



THE DEMOCRATIC SCHOOL

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	Assessments
1	TV Genres	Communication	<ul style="list-style-type: none"> •Genre •Audience imperatives 	Personal and cultural expression Focus exploration(s) <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> -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 <ul style="list-style-type: none"> -i. Employ 	Critical-thinking skills <ul style="list-style-type: none"> •Practice observing carefully in order to recognize problems Communication skills <ul style="list-style-type: none"> •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 <ul style="list-style-type: none"> •Keep and use a weekly planner for assignments •Bring necessary 	<ul style="list-style-type: none"> • 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

					<p>organizational structures that serve the context and intention</p> <p>-ii. Organize opinions and ideas in a logical manner</p> <p>-iii. Use referencing and formatting tools to create a presentation style suitable to the context and intention.</p> <p>Objective C: Producing text</p> <p>-i. Produce texts that demonstrate thought and imagination while exploring new perspectives and ideas arising from personal engagement with the creative process</p> <p>-ii. Make stylistic choices in terms of</p>	<p>equipment and supplies to class</p> <ul style="list-style-type: none"> •Keep an organized and logical system of information files/notebooks <p>Media literacy skills</p> <ul style="list-style-type: none"> •Understand the impact of media representations and modes of presentation <p>Affective skills</p> <ul style="list-style-type: none"> •Practice focus and concentration •Practice strategies to overcome impulsiveness and anger <p>Reflection skills</p> <ul style="list-style-type: none"> •Identify strengths and weaknesses of personal learning strategies (self-assessment) •Consider content <p>Transfer skills</p> <ul style="list-style-type: none"> •Apply skills and knowledge in unfamiliar 	
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					<p>linguistic, literary, and visual devices, demonstrating awareness of impact on an audience</p> <p>-iii. Select relevant details and examples to support ideas.</p> <p>Objective D: Using language</p> <p>-i. Use appropriate and varied vocabulary, sentence structures and forms of expression</p> <p>-ii. Write and speak in an appropriate register and style</p> <p>-iii. Use correct grammar, syntax and punctuation</p> <p>-iv. Spell (alphabetic languages), write (character languages) and</p>	<p>situations</p> <p>Collaboration skills</p> <ul style="list-style-type: none"> •Practice empathy •Help others to succeed •Take responsibility for one’s own actions <p>Information literacy skills</p> <ul style="list-style-type: none"> •Use critical-literacy skills to analyze and interpret media communications •Collect, record and verify data <p>Creative-thinking skills</p> <ul style="list-style-type: none"> •Use brainstorming and visual diagrams to generate new ideas and inquiries 	
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						pronounce with accuracy -v. Use appropriate non-verbal communication techniques.			
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2.	Shakespeare	Connections	<ul style="list-style-type: none"> • Audience imperatives • Context 	<p>Orientation in space and time</p> <p>Focus exploration(s)</p> <ul style="list-style-type: none"> • Peoples, boundaries, exchange and interaction 	<p>Through the genre of drama, Shakespeare has made connections with audiences across the globe for centuries, demonstrating the power of literature to transcend space and time</p>	<p>Language and Literature</p> <p>Year 1 Objectives</p> <p>Objective A: Analyzing</p> <ul style="list-style-type: none"> -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 <p>Objective B: Organizing</p> <ul style="list-style-type: none"> -i. Employ organizational structures that serve the context and intention -ii. Organize opinions and ideas in a logical manner -iii. Use referencing 	<p>Information literacy skills</p> <ul style="list-style-type: none"> • Access information to be informed and inform others • Make connections between various sources of information <p>Critical-thinking skills</p> <ul style="list-style-type: none"> • Practice observing carefully in order to recognize problems • Consider ideas from multiple perspectives <p>Communication skills</p> <ul style="list-style-type: none"> • Negotiate ideas and knowledge with peers and teachers • Read a variety of sources for information and for pleasure <p>Collaboration skills</p> <ul style="list-style-type: none"> • Help others to succeed 	<ul style="list-style-type: none"> • Understand who William Shakespeare was; what a play is; what a sonnet is; the conventions of drama; strategies used in effective speeches • Explore how Shakespeare's plays teach us about people and society; how women are represented in Shakespeare's plays; why there are so many speeches in Shakespeare's plays • Consider whether the themes in Shakespeare plays are as relevant today as they were then; whether or not something is lost in translation 	<p>Summative</p> <p>Create your own theatre, write a play and perform it in groups</p> <p>Criterion B</p> <p>Organizing</p> <p>Criterion C</p> <p>Producing Text</p> <p>Criterion D</p> <p>Using language</p>
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					<p>and formatting tools to create a presentation style suitable to the context and intention.</p> <p>Objective C: Producing text</p> <p>-i. Produce texts that demonstrate thought and imagination while exploring new perspectives and ideas arising from personal engagement with the creative process</p> <p>-iii. Select relevant details and examples to support ideas.</p> <p>Objective D: Using language</p> <p>-i. Use appropriate and varied vocabulary, sentence structures and forms of</p>	<ul style="list-style-type: none"> •Manage and resolve conflict and work collaboratively in teams •Listen actively to other perspectives and ideas <p>Media literacy skills</p> <ul style="list-style-type: none"> •Locate, organize, analyze, evaluate, synthesize and ethically use information from a variety of sources and media (including digital social media and online networks) •Seek a range of perspectives from multiple and varied sources <p>Creative-thinking skills</p> <ul style="list-style-type: none"> •Use brainstorming and visual diagrams to generate new 	<p>when we perform Shakespeare in other languages</p> <ul style="list-style-type: none"> • Use technology to further investigate ideas and topics related to Shakespeare and drama • Act to learn more about Shakespeare or to help others enjoy Shakespeare Some students could: • Research what life was like for women during Shakespeare’s time 	
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						<p>expression</p> <p>-ii. Write and speak in an appropriate register and style</p> <p>-iii. Use correct grammar, syntax and punctuation</p>	<p>ideas and inquiries</p> <ul style="list-style-type: none">• Make unexpected or unusual connections between objects and/or ideas		
