				examples to			ideas related	
				support ideas.			to friendship	
				Objective D: Using			and	
				language			epistolary	
				-i. Use appropriate			texts	
				and varied				
				vocabulary,				
				sentence				
				structures and				
				forms of				
				expression				
				-ii. Write and speak				
				in an appropriate				
				register and style				
				-iii. Use correct				
				grammar, syntax				
				and punctuation				
				-iv. Spell				
				(alphabetic				
				languages), write				
				(character				
				languages) and				
				pronounce with				
				accuracy				
				-v. Use appropriate				
				non-verbal				
				communication				
				techniques.				
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5.	Fiction and	Connections	•Characte	Orientation in	The interactions	Language and	Creative-	•	Understand	Summative
	Reality		r	space and	among fictional	Literature	thinking skills		what	
			Point of	time	characters serve	Year 1 Objectives	∙Use		historical	Select a scene
			view		as guides for	Objective A:	brainstorming		fiction is,	from the
				Focus	readers to	Analyzing	and visual		what life was	Wonder and
				exploration(s)	interpret themes	-i. Identify and	diagrams to		like in	convert it into
				 Peoples, 	and establish	comment upon	generate new		Victorian	a radio play
				boundaries,	connections	significant aspects	ideas and		London.	along with
				exchange and	between the	of texts	inquiries		Identify the	characters
				interaction	text and the real	-ii. Identify and	Reflection skills		conventions	with
					world.	comment upon the	Consider		of historical	dialogues,
						creator's choices	content		fiction.	sound effects,
						-iii. Justify opinions	Critical-	•	Consider how	speeches and
						and ideas, using	thinking skills		we use fact to	the role of
						examples,	Evaluate and		create fiction,	narrator in
						explanations and	manage risk		how reading	groups
						terminology	Information		historical	
						-iv. Identify	literacy skills		fiction can	Criterion A
						similarities and	Collect, record		give us a	Analyzing
						differences in	and verify data		better	
						features within and	• Present		understandin	Criterion B
						between texts.	information in		g of history,	Organizing
						Objective B:	a variety of		whether or	
						Organizing	formats and		not historical	Criterion C
						-i. Employ	platforms		fiction blurs	Producing Text
						organizational	Media literacy		the	
						structures that	skills		boundaries	Criterion D
						serve the context	•Make		between	Using
						and intention	informed		fiction and	language
						Objective C:	choices about		reality,	
						Producing text	personal		whether or	
						-i. Produce texts	viewing		not there are	
						that demonstrate	experiences		enough	
						thought and	•Understand		female	
						imagination while	the impact of		protagonists	
						exploring new	media		in young	
						perspectives and	representations		adult	
						ideas arising from	and modes of		literature,	

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				impulsiveness	
				and anger	
				and anger	
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MYP-III

Sr	Unit	Key concepts	Related	Global	Statement of	MYP	Approaches to	Content	Assessment
no.	Name		concepts	context	Inquiry	Objectives	learning		
no. 1.	Name Creating Fables	Creativity	• Structure • Character	context Orientation in space and time Focus exploration(s) • Peoples, boundaries, exchange and interaction	Inquiry Analyzing the structure and themes of the stories from around the world can help putting them into context and then establishing	Objectives Language and Literature Year 3 Objectives Objective A: Analyzing -i. Identify and comment upon significant aspects of texts	learning Creative- thinking skills • Create original works and ideas; use existing works and ideas in new ways Reflection skills • Consider	 Types of fables how fables show the cultural values Local fables with their contexts Fables around 	Summative Select one culture create your own fable and present it Criterion B
					connections between each of their morals and their culture's values	-ii. Identify and comment upon the creator's choices -iii. Justify opinions and	content Collaboration skills • Take responsibility for one's own	the globe	Organizing Criterion C Producing Text
						ideas, using examples, explanations and terminology -iv. Identify similarities and differences in features within and between texts. Objective B: Organizing -i. Employ organizational structures that	actions Information literacy skills • Collect, record and verify data Media literacy skills • Seek a range of perspectives from multiple and varied sources Critical- thinking skills • Practice observing		Criterion D Using language

serve the carefully in context and order to intention recognize problems opinions and ideas in a logical manner logical manner -iii. Use contexts to gain	
intention recognize -ii. Organize problems opinions and ideas in a logical manner different	
-ii. Organize problems opinions and ideas in a logical manner of interest of ideas in a logical manner	
opinions and ideas in a logical manner different	
ideas in a old	
logical manner different	
iii IIco contexts to gain	
referencing and a different	
formatting perspective	
tools to create Communication	
a presentation skills	
style suitable to •Give and	
the context and receive	
intention. meaningful	
Objective C: feedback	
Producing text ●Use	
-i. Produce intercultural	
texts that understanding	
demonstrate to interpret	
thought and communication	
imagination Affective skills	
while exploring •Practice focus	
new and	
perspectives concentration	
and ideas Organization	
arising from skills	
personal •Keep an	
engagement organized and	
with the logical system	
creative of information	
process files/notebooks	
-ii. Make	
stylistic choices	
in terms of	
linguistic,	
literary and	
visual devices,	