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3.	Is Magic real?	Creativity	Language and Literature <ul style="list-style-type: none"> •Setting •Genre 	Personal and cultural expression Focus exploration(s) <ul style="list-style-type: none"> • analysis and argument 	Within certain literary genres, writers possess the ability to push the boundaries of space and time by examining familiar situations within unfamiliar settings through their creative expression.	Language and Literature Year 1 Objectives Objective A: Analyzing <ul style="list-style-type: none"> -i. Identify and comment upon significant aspects of texts -ii. Identify and comment upon the creator's choices -iv. Identify similarities and differences in features within and between texts. Objective B: Organizing <ul style="list-style-type: none"> -ii. Organize opinions and ideas in a logical manner -iii. Use referencing and formatting tools to create a presentation style suitable to the context and intention. Objective C:	Reflection skills <ul style="list-style-type: none"> •Identify strengths and weaknesses of personal learning strategies (self-assessment) •Focus on the process of creating by imitating the work of others Critical-thinking skills <ul style="list-style-type: none"> •Practice observing carefully in order to recognize problems Collaboration skills <ul style="list-style-type: none"> •Practice empathy •Listen actively to other perspectives and ideas Organization skills <ul style="list-style-type: none"> •Keep and use a weekly planner for assignments •Plan strategies and take action to achieve 	<ul style="list-style-type: none"> • Understand what realistic fiction is; modes of humour and how they are used in literature • Explore a realistic fiction novel and consider how the characters' language and behaviour reflect the social and cultural aspects of the setting of the story; how various points of view affect the story; strategies for becoming a better speller Infer meaning from clues in a text • Write their own realistic fiction story • Use technology to further investigate ideas related 	Summative Create an anthology of short stories from around the world in booklet form discussing societal issues and place it in the library Criterion B Organizing Criterion C Producing Text Criterion D Using language
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					<p>Producing text</p> <p>-i. Produce texts that demonstrate thought and imagination while exploring new perspectives and ideas arising from personal engagement with the creative process</p> <p>Objective D: Using language</p> <p>-ii. Write and speak in an appropriate register and style</p> <p>-iii. Use correct grammar, syntax and punctuation</p> <p>-iv. Spell (alphabetic languages), write (character languages) and pronounce with accuracy</p>	<p>personal and academic goals</p> <p>Information literacy skills</p> <ul style="list-style-type: none"> •Make connections between various sources of information •Present information in a variety of formats and platforms <p>Creative-thinking skills</p> <ul style="list-style-type: none"> •Use brainstorming and visual diagrams to generate new ideas and inquiries •Make unexpected or unusual connections between objects and/or ideas <p>Communication skills</p> <ul style="list-style-type: none"> •Use intercultural understanding to interpret communication •Negotiate 	<p>to realistic fiction</p> <ul style="list-style-type: none"> • Act to foster a more open-minded attitude towards the issues explored in realistic fiction and to offer support to those experiencing them • Some students could Research different disabilities to make others aware • Create their own blunder book to become better spellers 	
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							ideas and knowledge with peers and teachers		
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4.	Expressing Creativity	Perspective	<ul style="list-style-type: none"> •Self-expression •Point of view 	Personal and cultural expression Focus exploration(s) <ul style="list-style-type: none"> • Artistry, craft, creation, beauty 	Creativity allows the exploration and expression of personal beliefs, values, culture, nature, thoughts, and feelings.	Language and Literature Year 1 Objectives Objective A: Analysing <ul style="list-style-type: none"> -i. Identify and comment upon significant aspects of texts -ii. Identify and comment upon the creator's choices -iv. Identify similarities and differences in features within and between texts. Objective B: Organizing <ul style="list-style-type: none"> -i. Employ organizational structures that serve the context and intention -iii. Use referencing and formatting tools to create a presentation style suitable to the context 	Creative-thinking skills <ul style="list-style-type: none"> •Apply existing knowledge to generate new ideas, products or processes •Create original works and ideas; use existing works and ideas in new ways Communication skills <ul style="list-style-type: none"> •Give and receive meaningful feedback •Use a variety of speaking techniques to communicate with a variety of audiences •Interpret and use effectively modes of non-verbal communication 	<ul style="list-style-type: none"> • Conventions of Poetry • Exploration of different poems, poetry around the globe along with the famous poets • implementation of them in creating different poems 	Summative Comment upon different poetries from around the world. Task (b): create your own poetry book and place it in the School library Criterion A Analyzing Criterion B Organizing Criterion C Producing Text Criterion D Using language
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						<p>and intention.</p> <p>Objective C: Producing text</p> <p>-ii. Make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience</p> <p>Objective D: Using language</p> <p>-iv. Spell (alphabetic languages), write (character languages) and pronounce with accuracy</p> <p>-v. Use appropriate non-verbal communication techniques.</p>			
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5.	Power of Advertisement	Communication	<ul style="list-style-type: none"> •Style •Audience imperatives 	Globalization and sustainability Focus exploration(s) <ul style="list-style-type: none"> • Markets, commodities, and commercialization 	Advertisements aim to reach a common objective, yet authors can customize their messaging to resonate with international audiences through the use of language and stylistic variations.	Language and Literature Year 1 Objectives Objective A: Analyzing -i. Identify and comment upon significant aspects of texts -iii. Justify opinions and ideas, using examples, explanations, and terminology -iv. Identify similarities and differences in features within and between texts. Objective B: Organizing -iii. Use referencing and formatting tools to create a presentation style suitable to the context and intention. Objective C: Producing text -ii. Make	Organization skills <ul style="list-style-type: none"> •Keep an organized and logical system of information files/notebooks Communication skills <ul style="list-style-type: none"> •Use intercultural understanding to interpret communication Collaboration skills <ul style="list-style-type: none"> •Take responsibility for one's own actions Affective skills <ul style="list-style-type: none"> •Practice focus and concentration •Practice strategies to overcome distractions Information literacy skills <ul style="list-style-type: none"> •Make connections between various sources of information Media literacy skills <ul style="list-style-type: none"> •Locate, 	<ul style="list-style-type: none"> • Understand what an advertisement is; different types of adverts; different types of stylistic choices • Explore the purpose of advertising; how language is used to appeal to certain audiences; what we can learn about people and society through adverts; how advertising has changed over time; the impact of advertising on us • Consider whether or not advertising can be dangerous, whether or not advertising influences the way we think 	Summative Look at the given charity advert. Make a copy of it and annotate it by using different presentation and language styles After annotation, write your response about the given question in PEA paragraphs. Criterion A Analysing Criterion B Organizing Criterion C Producing Text Criterion D Using language