demonstrating
awareness of
impact on an
audience
-iii. Select
relevant details
and examples
to support
ideas.
Objective D:
Using language
-i. Use
appropriate
and varied
vocabulary,
sentence
structures and
forms of
expression
-ii. Write and
speak in an
appropriate
register and
style
-iii. Use correct
grammar,
syntax and
punctuation
-iv. Spell
(alphabetic
languages),
write
(character
languages) and
pronounce with
accuracy
-v. Use
appropriate

 		1			1
			non-verbal		
			communication		
			techniques.		
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2.	Comedies	Connections	Language and	Identities and	The comedies	Language and	Creative-			Summative
			Literature	relationships	of William	Literature	thinking skills	•	Find out what	
			•Genre	'	Shakespeare	Year 3	•Make		comedy is.	Watch a
			Character	Focus	use cases of	Objectives	unexpected or	•	Explore the	comedy scene
				exploration(s)	mistaken	Objective A:	unusual		purpose of	and comment
				• happiness	identity, comic	Analyzing	connections		comedy	upon the
				and the good	characters, and	-i. Identify and	between		through	elements that
				life	confusing	explain the	objects and/or		reading	you identified.
					relationships to	content,	ideas		Shakespeare's	b. Create your
					give us	context,	Collaboration		different	own comedy
					perspective	language,	skills		comedies	scene
					and to show us	structure,	Practice	•	Take action to	addressing
					the link	technique, and	empathy		promote the	the societal
					between life	style of text(s)	•Take		benefits of	issue and
					and society	and the	responsibility		comedy on	present it.
						relationship	for one's own		our	
						among texts	actions		emotional	Criterion A
						-ii. Identify and	Organization		and mental	Analyzing
						explain the	skills		well-being.	
						effects of the	 Keep and use 		J	Criterion B
						creator's	a weekly			Organizing
						choices on an	planner for			
						audience	assignments			Criterion C
						-iii. Justify	•Keep an			Producing
						opinions and	organized and			Text
						ideas, using	logical system			
						examples,	of information			Criterion D
						explanations	files/notebooks			Using
						and	Affective skills			language
						terminology	 Practise focus 			
						-iv. Interpret	and			
						similarities and	concentration			
						differences in	Reflection skills			
						features within	Consider			
						and between	content			
						genres and	Information			
						texts.	literacy skills			
						Objective B:	•Collect, record			

Overvieina and varify data	1
Organizing and verify data	
-i. Employ Media literacy	
organizational skills	
structures that •Compare,	
serve the contrast and	
context and draw	
intention connections	
-ii. Organize among	
opinions and (multi)media	
ideas in a resources	
coherent and Critical-	
logical manner thinking skills	
-iii. Use •Practise	
referencing and observing	
formatting carefully in	
tools to create order to	
a presentation recognize	
style suitable to problems	
the context and Transfer skills	
intention. •Combine	
Objective C: knowledge,	
Producing text understanding	
-i. Produce and skills to	
texts that create products	
demonstrate or solutions	
thought, Communication	
imagination skills	
and sensitivity •Give and	
while exploring receive	
and considering meaningful	
new feedback	
perspectives •Negotiate	
and ideas ideas and	
arising from knowledge with	
personal peers and	
1	
engagement teachers	
engagement teachers with the	

process
-ii. Make
stylistic choices
in terms of
linguistic,
literary and
visual devices,
demonstrating
awareness of
impact on an
audience
-iii. Select
relevant details
and examples
to develop
ideas.
Objective D:
Using language
-i. Use
appropriate
and varied
vocabulary,
sentence
structures and
forms of
expression
-ii. Write and
speak in an
appropriate
register and
style
-iii. Use correct
grammar,
syntax and
punctuation
-iv. Spell
(alphabetic
languages),

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3.	Can	Perspective	•Theme	Fairness and	Films promote	Language and	Reflection skills	•	Identify what	Summative
	education		•Context	development	fairness and	Literature	Consider		education is,	
	change				development,	Year 3	content		what a	Observe the
	the			Focus	offering new	Objectives	Collaboration		lifelong	painting 'The
	world?			exploration(s)	perspectives	Objective A:	skills		learner is,	Problem we
				Human	on familiar	Analyzing	Practice		who the Mau	all live with by
				capability and	aspects, such	-i. Identify and	empathy		Mau were.	Norman
				development,	as education,	explain the	Help others to	•	Explore the	Rockwell and
				Imagining a	by providing	content,	succeed		purpose of	write your
				hopeful	context and	context,	Take		education,	own
				future	exploration.	language,	responsibility		the role	understanding
						structure,	for one's own		education	in the form of
						technique, and	actions		plays in	blog
						style of text(s)	Affective skills		shaping our	
						and the	Practice		individual	Criterion A
						relationship	strategies to		identity, how	Analyzing
						among texts	develop mental		education	
						-ii. Identify and	focus	•	can empower	Criterion B
						explain the	Organization		us, how	Organizing
						effects of the	skills		attitudes to	
						creator's	Plan short-		education	Criterion C
						choices on an	and long-term		vary around	Producing
						audience	assignments;		the world.	Text
						-iii. Justify	meet deadlines	•	Debate	
						opinions and	Communication		whether or	Criterion D
						ideas, using	skills		not education	Using
						examples,	Give and		is the most	language
						explanations	receive		powerful	
						and	meaningful		weapon, how	
						terminology	feedback		far they	
						Objective B:	Use a variety		would go to	
						Organizing	of speaking		get an	
						-ii. Organize	techniques to		education.	
						opinions and	communicate			
						ideas in a	with a variety of			
						coherent and	audiences			
						logical manner	 Negotiate 			
						Objective C:	ideas and			

	-		,			
				Producing text	knowledge with	
				-iii. Select	peers and	
				relevant details	teachers	
				and examples	Critical-	
				to develop	thinking skills	
				ideas.	Revise	
				Objective D:	understanding	
				Using language	based on new	
				-ii. Write and	information and	
				speak in an	evidence	
				appropriate	Media literacy	
				register and	skills	
				style	Seek a range	
				-iv. Spell	of perspectives	
				(alphabetic	from multiple	
				languages),	and varied	
				write	sources	
				(character		
				languages) and		
				pronounce with		
				accuracy		
				-v. Use		
				appropriate		
				non-verbal		
				communication		
				techniques.		

4.	Does reading	Communication	•	Context Theme	Personal and cultural	Newspapers, as a potent	Language and Literature	Creative- thinking skills	•	Identify the conventions	Summative
	have an			HIEHIE	expression	mass	Year 3	Create original		of articles,	Read the
	impact on				схртеззіон	communication	Objectives	works and		the different	statement
	us?				Focus	tool, have been	Objective A:	ideas; use		types of	'Newspapers
					exploration(s)	relied upon by	Analysing	existing works		newspapers,	are a thing of
					• Social	audiences for	-i. Identify and	and ideas in		the difference	the past,
					constructions	centuries to	explain the	new ways		between a	social media
					of reality,	mirror their	content,	Organization		newspaper	is the future
					analysis and	viewpoints,	context,	skills		report and a	of news, write
					argument	beliefs, and	language,	•Use		feature	your point of
						cultural values.	structure,	appropriate		article, when	in the form of
							technique, and	strategies for		newspapers	article to get
							style of text(s)	organizing		came into	published in
							and the	complex		existence.	Kids Magazine
							relationship	information	•	Explore why	_
							among texts	Media literacy		we should	Criterion B
							-ii. Identify and	skills		read	Organizing
							explain the	Seek a range		newspapers,	
							effects of the	of perspectives		the purpose	Criterion C
							creator's	from multiple		of	Producing
							choices on an	and varied		newspapers,	Text
							audience	sources		the impact	
							-iii. Justify	Critical-		technology	Criterion D
							opinions and	thinking skills		has had on	Using
							ideas, using	 Consider ideas 		the media,	language
							examples,	from multiple		what your	
							explanations	perspectives		choice of	
							and	Develop		newspaper	
							terminology	contrary or		reveals about	
							-iv. Interpret	opposing		you, what we	
							similarities and	arguments		can learn	
							differences in	Communication		from reading	
							features within	skills		historical	
							and between	Use a variety		newspapers,	
							genres and	of media to		who created	
							texts.	communicate		the news.	
							Objective B:	with a range of			

-iii. Use referencing and formatting tools to create a presentation style suitable to the context and intention. Objective C:	Affective skills Practise positive thinking Reflection skills Focus on the process of creating by imitating the work of others Process of Creating by imitating the work of others Process of Creating by imitating the work of others Procus on the process of creating by imitating the work of others Procus on 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. Use technology to further investigate ideas related to news	
arising from personal engagement	further investigate ideas related	
process		
speak in an appropriate register and style		
-iii. Use correct grammar, syntax and		

			punctuation -iv. Spell (alphabetic languages), write (character languages) and pronounce with accuracy		