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					<p>stylistic choices in terms of linguistic, literary, and visual devices, demonstrating awareness of impact on an audience</p> <p>Objective D: Using language</p> <p>-ii. Write and speak in an appropriate register and style</p> <p>-v. Use appropriate non-verbal communication techniques.</p>	<p>organize, analyse, evaluate, synthesize and ethically use information from a variety of sources and media (including digital social media and online networks)</p> <ul style="list-style-type: none"> • Demonstrate awareness of media interpretations of events and ideas (including digital social media) 	<ul style="list-style-type: none"> • Use technology to further investigate ideas related to advertising • Act to raise awareness about the dangerous consequences of irresponsible advertising by writing letters to TV networks or celebrities, or creating posters for their school 	
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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 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 Media literacy	<ul style="list-style-type: none"> 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. 	Summative Interview any adult whom you idolize the most Teacher/Family member and write their biography including all the aspects of their life Criterion B Organizing Criterion C Producing Text Criterion D Using language

					<p>and formatting tools to create a presentation style suitable to the context and intention.</p> <p>Objective C: Producing text</p> <p>-i. Produce texts that demonstrate thought and imagination while exploring new perspectives and ideas arising from personal engagement with the creative process</p> <p>-ii. Make stylistic choices in terms of linguistic, literary, and visual devices, demonstrating awareness of impact on an audience</p> <p>-iii. Select relevant details and examples to support ideas.</p> <p>Objective D: Using language</p> <p>-i. Use appropriate and varied vocabulary, sentence structures, and</p>	<p>skills</p> <ul style="list-style-type: none"> •Make informed choices about personal viewing experiences <p>Critical-thinking skills</p> <ul style="list-style-type: none"> •Practice observing carefully in order to recognize problems <p>Collaboration skills</p> <ul style="list-style-type: none"> •Take responsibility for one’s own actions •Listen actively to other perspectives and ideas <p>Organization skills</p> <ul style="list-style-type: none"> •Bring necessary equipment and supplies to class <p>Affective skills</p> <ul style="list-style-type: none"> •Practice focus and concentration 		
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						<p>forms of expression</p> <ul style="list-style-type: none">-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.	Shakespeare and The Tempest	Perspective	<ul style="list-style-type: none"> •Context •Theme •Setting 	<p>Fairness and development</p> <p>Focus exploration(s)</p> <ul style="list-style-type: none"> • Justice, peace, and conflict management 	<p>Despite its 400-year-old context, through exploring character, setting, and theme in the Tempest, we can develop new and challenge existing perspectives on what is fair and what is not</p>	<p>Language and Literature</p> <p>Year 1 Objectives</p> <p>Objective A: Analyzing</p> <ul style="list-style-type: none"> -i. Identify and explain the content, context, language, structure, 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 terminology -iv. Interpret similarities and differences in features within and between genres and texts. <p>Objective B: Organizing</p> <ul style="list-style-type: none"> -ii. Organize opinions and ideas in a coherent and logical manner <p>Objective C: Producing text</p>	<p>Critical-thinking skills</p> <ul style="list-style-type: none"> •Practice observing carefully in order to recognize problems •Gather and organize relevant information to formulate an argument <p>Collaboration skills</p> <ul style="list-style-type: none"> •Practice empathy •Help others to succeed •Manage and resolve conflict and work collaboratively in teams <p>Communication skills</p> <ul style="list-style-type: none"> •Give and receive meaningful feedback •Use intercultural understanding to interpret communication •Negotiate ideas and 	<ul style="list-style-type: none"> • Understand what a tempest is, what colonialism is. • Explore what lessons we can learn about forgiveness in the play, what we can learn about contemporary beliefs regarding magic from the play. • Reflect on why we should read The Tempest. • Debate whether or not The Tempest is a play about colonialism, how easy it is to distinguish men from monsters, whether or not it is always better to forgive and forget. 	<p>Summative</p> <p>Justify your opinion whether the tempest is the colonial play or not.</p> <p>b: Create your own version of the Tempest with your pair.</p> <p>Criterion A Analysing</p> <p>Criterion B Organizing</p> <p>Criterion C Producing Text</p> <p>Criterion D Using language</p>
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					<p>-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</p> <p>-iii. Select relevant details and examples to develop ideas.</p> <p>Objective D: Using language</p> <p>-i. Use appropriate and varied vocabulary, sentence structures, and forms of expression</p> <p>-ii. Write and speak in an appropriate register and style</p> <p>-iii. Use correct grammar, syntax, and punctuation</p> <p>-v. Use appropriate non-verbal communication techniques.</p>	<p>knowledge with peers and teachers</p>	<ul style="list-style-type: none"> • Use technology to further investigate ideas related to The Tempest. • Act to raise awareness about modern slaver 	
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3.	Can women's point of view be ignored?	Perspective	<ul style="list-style-type: none"> •Theme •Point of view 	Personal and cultural expression Focus exploration(s) <ul style="list-style-type: none"> • analysis and argument 	Over time, women have used creativity for personal and cultural expression. Exploring women's literature themes reveals history from their viewpoint.	Language and Literature Year 1 Objectives Objective A: Analyzing <ul style="list-style-type: none"> -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 <ul style="list-style-type: none"> -i. Employ organizational structures that serve the context and intention Objective C: Producing text <ul style="list-style-type: none"> -i. Produce texts that demonstrate thought and imagination while exploring new perspectives and ideas arising from 	Collaboration skills <ul style="list-style-type: none"> •Give and receive meaningful feedback •Advocate for one's own rights and needs Organization skills <ul style="list-style-type: none"> •Set goals that are challenging and realistic •Bring necessary equipment and supplies to class Communication skills <ul style="list-style-type: none"> •Give and receive meaningful feedback •Preview and skim texts to build understanding •Take effective notes in class •Make effective summary notes for studying Critical-thinking skills	<ul style="list-style-type: none"> • Identify the first female writer to be published and some of the most important women writers. • Explore why women's writing matters, what we can learn about women's history through women's literature and what we can learn from women's poetry. • Debate whether or not men and women write differently, why we should read more women's fiction and why certain literary genres are 	Summative Search about different women writers around the world, make posters and have an awareness walk in the community to about the women rights and the importance of their work in society Criterion A Analysing Criterion B Organizing Criterion C Producing Text Criterion D Using language