5.	Poetry and Young	Creativity	•Self- expression	Personal and cultural	Creativity allows the	Language and Literature	Organization skills	•	Conventions of Poetry	Summative
	Authors		•Structure	expression	exploration	Year 3	•Keep an		_*	Create a
	Additions		Structure	СХРТСЭЭГОТТ	and expression	Objectives	organized and		different	booklet
				Focus	of personal	Objective A:	logical system		audiences	including
				exploration(s)	beliefs, values,	Analyzing	of information			poems
				• Artistry,	culture, nature,		files/notebooks		Authors	denoting
				craft,	thoughts, and	explain the	Communication		around the	different
				creation,	feelings	content,	skills		globe	cultural
				beauty		context,	•Give and		· ·	values, beliefs
				,		language,	receive		local young	and place it in
						structure,	meaningful		poets and	the library for
						technique and	feedback		their works	everybody to
						style of text(s)	Collaboration			read.
						and the	skills			
						relationship	Take			
						among texts	responsibility			
						-ii. Identify and	for one's own			Criterion B
						explain the	actions			Organizing
						effects of the	Listen actively			
						creator's	to other			Criterion C
						choices on an	perspectives			Producing
						audience	and ideas			Text
						-iii. Justify	Creative-			
						opinions and	thinking skills			Criterion D
						ideas, using	•Create original			Using
						examples,	works and			language
						explanations,	ideas; use			
						and	existing works			
						terminology	and ideas in			
						-iv. Interpret	new ways			
						similarities and				
						differences in				
						features within				
						and between				
						genres and				
						texts.				
						Objective B:				

Organizing
-i. Employ
organizational
structures that
serve the
context and
intention
Objective C:
Producing text
-i. Produce
texts that
demonstrate
thought,
imagination
and sensitivity
while exploring
and considering
new
perspectives
and ideas
arising from
personal
engagement
with the
creative
process
-ii. Make
stylistic choices
in terms of
linguistic,
literary and
visual devices,
demonstrating
awareness of
impact on an
audience
Objective D:
Using language
Using language

_	ı				T	
				-i. Use		
				appropriate		
				and varied		
				vocabulary,		
				sentence		
				structures and		
				forms of		
				expression		
				-ii. Write and		
				speak in an		
				appropriate		
				register and		
				style		
				-iv. Spell		
				(alphabetic		
				languages),		
				write		
				(character		
				languages), and		
				pronounce with		
				accuracy		
				-v. Use		
				appropriate		
				non-verbal		
				communication		
				techniques.		
				teeriinques.		

MYP-IV

Sr Unit	it Name	Key concepts	Related concepts	Global context	Statement of Inquiry	MYP Objectives	Approaches to learning	Content	Assessment s
•	ture of ama	Communication	•Genre Point of view	Identity and relationships Focus exploration(s) Human nature and human dignity; consciousness and mind	Authors have the ability to employ literary conventions to express the significance of communication within relationships.	Chjectives Language and Literature Year 5 Objectives Objective A: Analyzing i. Identify and explain the content, context, language, structure, technique, and style of text(s) and the relationship among texts ii. identify and explain the effects of the creator's choices on an audience iii. justify opinions and ideas, using examples, explanations, and	Critical- thinking skills Practice observing carefully in order to recognize problems Communicatio n skills Give and receive meaningful feedback Use appropriate forms of writing for different purposes and audiences Use a variety of media to communicate with a range of audiences Organization skills Keep and use a weekly	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 communicatio n can impact others, and how it may affect our relationships with others. Take action by developing more effective communicatio n techniques to use in different contexts. Some student	Summative Dramatic monologue - using image to create a monologue expressing characters POV Criterion C: Producing Text Criterion D: Using language

				•Bring	which the	
			Objective B:	necessary	sensory	
			Organizing	equipment and	impaired learn	
			i. Employ	supplies to class	and create	
			organizational	Keep an	strategies for	
			structures that	organized and	overcoming	
			serve the	logical system	those.	
			context and	of information		
			intention	files/notebooks		
			ii. Organize	Media literacy		
			opinions and	skills		
			ideas in a	Understand		
			coherent and	the impact of		
			logical manner	media		
			iii. Use	representations		
			referencing	and modes of		
			and formatting	presentation		
			tools to create	Affective skills		
			a presentation	Practice focus		
			style suitable	and		
			to the context	concentration		
			and intention.	Practice		
			Objective C:	strategies to		
			Producing text	overcome		
			i. Produce	impulsiveness		
			texts that	and anger		
			demonstrate	Reflection skills		
			thought,	Identify		
			imagination,	strengths and		
			and sensitivity,	weaknesses of		
			while	personal		
			exploring and	learning		
			considering	strategies (self-		
			new	assessment)		
			perspectives	Consider		
			and ideas	content		
			arising from	Transfer skills		
			personal	Apply skills		

engagement and knowledge with the in unfamiliar creative situations process ii. Make skills stylistic • Practice choices in empathy terms of • Help others to	
creative situations process ii. Make skills stylistic • Practice choices in empathy	
process ii. Make stylistic choices in empathy Collaboration skills • Practice empathy	
ii. Make stylistic choices in empathy	
stylistic •Practice choices in empathy	
choices in empathy	
torms of Allah athors to	
linguistic, succeed	
literary, and ●Take	
visual devices, responsibility	
demonstrating for one's own	
awareness of actions	
impact on an Information	
audience literacy skills	
iii. Select ●Use critical-	
relevant literacy skills to	
details and analyze and	
examples to interpret media	
develop ideas. communication	
Objective D: s	
Using •Collect, record	
language and verify data	
i. Use Creative-	
appropriate thinking skills	
and varied •Use	
vocabulary, brainstorming	
sentence and visual	
structures, and diagrams to	
forms of generate new	
expression ideas and	
ii. Write and inquiries	
speak in a	
register and	
style that	
serve the	
context and	
intention iii.	

	Use correct grammar, syntax, and punctuation v. Use appropriate non-verbal communica n technique	tio	

2.	Exploring	Perspective	Point of	Personal and	Examining	Language and	Communicatio	•	Find out about	Summative
	Perspectives	·	view,	cultural	various	Literature	n		responses that	Literary
			Context	expression	viewpoints	Year 5			may arise, and	essay - How
					results in a	Objectives	Communicatio		attitudes that	might the
				Focus	more	Objective A:	n skills:		can exist,	director of
				exploration(s)	enlightened	Analyzing	 Read critically 		towards	Mask be
				Artistry, craft,	perspective	i. Analyze the	and for		others, along	seeking to
				creation, beauty	and molds or	content,	comprehension		with ways in	shape the
					impacts	context,	• Make		which texts	perspectives
					attitudes	language,	inferences and		present such	of viewers
					towards and	structure,	draw		topics.	through his
					interactions	technique, and	conclusions	•	Explore how	presentation
					with others.	style of text(s)	Structure		perspectives	of the
						and the	information in		that may be	character of
						relationship	summaries,		held towards	Rocky in the
						among texts	essays, and		others are	film?
						ii. Analyze the	reports		formed, along	
						effects of the	Thinking		with how	Criterion A
						creator's			these may	Analyzing
						choices on an	Critical		influence	
						audience	thinking skills:		people's	Criterion B
						iii. Justify	Evaluate		attitudes and	Organizing
						opinions and	evidence and		actions; also	
						ideas, using	arguments		explore	Criterion C
						examples,			techniques	Producing
						explanations, and			used by texts	Text
						terminology			and how they seek to	Criterion D
						iv. Evaluate			influence	Using
						similarities and			these attitudes	language
						differences by			and actions	laliguage
						connecting			and actions	
						features across				
						and within				
						genres and				
						texts.				
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	T	T T	
	Ohio ativo B.		
	Objective B:		
	Organizing		
	i. Employ		
	organizational		
	structures that		
	serve the		
	context and		
	intention		
	ii. Organize		
	opinions and		
	ideas in a		
	sustained,		
	coherent, and		
	logical manner		
	iii. Use		
	referencing		
	and formatting		
	tools to create		
	a presentation		
	style suitable		
	to the context		
	and intention		
	Objective C:		
	Producing text		
	ii. Make		
	stylistic		
	choices in		
	terms of		
	linguistic,		
	literary, and		
	visual devices,		
	demonstrating		
	awareness of		
	impact on an		
	audience		
	iii. Select		
	relevant		
	TEIEVAIIL		

	details and examples to develop ideas. Objective D: Using language i. Use appropriate and varied vocabulary, sentence structures, and forms of expression ii. Write and speak in a register and style that serve the context and intention iii. Use correct grammar, syntax, and punctuation	
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3.	Importance of	Perspective	Self-	Scientific and	Explorations	Language and	Reflection skills	•	Find out why	Summative
	Travelling		expression,	technical	offer	Literature	Identify		and how	Write a
			Purpose	innovation	understanding	Year 5	strengths and		people travel,	travel blog
			·	Focus	across diverse	Objectives	weaknesses of		and the	of 500 to
				exploration(s)	contexts and	Objective A:	personal		different ways	1000 words
					viewpoints,	Analyzing	learning		in which those	
				Adaptation,	providing	i. Analyze the	strategies (self-		experiences	Criterion A
				ingenuity, and	ample	content,	assessment)		may be	Analyzing
				progress	opportunities	context,	,		expressed.	, ,
					for substantial	language,	Critical-	•	Explore how	
					discoveries,	structure,	thinking skills		people might	Criterion B
					learning	technique, and	Practice		try to adapt to	Organizing
					experiences,	style of text(s)	observing		different	
					and self-	and the	carefully in		contexts, and	Criterion C
					expression.	relationship	order to		the value of	Producing
						among texts	recognize		trying to do	Text
						ii. Analyze the	problems		so; along with	
						effects of the	Collaboration		what is	Criterion D
						creator's	skills		involved in	Using
						choices on an	Practice		safe and	language
						audience	empathy		responsible	
						iii. Justify	 Listen actively 		travel.	
						opinions and	to other	•	Take action by	
						ideas, using	perspectives		evaluating our	
						examples,	and ideas		travel	
						explanations,	Organization		opportunities,	
						and	skills		and how to	
						terminology	•Keep and use		maximize the	
						Objective B:	a weekly		benefits we	
						Organizing	planner for		gain from	
						i. Employ	assignments		those; by	
						organizational	Plan strategies		traveling safely	
						structures that	and take action		and	
						serve the	to achieve		responsibly	
						context and	personal and		when we do	
						intention	academic goals		travel	
						ii. Organize	Information		anywhere.	
						opinions and	literacy skills			