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						<p>personal engagement with the creative process</p> <p>-iii. Select relevant details and examples to support ideas.</p> <p>Objective D: Using language</p> <p>-i. Use appropriate and varied vocabulary, sentence structures and forms of expression</p> <p>-ii. Write and speak in an appropriate register and style</p>	<p>•Draw reasonable conclusions and generalizations</p>	<p>dominated by male writers.</p> <ul style="list-style-type: none">• Use technology to further investigate ideas related to women writers.• Act to help end gender inequality and celebrate women's contribution to society	
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4.	Friendship matters?	Communication	<ul style="list-style-type: none"> •Purpose •Structure 	<p>Identities and relationships</p> <p>Focus exploration(s)</p> <ul style="list-style-type: none"> • Identity formation, Human nature and human dignity 	<p>Texts often express strong opinions. Epistolary format explores relatable identities and relationships while conveying the writer's perspective on an issue.</p>	<p>Language and Literature</p> <p>Year 1 Objectives</p> <p>Objective A: Analyzing</p> <ul style="list-style-type: none"> -i. Identify and comment upon significant aspects of texts -iii. Justify opinions and ideas, using examples, explanations, and terminology <p>Objective B: Organizing</p> <ul style="list-style-type: none"> -i. Employ organizational structures that serve the context and intention <p>Objective C: Producing text</p> <ul style="list-style-type: none"> -i. Produce texts that demonstrate thought and imagination while exploring new perspectives and ideas arising from personal engagement with the creative process -ii. Make stylistic choices in terms of linguistic, literary and visual devices, 	<p>Collaboration skills</p> <ul style="list-style-type: none"> •Help others to succeed •Take responsibility for one's own actions •Manage and resolve conflict and work collaboratively in teams <p>Communication skills</p> <ul style="list-style-type: none"> •Give and receive meaningful feedback •Participate in, and contribute to, digital social media networks. •Collaborate with peers and experts using a variety of digital environments and media. <p>Organization skills</p> <ul style="list-style-type: none"> •Plan short- and long-term assignments; meet deadlines •Keep an 	<ul style="list-style-type: none"> • Understand what a friendship is, what a novella is, what an epistolary novel or novella is. • Explore why friendship matters, what learner profiles a good friend should possess, what factors cause a friendship to breakdown, • Debate whether or not propaganda can really change the way we think about the world, whether or not social media and our increasing use of mobile technology is 	<p>Summative</p> <p>Write a speech for your peers addressing the importance of speech of 250-300 words including the quotations on the importance of friendship</p> <p>b: Frame your analysis about the 'Nature of Friendship from Address Unknown.</p> <p>Criterion A Analyzing</p> <p>Criterion B Organizing</p> <p>Criterion C Producing Text</p> <p>Criterion D Using language</p>
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						<p>demonstrating awareness of impact on an audience</p> <p>-iii. Select relevant details and examples to support ideas.</p> <p>Objective D: Using language</p> <p>-i. Use appropriate and varied vocabulary, sentence structures and forms of expression</p> <p>-ii. Write and speak in an appropriate register and style</p> <p>-iii. Use correct grammar, syntax and punctuation</p> <p>-iv. Spell (alphabetic languages), write (character languages) and pronounce with accuracy</p> <p>-v. Use appropriate non-verbal communication techniques.</p>	<p>organized and logical system of information files/notebooks</p>	<p>damaging to friendships</p> <ul style="list-style-type: none">• Use technology to further investigate ideas related to friendship and epistolary texts	
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5.	Fiction and Reality	Connections	<ul style="list-style-type: none"> •Character •Point of view 	<p>Orientation in space and time</p> <p>Focus exploration(s)</p> <ul style="list-style-type: none"> • Peoples, boundaries, exchange and interaction 	<p>The interactions among fictional characters serve as guides for readers to interpret themes and establish connections between the text and the real world.</p>	<p>Language and Literature</p> <p>Year 1 Objectives</p> <p>Objective A: Analyzing</p> <ul style="list-style-type: none"> -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. <p>Objective B: Organizing</p> <ul style="list-style-type: none"> -i. Employ organizational structures that serve the context and intention <p>Objective C: Producing text</p> <ul style="list-style-type: none"> -i. Produce texts that demonstrate thought and imagination while exploring new perspectives and ideas arising from 	<p>Creative-thinking skills</p> <ul style="list-style-type: none"> •Use brainstorming and visual diagrams to generate new ideas and inquiries <p>Reflection skills</p> <ul style="list-style-type: none"> •Consider content <p>Critical-thinking skills</p> <ul style="list-style-type: none"> •Evaluate and manage risk <p>Information literacy skills</p> <ul style="list-style-type: none"> •Collect, record and verify data •Present information in a variety of formats and platforms <p>Media literacy skills</p> <ul style="list-style-type: none"> •Make informed choices about personal viewing experiences •Understand the impact of media representations and modes of 	<ul style="list-style-type: none"> • Understand what historical fiction is, what life was like in Victorian London. Identify the conventions of historical fiction. • Consider how we use fact to create fiction, how reading historical fiction can give us a better understanding of history, whether or not historical fiction blurs the boundaries between fiction and reality, whether or not there are enough female protagonists in young adult literature, 	<p>Summative</p> <p>Select a scene from the Wonder and convert it into a radio play along with characters with dialogues, sound effects, speeches and the role of narrator in groups</p> <p>Criterion A Analyzing</p> <p>Criterion B Organizing</p> <p>Criterion C Producing Text</p> <p>Criterion D Using language</p>
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					<p>personal engagement with the creative process</p> <p>-iii. Select relevant details and examples to support ideas.</p> <p>Objective D: Using language</p> <p>-i. Use appropriate and varied vocabulary, sentence structures, and forms of expression</p> <p>-ii. Write and speak in an appropriate register and style</p>	<p>presentation</p> <p>Communication skills</p> <ul style="list-style-type: none"> •Read a variety of sources for information and for pleasure •Make inferences and draw conclusions <p>Collaboration skills</p> <ul style="list-style-type: none"> •Practice empathy •Listen actively to other perspectives and ideas <p>Organization skills</p> <ul style="list-style-type: none"> •Keep an organized and logical system of information files/notebooks •Use appropriate strategies for organizing complex information <p>Affective skills</p> <ul style="list-style-type: none"> •Practise strategies to overcome 	<p>whether or not child poverty is a thing of the past.</p> <ul style="list-style-type: none"> • Reflect on the lessons we can learn from reading historical fiction. Use technology to further investigate ideas related to historical fiction. • Act to raise awareness about issues such as drug addiction and child poverty which are raised in the novel. 	