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				ideas in a	•Make	
				sustained,	connections	
				coherent, and	between	
				logical manner	various sources	
				Objective C:	of information	
				Producing text	Present	
				i. Produce	information in a	
				texts that	variety of	
				demonstrate	formats and	
				insight,	platforms	
				imagination,	Communicatio	
				and sensitivity	n skills:	
				while	• Use	
				exploring and	appropriate	
				reflecting	forms of writing	
				critically on	for different	
				new	purposes and	
				perspectives	audiences	
				and ideas	Write for	
				arising from	different	
				personal	purposes	
				engagement	Creative	
				with the	thinking skills:	
				creative	• create original	
				process	works and ideas	
				ii. Make		
				stylistic		
				choices in		
				terms of		
				linguistic,		
				literary, and		
				visual devices,		
				demonstrating		
				awareness of		
				impact on an		
				audience		
				Objective D:		
		1		Objective D.		

			Using		
			language		
			i. Use		
			appropriate		
			and varied		
			vocabulary,		
			sentence		
			structures, and		
			forms of		
			expression		
			ii. Write and		
			speak in a		
			register and		
			style that		
			serve the		
			context and		
			intention		
			iii. Use correct		
			grammar,		
			syntax, and		
			punctuation		
			iv. Spell		
			(alphabetic		
			languages),		
			write		
			(character		
			languages) and		
			pronounce		
			with accuracy		

4.	IDU:	Change	Style. POV	Fairness &	While	Language and	Creative-	•	Several	Summative
	Newspaper		and	Development	innovation in	Literature	thinking skills		different types	Do research,
	Layouts from		Structure		the Industrial	Year 5	Apply existing		of journalistic	find the
	the Industrial			Focus	Revolution	Objectives	knowledge to		articles	rising issue,
	Revolution			exploration(s)	stimulated	Objective A:	generate new	•	to compare	and write an
				Inequality,	progress and	Analyzing	ideas, products,		the various	article and
				difference, and	change, social	i. Analyze the	or processes		structures	issue in the
				inclusion	and economic	content,	 Create original 		involved in	Kids
					development	context,	works and		writing such	Newspaper
					was and is still	language,	ideas; use		articles	or
					not always	structure,	existing works	•	to control the	Magazine.
					equal.	technique, and	and ideas in		POV and the	
						style of text(s)	new ways		TONE of their	Criterion A
						and the	Communicatio		piece	Analyzing
						relationship	n skills	•	to create an	
						among texts	•Give and		effective	
						ii. Analyze the	receive		layout to	Criterion B
						effects of the	meaningful		present their	Organizing
						creator's	feedback		articles and	
						choices on an	Use a variety		their research.	Criterion C
						audience	of speaking			Producing
						iii. Justify	techniques to			Text
						opinions and	communicate			
						ideas, using	with a variety			Criterion D
						examples,	of audiences			Using
						explanations,	Interpret and			language
						and	use effectively			
						terminology	modes of non-			
						iv. Evaluate	verbal			
						similarities and	communication			
						differences by				
						connecting				
						features across				
						and within				
						genres and				
						texts.				

Objective B:
Organizing
i. Employ
organizational
structures that
serve the
context and
intention
ii. Organize
opinions and
ideas in a
sustained,
coherent, and
logical manner
iii. Use
referencing
and formatting
tools to create
a presentation
style suitable
to the context
and intention
Objective C:
Producing text
ii. Make
stylistic
choices in
terms of
linguistic,
literary, and
visual devices,
demonstrating
awareness of
impact on an
audience
iii. Select
relevant
details and

n techniques.