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							impulsiveness and anger		
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MYP-III

Sr no.	Unit Name	Key concepts	Related concepts	Global context	Statement of Inquiry	MYP Objectives	Approaches to learning	Content	Assessment
1.	Creating Fables	Creativity	<ul style="list-style-type: none"> •Structure •Character 	Orientation in space and time Focus exploration(s) <ul style="list-style-type: none"> • Peoples, boundaries, exchange and interaction 	Analyzing the structure and themes of the stories from around the world can help putting them into context and then establishing connections between each of their morals and their culture's values	Language and Literature Year 3 Objectives Objective A: Analyzing <ul style="list-style-type: none"> -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 <ul style="list-style-type: none"> -i. Employ organizational structures that 	Creative-thinking skills <ul style="list-style-type: none"> •Create original works and ideas; use existing works and ideas in new ways Reflection skills <ul style="list-style-type: none"> •Consider content Collaboration skills <ul style="list-style-type: none"> •Take responsibility for one's own actions Information literacy skills <ul style="list-style-type: none"> •Collect, record and verify data Media literacy skills <ul style="list-style-type: none"> •Seek a range of perspectives from multiple and varied sources Critical-thinking skills <ul style="list-style-type: none"> •Practice observing 	<ul style="list-style-type: none"> • Types of fables • how fables show the cultural values • Local fables with their contexts • Fables around the globe 	Summative Select one culture create your own fable and present it Criterion B Organizing Criterion C Producing Text Criterion D Using language

						<p>serve the context and intention</p> <ul style="list-style-type: none">-ii. Organize opinions and ideas in a logical manner-iii. Use referencing and formatting tools to create a presentation style suitable to the context and intention. <p>Objective C:</p> <p>Producing text</p> <ul style="list-style-type: none">-i. Produce texts that demonstrate thought and imagination while exploring new perspectives and ideas arising from personal engagement with the creative process-ii. Make stylistic choices in terms of linguistic, literary and visual devices,	<p>carefully in order to recognize problems</p> <p>Transfer skills</p> <ul style="list-style-type: none">•Inquire in different contexts to gain a different perspective <p>Communication skills</p> <ul style="list-style-type: none">•Give and receive meaningful feedback•Use intercultural understanding to interpret communication <p>Affective skills</p> <ul style="list-style-type: none">•Practice focus and concentration <p>Organization skills</p> <ul style="list-style-type: none">•Keep an organized and logical system of information files/notebooks		
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						<p>demonstrating awareness of impact on an audience</p> <p>-iii. Select relevant details and examples to support ideas.</p> <p>Objective D: Using language</p> <p>-i. Use appropriate and varied vocabulary, sentence structures and forms of expression</p> <p>-ii. Write and speak in an appropriate register and style</p> <p>-iii. Use correct grammar, syntax and punctuation</p> <p>-iv. Spell (alphabetic languages), write (character languages) and pronounce with accuracy</p> <p>-v. Use appropriate</p>			
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						non-verbal communication techniques.			
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2.	Comedies	Connections	Language and Literature <ul style="list-style-type: none"> •Genre •Character 	Identities and relationships Focus exploration(s) <ul style="list-style-type: none"> • happiness and the good life 	The comedies of William Shakespeare use cases of mistaken identity, comic characters, and confusing relationships to give us perspective and to show us the link between life and society	Language and Literature Year 3 Objectives Objective A: Analyzing <ul style="list-style-type: none"> -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 terminology -iv. Interpret similarities and differences in features within and between genres and texts. Objective B:	Creative-thinking skills <ul style="list-style-type: none"> •Make unexpected or unusual connections between objects and/or ideas Collaboration skills <ul style="list-style-type: none"> •Practice empathy •Take responsibility for one’s own actions Organization skills <ul style="list-style-type: none"> •Keep and use a weekly planner for assignments •Keep an organized and logical system of information files/notebooks Affective skills <ul style="list-style-type: none"> •Practise focus and concentration Reflection skills <ul style="list-style-type: none"> •Consider content Information literacy skills <ul style="list-style-type: none"> •Collect, record 	<ul style="list-style-type: none"> • Find out what comedy is. • Explore the purpose of comedy through reading Shakespeare's different comedies • Take action to promote the benefits of comedy on our emotional and mental well-being. 	Summative Watch a comedy scene and comment upon the elements that you identified. b. Create your own comedy scene addressing the societal issue and present it. Criterion A Analyzing Criterion B Organizing Criterion C Producing Text Criterion D Using language
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					<p>Organizing</p> <ul style="list-style-type: none">-i. Employ organizational structures that serve the context and intention-ii. Organize opinions and ideas in a coherent and logical manner-iii. Use referencing and formatting tools to create a presentation style suitable to the context and intention. <p>Objective C:</p> <p>Producing text</p> <ul style="list-style-type: none">-i. Produce texts that demonstrate thought, imagination and sensitivity while exploring and considering new perspectives and ideas arising from personal engagement with the creative	<p>and verify data</p> <p>Media literacy skills</p> <ul style="list-style-type: none">•Compare, contrast and draw connections among (multi)media resources <p>Critical-thinking skills</p> <ul style="list-style-type: none">•Practise observing carefully in order to recognize problems <p>Transfer skills</p> <ul style="list-style-type: none">•Combine knowledge, understanding and skills to create products or solutions <p>Communication skills</p> <ul style="list-style-type: none">•Give and receive meaningful feedback•Negotiate ideas and knowledge with peers and teachers	
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					<p>process</p> <ul style="list-style-type: none">-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. <p>Objective D: Using language</p> <ul style="list-style-type: none">-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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						<p>write (character languages) and pronounce with accuracy -v. Use appropriate non-verbal communication techniques.</p>			
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3.	Can education change the world?	Perspective	<ul style="list-style-type: none"> •Theme •Context 	Fairness and development Focus exploration(s) <ul style="list-style-type: none"> • Human capability and development, Imagining a hopeful future 	Films promote fairness and development, offering new perspectives on familiar aspects, such as education, by providing context and exploration.	Language and Literature Year 3 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 terminology Objective B: Organizing -ii. Organize opinions and ideas in a coherent and logical manner Objective C:	Reflection skills <ul style="list-style-type: none"> •Consider content Collaboration skills <ul style="list-style-type: none"> •Practice empathy •Help others to succeed •Take responsibility for one’s own actions Affective skills <ul style="list-style-type: none"> •Practice strategies to develop mental focus Organization skills <ul style="list-style-type: none"> •Plan short- and long-term assignments; meet deadlines Communication skills <ul style="list-style-type: none"> •Give and receive meaningful feedback •Use a variety of speaking techniques to communicate with a variety of audiences •Negotiate ideas and 	<ul style="list-style-type: none"> • Identify what education is, what a lifelong learner is, who the Mau Mau were. • Explore the purpose of education, the role education plays in shaping our individual identity, how education can empower us, how attitudes to education vary around the world. • Debate whether or not education is the most powerful weapon, how far they would go to get an education. 	Summative Observe the painting ‘The Problem we all live with by Norman Rockwell and write your own understanding in the form of blog Criterion A Analyzing Criterion B Organizing Criterion C Producing Text Criterion D Using language
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						<p>Producing text -iii. Select relevant details and examples to develop ideas.</p> <p>Objective D: Using language -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.</p>	<p>knowledge with peers and teachers</p> <p>Critical-thinking skills •Revise understanding based on new information and evidence</p> <p>Media literacy skills •Seek a range of perspectives from multiple and varied sources</p>		
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4.	Does reading have an impact on us?	Communication	<ul style="list-style-type: none"> • Context • Theme 	Personal and cultural expression Focus exploration(s) <ul style="list-style-type: none"> • Social constructions of reality, analysis and argument 	Newspapers, as a potent mass communication tool, have been relied upon by audiences for centuries to mirror their viewpoints, beliefs, and cultural values.	Language and Literature Year 3 Objectives Objective A: Analysing -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 terminology -iv. Interpret similarities and differences in features within and between genres and texts. Objective B:	Creative-thinking skills <ul style="list-style-type: none"> • Create original works and ideas; use existing works and ideas in new ways Organization skills <ul style="list-style-type: none"> • Use appropriate strategies for organizing complex information Media literacy skills <ul style="list-style-type: none"> • Seek a range of perspectives from multiple and varied sources Critical-thinking skills <ul style="list-style-type: none"> • Consider ideas from multiple perspectives • Develop contrary or opposing arguments Communication skills <ul style="list-style-type: none"> • Use a variety of media to communicate with a range of 	<ul style="list-style-type: none"> • Identify the conventions of articles, the different types of newspapers, the difference between a newspaper report and a feature article, when newspapers came into existence. • Explore why we should read newspapers, the purpose of newspapers, the impact technology has had on the media, what your choice of newspaper reveals about you, what we can learn from reading historical newspapers, who created the news. 	Summative Read the statement ‘Newspapers are a thing of the past, social media is the future of news, write your point of in the form of article to get published in Kids Magazine Criterion B Organizing Criterion C Producing Text Criterion D Using language
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						<p>Organizing -iii. Use referencing and formatting tools to create a presentation style suitable to the context and intention.</p> <p>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</p> <p>Objective D: Using language -ii. Write and speak in an appropriate register and style -iii. Use correct grammar, syntax and</p>	<p>audiences</p> <p>Affective skills • Practise positive thinking</p> <p>Reflection skills • Focus on the process of creating by imitating the work of others</p>	<ul style="list-style-type: none"> • Debate whether or not newspapers matter in the digital age, whether or not media is biased, whether or not we should believe everything we read, how we can distinguish real news from fake news. • Use technology to further investigate ideas related to news 	
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						punctuation -iv. Spell (alphabetic languages), write (character languages) and pronounce with accuracy			
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5.	Poetry and Young Authors	Creativity	<ul style="list-style-type: none"> •Self-expression •Structure 	Personal and cultural expression Focus exploration(s) <ul style="list-style-type: none"> • Artistry, craft, creation, beauty 	Creativity allows the exploration and expression of personal beliefs, values, culture, nature, thoughts, and feelings	Language and Literature Year 3 Objectives Objective A: Analyzing <ul style="list-style-type: none"> -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 terminology -iv. Interpret similarities and differences in features within and between genres and texts. Objective B:	Organization skills <ul style="list-style-type: none"> •Keep an organized and logical system of information files/notebooks Communication skills <ul style="list-style-type: none"> •Give and receive meaningful feedback Collaboration skills <ul style="list-style-type: none"> •Take responsibility for one's own actions •Listen actively to other perspectives and ideas Creative-thinking skills <ul style="list-style-type: none"> •Create original works and ideas; use existing works and ideas in new ways 	<ul style="list-style-type: none"> • Conventions of Poetry • Poetry for different audiences • Young Authors around the globe • Explore the local young poets and their works 	Summative Create a booklet including poems denoting different cultural values, beliefs and place it in the library for everybody to read. Criterion B Organizing Criterion C Producing Text Criterion D Using language
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						<p>Organizing -i. Employ organizational structures that serve the context and intention</p> <p>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</p> <p>-ii. Make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience</p> <p>Objective D: Using language</p>			
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						<p>-i. Use appropriate and varied vocabulary, sentence structures and forms of expression</p> <p>-ii. Write and speak in an appropriate register and style</p> <p>-iv. Spell (alphabetic languages), write (character languages), and pronounce with accuracy</p> <p>-v. Use appropriate non-verbal communication techniques.</p>			
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MYP-IV

Sr no	Unit Name	Key concepts	Related concepts	Global context	Statement of Inquiry	MYP Objectives	Approaches to learning	Content	Assessments
1	Nature of Drama	Communication	<ul style="list-style-type: none"> •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.	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 terminology	Critical-thinking skills <ul style="list-style-type: none"> •Practice observing carefully in order to recognize problems Communication skills <ul style="list-style-type: none"> •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 <ul style="list-style-type: none"> •Keep and use a weekly planner for assignments 	<ul style="list-style-type: none"> • Find out the different ways in which we communicate with others, and the conventions that are involved in those • Explore the different ways in which communication can impact others, and how it may affect our relationships with others. • Take action by developing more effective communication techniques to use in different contexts. Some student may consider the ways in 	Summative Dramatic monologue - using image to create a monologue expressing characters POV Criterion C: Producing Text Criterion D: Using language

						<p>Objective B: Organizing</p> <p>i. Employ organizational structures that serve the context and intention</p> <p>ii. Organize opinions and ideas in a coherent and logical manner</p> <p>iii. Use referencing and formatting tools to create a presentation style suitable to the context and intention.</p> <p>Objective C: Producing text</p> <p>i. Produce texts that demonstrate thought, imagination, and sensitivity, while exploring and considering new perspectives and ideas arising from personal</p>	<ul style="list-style-type: none"> •Bring necessary equipment and supplies to class •Keep an organized and logical system of information files/notebooks <p>Media literacy skills</p> <ul style="list-style-type: none"> •Understand the impact of media representations and modes of presentation <p>Affective skills</p> <ul style="list-style-type: none"> •Practice focus and concentration •Practice strategies to overcome impulsiveness and anger <p>Reflection skills</p> <ul style="list-style-type: none"> •Identify strengths and weaknesses of personal learning strategies (self-assessment) •Consider content <p>Transfer skills</p> <ul style="list-style-type: none"> •Apply skills 	<p>which the sensory impaired learn and create strategies for overcoming those.</p>	