MYP-V

Sr no	Unit Name	Key concepts	Related concepts	Global context	Statement of Inquiry	MYP Objectives	Approaches to learning	Content	Assessments
1.	What is Courage?	Perspective	Point of view, Style	Personal and Cultural Expression Focus exploration(s) social constructions of reality; philosophies and ways of life; belief systems; ritual and play	The perception developed regarding the appearance of 'courage' can be shaped by both personal experiences and the perspectives of others.	Language and Literature Year 5 Objectives Objective A: Analyzing i. Analyze the content, context, language, structure, technique, and style of text(s) and the relationship among texts ii. Analyze the effects of the creator's choices on an audience iii. Justify opinions and ideas, using examples, explanations, and terminology iv. Evaluate similarities and differences by connecting features across and within genres and texts. Objective B: Organizing i. Employ organizational	Information literacy skills • Make connections between various sources of information Reflection skills • Develop new skills, techniques, and strategies for effective learning Communicatio n skills • Give and receive meaningful feedback • Use appropriate forms of writing for different purposes and audiences • Negotiate ideas and knowledge with peers and	 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 	Summative Persuasive Letter writing to a newspaper in response to one of the extracts arguing about injustices mentioned by the writer Criterion B Organizing Criterion C Producing Text Criterion D Using language

		I		ctructures that	toachors	
				structures that	teachers	
				serve the context	Media literacy	
				and intention	skills	
				ii. Organize	•Make	
				opinions and ideas	informed	
				in a sustained,	choices about	
				coherent, and	personal	
				logical manner	viewing	
				iii. Use referencing	experiences	
				and formatting	Critical-	
				tools to create a	thinking skills	
				presentation style	Practice	
				suitable to the	observing	
				context and	carefully in	
				intention	order to	
				Objective C:	recognize	
				Producing text	problems	
				i. Produce texts	Collaboration	
				that demonstrate	skills	
				insight,	Take	
				imagination, and	responsibility	
				sensitivity while	for one's own	
				exploring and	actions	
				reflecting critically	•Listen actively	
				on new	to other	
				perspectives and	perspectives	
				ideas arising from	and ideas	
				personal	Organization	
				engagement with	skills	
				the creative	•Bring	
				process	necessary	
				ii. Make stylistic	equipment	
				choices in terms of	and supplies to	
				linguistic, literary,	class	
				and visual devices,	Affective skills	
				demonstrating	Practise focus	
				awareness of	and	
				impact on an	concentration	
L	1		l	pace on an	SSINCEIRIAGION	

	audience Objective D: Using language i. Use appropriate and varied vocabulary, sentence structures, and forms of expression ii. Write and speak in a register and style that serve the context and intention iii. Use correct grammar, syntax, and punctuation
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2.	Is it	Communicatio	Point of	Fairness and	The rights and	Language and	Critical-	•	Different	Summative
	necessary	n	view;	development	responsibilities of	Literature	thinking skills		ways in which	Find Carol
	for us to		purpose;		communication	Year 5 Objectives	Practice		communicati	Ann Duffy's
	express		audience	Focus	are important to	Objective A:	observing in		on might both	poem 'War
	ourselves		imperatives	exploration(s)	consider,	Analyzing	order to		help and	Photographe
	freely at any		, , , , , , , , ,	Authority,	particularly in	i. Analyze the	recognize		harm in	r' online.
	given			security, and	terms of the point	content, context,	problems		different	After you
	moment?			freedom	of view being	language,	•Gather and		situations	have read it,
					expressed, the	structure,	organize	•	what	write a
					purpose of	technique, and	relevant		constitutes	commentary
					expressing it, and	style of text(s) and	information to		propaganda,	on the poem
					the audience to	the relationship	formulate an		why it might	that
					which it is	among texts	argument		be used, and	identifies the
					expressed.	ii. Analyze the	Collaboration		ways in which	main ideas
						effects of the	skills		it may be	and purposes
						creator's choices	Practice		identified.	of the text,
						on an audience	empathy	•	Situations in	and also
						iii. Justify opinions	Help others		which	explores the
						and ideas, using	to succeed		communicati	style and
						examples,	 Manage and 		on might	techniques
						explanations, and	resolve conflict		have an	used by the
						terminology	and work		impact on	poet to
						iv. Evaluate	collaboratively		different	convey
						similarities and	in teams		audiences	these. Your
						differences by	Communicatio			analysis
						connecting	n skills			should be
						features across and	•Give and			between 500
						within genres and	receive			and 1,000
						texts.	meaningful			words in
						Objective B:	feedback			length.
						Organizing	∙Use			Criterion A
						i. Employ	intercultural			Analyzing
						organizational	understanding			
						structures that	to interpret			Criterion B
						serve the context	communicatio			Organizing
						and intention	n			
						ii. Organize	Negotiate			Criterion C
						opinions and ideas	ideas and			

			in a sustained,	knowledge	Producing
			coherent, and	with peers and	Text
			logical manner	teachers	
			iii. Use referencing		Criterion D
			and formatting		Using
			tools to create a		language
			presentation style		0 0
			suitable to the		
			context and		
			intention		
			Objective C:		
			Producing text		
			ii. Make stylistic		
			choices in terms of		
			linguistic, literary,		
			and visual devices,		
			demonstrating		
			awareness of		
			impact on an		
			audience		
			iii. Select relevant		
			details and		
			examples to		
			develop ideas.		
			Objective D: Using		
			language		
			i. Use appropriate		
			and varied		
			vocabulary,		
			sentence		
			structures, and		
			forms of		
			expression		
			ii. Write and speak		
			in a register and		
			style that serve the		
			context and		
			intention		

			iii. Use correct grammar, syntax, and punctuation iv. Spell (alphabetic languages), write (character languages), and pronounce with accuracy v. Use appropriate non-verbal communication techniques.		