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						<p>engagement with the creative process</p> <p>ii. Make stylistic choices in terms of linguistic, literary, and visual devices, demonstrating awareness of impact on an audience</p> <p>iii. Select relevant details and examples to develop ideas.</p> <p>Objective D: Using language</p> <p>i. Use appropriate and varied vocabulary, sentence structures, and forms of expression</p> <p>ii. Write and speak in a register and style that serve the context and intention</p> <p>iii.</p>	<p>and knowledge in unfamiliar situations</p> <p>Collaboration skills</p> <ul style="list-style-type: none"> •Practice empathy •Help others to succeed •Take responsibility for one’s own actions <p>Information literacy skills</p> <ul style="list-style-type: none"> •Use critical-literacy skills to analyze and interpret media communications •Collect, record and verify data <p>Creative-thinking skills</p> <ul style="list-style-type: none"> •Use brainstorming and visual diagrams to generate new ideas and inquiries 		
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						<p>Use correct grammar, syntax, and punctuation</p> <p>v. Use appropriate non-verbal communication techniques.</p>			
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2.	Exploring Perspectives	Perspective	Point of view, Context	Personal and cultural expression Focus exploration(s) Artistry, craft, creation, beauty	Examining various viewpoints results in a more enlightened perspective and molds or impacts attitudes towards and interactions with 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.	Communication Communication skills: <ul style="list-style-type: none"> • Read critically and for comprehension • Make inferences and draw conclusions • Structure information in summaries, essays, and reports Thinking Critical thinking skills: <ul style="list-style-type: none"> • Evaluate evidence and arguments 	<ul style="list-style-type: none"> • Find out about responses that may arise, and attitudes that can exist, towards others, along with ways in which texts present such topics. • Explore how perspectives that may be held towards others are formed, along with how these may influence people's attitudes and actions; also explore techniques used by texts and how they seek to influence these attitudes and actions 	Summative Literary essay - How might the director of Mask be seeking to shape the perspectives of viewers through his presentation of the character of Rocky in the film? Criterion A Analyzing Criterion B Organizing Criterion C Producing Text Criterion D Using language
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					<p>Objective B: Organizing</p> <ul style="list-style-type: none">i. Employ organizational structures that serve the context and intentionii. Organize opinions and ideas in a sustained, coherent, and logical manneriii. Use referencing and formatting tools to create a presentation style suitable to the context and intention <p>Objective C: Producing text</p> <ul style="list-style-type: none">ii. Make stylistic choices in terms of linguistic, literary, and visual devices, demonstrating awareness of impact on an audienceiii. Select relevant			
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						<p>details and examples to develop ideas.</p> <p>Objective D:</p> <p>Using language</p> <p>i. Use appropriate and varied vocabulary, sentence structures, and forms of expression</p> <p>ii. Write and speak in a register and style that serve the context and intention</p> <p>iii. Use correct grammar, syntax, and punctuation</p>			
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3.	Importance of Travelling	Perspective	Self-expression, Purpose	<p>Scientific and technical innovation</p> <p>Focus exploration(s)</p> <p>Adaptation, ingenuity, and progress</p>	<p>Explorations offer understanding across diverse contexts and viewpoints, providing ample opportunities for substantial discoveries, learning experiences, and self-expression.</p>	<p>Language and Literature</p> <p>Year 5 Objectives</p> <p>Objective A: Analyzing</p> <p>i. Analyze the content, context, language, structure, technique, and style of text(s) and the relationship among texts</p> <p>ii. Analyze the effects of the creator’s choices on an audience</p> <p>iii. Justify opinions and ideas, using examples, explanations, and terminology</p> <p>Objective B: Organizing</p> <p>i. Employ organizational structures that serve the context and intention</p> <p>ii. Organize opinions and</p>	<p>Reflection skills</p> <ul style="list-style-type: none"> Identify strengths and weaknesses of personal learning strategies (self-assessment) <p>Critical-thinking skills</p> <ul style="list-style-type: none"> Practice observing carefully in order to recognize problems <p>Collaboration skills</p> <ul style="list-style-type: none"> Practice empathy Listen actively to other perspectives and ideas <p>Organization skills</p> <ul style="list-style-type: none"> Keep and use a weekly planner for assignments Plan strategies and take action to achieve personal and academic goals <p>Information literacy skills</p>	<ul style="list-style-type: none"> Find out why and how people travel, and the different ways in which those experiences may be expressed. Explore how people might try to adapt to different contexts, and the value of trying to do so; along with what is involved in safe and responsible travel. Take action by evaluating our travel opportunities, and how to maximize the benefits we gain from those; by traveling safely and responsibly when we do travel anywhere. 	<p>Summative</p> <p>Write a travel blog of 500 to 1000 words</p> <p>Criterion A Analyzing</p> <p>Criterion B Organizing</p> <p>Criterion C Producing Text</p> <p>Criterion D Using language</p>
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						<p>ideas in a sustained, coherent, and logical manner</p> <p>Objective C:</p> <p>Producing text</p> <p>i. Produce texts that demonstrate insight, imagination, and sensitivity while exploring and reflecting critically on new perspectives and ideas arising from personal engagement with the creative process</p> <p>ii. Make stylistic choices in terms of linguistic, literary, and visual devices, demonstrating awareness of impact on an audience</p> <p>Objective D:</p>	<ul style="list-style-type: none">• Make connections between various sources of information• Present information in a variety of formats and platforms <p>Communication skills:</p> <ul style="list-style-type: none">• Use appropriate forms of writing for different purposes and audiences• Write for different purposes <p>Creative thinking skills:</p> <ul style="list-style-type: none">• create original works and ideas		
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						<p>Using language</p> <ul style="list-style-type: none">i. Use appropriate and varied vocabulary, sentence structures, and forms of expressionii. Write and speak in a register and style that serve the context and intentioniii. Use correct grammar, syntax, and punctuationiv. Spell (alphabetic languages), write (character languages) and pronounce with accuracy			
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4.	IDU: Newspaper Layouts from the Industrial Revolution	Change	Style. POV and Structure	Fairness & Development Focus exploration(s) Inequality, difference, and inclusion	While innovation in the Industrial Revolution stimulated progress and change, social and economic development was and is still not always equal.	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.	Creative-thinking skills •Apply existing knowledge to generate new ideas, products, or processes •Create original works and ideas; use existing works and ideas in new ways Communication skills •Give and receive meaningful feedback •Use a variety of speaking techniques to communicate with a variety of audiences •Interpret and use effectively modes of non-verbal communication	<ul style="list-style-type: none"> • Several different types of journalistic articles • to compare the various structures involved in writing such articles • to control the POV and the TONE of their piece • to create an effective layout to present their articles and their research. 	Summative Do research, find the rising issue, and write an article and issue in the Kids Newspaper or Magazine. Criterion A Analyzing Criterion B Organizing Criterion C Producing Text Criterion D Using language
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						<p>Objective B: Organizing</p> <ul style="list-style-type: none">i. Employ organizational structures that serve the context and intentionii. Organize opinions and ideas in a sustained, coherent, and logical manneriii. Use referencing and formatting tools to create a presentation style suitable to the context and intention <p>Objective C: Producing text</p> <ul style="list-style-type: none">ii. Make stylistic choices in terms of linguistic, literary, and visual devices, demonstrating awareness of impact on an audienceiii. Select relevant details and			
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						examples to develop ideas. 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.			