Relationship s important? Relationships focus exploration(s) Human nature and human dignity establish can be influenced by the context. Relationships focus exploration(s) thuman nature and human dignity establish can be influenced by the context. Relationships focus exploration(s) thuman nature and human dignity establish can be influenced by the context. Relationships focus exploration(s) thuman nature and human dignity establish can be influenced by the context. Relationships connect with each other relationships they establish can be influenced by the context. Relationships connect with each other and the relationships they establish can be influenced by the context. Relationships connect with each other and the relationships they establish can be influenced by the context. Relationships connect with each other and the relationships they establish can be influenced by the context. Relationships connect with each other and the relationships they establish can be influenced by the context. Radiving in Analyze the content, context, establish can be influenced by the context. Relationships context with each other relationships they establish can be influenced by the context. Radiving in Analyze the content, context, establish can be influenced by the context. Radiving in Analyze the content, context, establish can be influenced by the context, establis	particularly in Shakespeare's writing, Photographe r and All Quiet on Western Front extract perceived as 'healthy', and what factors may be involved in that. particularly in Shakespeare's writing, Photographe r and All Quiet on Western Front extract perceived as 'healthy', and what factors may be involved in that. promoting and promoting and sustaining healthy relationships particularly in Shakespeare's writing, Photographe r and All Quiet on Western Front extract perceived as 'healthy', and what factors may be involved in that. Criterion B Organizing Criterion C Producing Text Criterion D Using language Ingful ack iew and texts to Prostation of the personal responsibility may play a role in promoting and sustaining healthy relationships Criterion D Using language Criterion D Using language Criterion D Using language Criterion D Using language Criterion D Using language
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	in a sustained,	thinking skills	
	coherent, and	•Draw	
	logical manner	reasonable	
	Objective C:	conclusions	
	Producing text	and	
	i. Produce texts	generalizations	
	that demonstrate	beneralizations	
	insight,		
	imagination, and		
	sensitivity while		
	exploring and		
	reflecting critically		
	on new		
	perspectives and		
	ideas arising from		
	personal		
	engagement with		
	the creative		
	process		
	ii. Make stylistic		
	choices in terms of		
	linguistic, literary,		
	and visual devices,		
	demonstrating		
	awareness of		
	impact on an		
	audience		
	Objective D: Using		
	language		
	iii. Use correct		
	grammar, syntax,		
	and punctuation		
	iv. Spell (alphabetic		
	languages), write		
	(character		
	languages), and		
	pronounce with		
	accuracy		

			v. Use appropriate non-verbal communication techniques.		

4.	How can	Connection	Character;	Identities and	Writers' use of	Language and	Collaboration	•	What	Summative
	growing and		plot; theme;	relationships	plot and character	Literature	skills		elements are	Write a short
	learning be		intertextualit		across different	Year 5 Objectives	•Help others		contained in	story
	portrayed in		У	Focus	texts reveal how	Objective A:	to succeed		the structure	according to
	short			exploration(s)	challenges of	Analyzing	Take		of a short	the
	stories?			Identity	different kinds are	ii. Analyze the	responsibility		story, and the	conventions
				formation;	connected	effects of the	for one's own		ways in which	and write an
				self-esteem;	with/may lead to	creator's choices	actions		these can be	analysis of
				status; roles	self-discovery,	on an audience	 Manage and 		used to	work
				and role	new learning, and	iii. Justify opinions	resolve conflict		present ideas	produced
				models	personal growth	and ideas, using	and work		on a theme.	
					which help to	examples,	collaboratively	•	What	Criterion A
					form a person's	explanations, and	in teams		'growing' in	Analyzing
					identity	terminology	Communicatio		terms of new	
						Objective B:	n skills		learning and	Criterion B
						Organizing	•Give and		self-discovery	Organizing
						ii. Organize	receive		may look like	
						opinions and ideas	meaningful		in practice	Criterion C
						in a sustained,	feedback			Producing
						coherent, and	 Participate in, 			Text
						logical manner	and contribute			
						iii. Use referencing	to, digital			Criterion D
						and formatting	social media			Using
						tools to create a	networks.			language
						presentation style	 Collaborate 			
						suitable to the	with peers and			
						context and	experts using a			
						intention	variety of			
						Objective C:	digital			
						Producing text	environments			
						i. Produce texts	and media.			
						that demonstrate	Creative			
						insight,	thinking skills:			
						imagination, and	• Create			
						sensitivity while	original works			
						exploring and	and ideas; use			
						reflecting critically	existing works			
						on new	and			