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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 Communication skills •Give and receive meaningful feedback •Use appropriate forms of writing for different purposes and audiences •Negotiate ideas and knowledge with peers and	<ul style="list-style-type: none"> • 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

					<p>structures that serve the context and intention</p> <p>ii. Organize opinions and ideas in a sustained, coherent, and logical manner</p> <p>iii. Use referencing and formatting tools to create a presentation style suitable to the context and intention</p> <p>Objective C: Producing text</p> <p>i. Produce texts that demonstrate insight, imagination, and sensitivity while exploring and reflecting critically on new perspectives and ideas arising from personal engagement with the creative process</p> <p>ii. Make stylistic choices in terms of linguistic, literary, and visual devices, demonstrating awareness of impact on an</p>	<p>teachers</p> <p>Media literacy skills</p> <ul style="list-style-type: none"> •Make informed choices about personal viewing experiences <p>Critical-thinking skills</p> <ul style="list-style-type: none"> •Practice observing carefully in order to recognize problems <p>Collaboration skills</p> <ul style="list-style-type: none"> •Take responsibility for one’s own actions •Listen actively to other perspectives and ideas <p>Organization skills</p> <ul style="list-style-type: none"> •Bring necessary equipment and supplies to class <p>Affective skills</p> <ul style="list-style-type: none"> •Practise focus and concentration 	
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						<p>audience</p> <p>Objective D: Using language</p> <p>i. Use appropriate and varied vocabulary, sentence structures, and forms of expression</p> <p>ii. Write and speak in a register and style that serve the context and intention</p> <p>iii. Use correct grammar, syntax, and punctuation</p>			
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2.	Is it necessary for us to express ourselves freely at any given moment?	Communication	Point of view; purpose; audience imperatives	Fairness and development Focus exploration(s) Authority, security, and freedom	The rights and responsibilities of communication are important to consider, particularly in terms of the point of view being expressed, the purpose of expressing it, and the audience to which it is expressed.	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 structures that serve the context and intention ii. Organize opinions and ideas	Critical-thinking skills •Practice observing in order to recognize problems •Gather and organize relevant information to formulate an argument Collaboration skills •Practice empathy •Help others to succeed •Manage and resolve conflict and work collaboratively in teams Communication skills •Give and receive meaningful feedback •Use intercultural understanding to interpret communication •Negotiate ideas and	<ul style="list-style-type: none"> • Different ways in which communication might both help and harm in different situations • what constitutes propaganda, why it might be used, and ways in which it may be identified. • Situations in which communication might have an impact on different audiences 	Summative Find Carol Ann Duffy’s poem ‘War Photographer’ online. After you have read it, write a commentary on the poem that identifies the main ideas and purposes of the text, and also explores the style and techniques used by the poet to convey these. Your analysis should be between 500 and 1,000 words in length. Criterion A Analyzing Criterion B Organizing Criterion C
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						<p>in a sustained, coherent, and logical manner</p> <p>iii. Use referencing and formatting tools to create a presentation style suitable to the context and intention</p> <p>Objective C: Producing text</p> <p>ii. Make stylistic choices in terms of linguistic, literary, and visual devices, demonstrating awareness of impact on an audience</p> <p>iii. Select relevant details and examples to develop ideas.</p> <p>Objective D: Using language</p> <p>i. Use appropriate and varied vocabulary, sentence structures, and forms of expression</p> <p>ii. Write and speak in a register and style that serve the context and intention</p>	knowledge with peers and teachers		<p>Producing Text</p> <p>Criterion D Using language</p>
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						<p>iii. Use correct grammar, syntax, and punctuation</p> <p>iv. Spell (alphabetic languages), write (character languages), and pronounce with accuracy</p> <p>v. Use appropriate non-verbal communication techniques.</p>			
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3.	<p>Are healthy Relationships important?</p>	Connections	Context	<p>Identities and Relationships Focus exploration(s) Human nature and human dignity</p>	<p>The ways in which individuals connect with each other and the nature of the relationships they establish can be influenced by the context.</p>	<p>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 structures that serve the context and intention ii. Organize opinions and ideas</p>	<p>Collaboration skills •Give and receive meaningful feedback •Advocate for one’s own rights and needs Organization skills •Set goals that are challenging and realistic •Bring necessary equipment and supplies to class Communication skills •Give and receive meaningful feedback •Preview and skim texts to build understanding •Take effective notes in class •Make effective summary notes for studying Critical-</p>	<ul style="list-style-type: none"> • Exploring relationships presented particularly in Shakespeare’s writing, different ways in which close relationships might be perceived as ‘healthy’, and what factors may be involved in that. • What are the ways in which personal responsibility may play a role in promoting and sustaining healthy relationships 	<p>Summative Write a commentary comparing War Photographer and All Quiet on the Western Front extract</p> <p>Criterion A Analyzing</p> <p>Criterion B Organizing</p> <p>Criterion C Producing Text</p> <p>Criterion D Using language</p>
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						<p>in a sustained, coherent, and logical manner</p> <p>Objective C: Producing text</p> <p>i. Produce texts that demonstrate insight, imagination, and sensitivity while exploring and reflecting critically on new perspectives and ideas arising from personal engagement with the creative process</p> <p>ii. Make stylistic choices in terms of linguistic, literary, and visual devices, demonstrating awareness of impact on an audience</p> <p>Objective D: Using language</p> <p>iii. Use correct grammar, syntax, and punctuation</p> <p>iv. Spell (alphabetic languages), write (character languages), and pronounce with accuracy</p>	<p>thinking skills</p> <ul style="list-style-type: none">•Draw reasonable conclusions and generalizations		
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						v. Use appropriate non-verbal communication techniques.			
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4.	How can growing and learning be portrayed in short stories?	Connection	Character; plot; theme; intertextuality	Identities and relationships Focus exploration(s) Identity formation; self-esteem; status; roles and role models	Writers' use of plot and character across different texts reveal how challenges of different kinds are connected with/may lead to self-discovery, new learning, and personal growth which help to form a person's identity	Language and Literature Year 5 Objectives Objective A: Analyzing ii. Analyze the effects of the creator's choices on an audience iii. Justify opinions and ideas, using examples, explanations, and terminology Objective B: Organizing 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 i. Produce texts that demonstrate insight, imagination, and sensitivity while exploring and reflecting critically on new	Collaboration skills •Help others to succeed •Take responsibility for one's own actions •Manage and resolve conflict and work collaboratively in teams Communication skills •Give and receive meaningful feedback •Participate in, and contribute to, digital social media networks. •Collaborate with peers and experts using a variety of digital environments and media. Creative thinking skills: • Create original works and ideas; use existing works and	<ul style="list-style-type: none"> • What elements are contained in the structure of a short story, and the ways in which these can be used to present ideas on a theme. • What 'growing' in terms of new learning and self-discovery may look like in practice 	Summative Write a short story according to the conventions and write an analysis of work produced Criterion A Analyzing Criterion B Organizing Criterion C Producing Text Criterion D Using language
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					<p>perspectives and ideas arising from personal engagement with the creative process</p> <p>ii. Make stylistic choices in terms of linguistic, literary, and visual devices, demonstrating awareness of impact on an audience</p> <p>iii. Select relevant details and examples to develop ideas.</p> <p>Objective D: Using language</p> <p>i. Use appropriate and varied vocabulary, sentence structures, and forms of expression</p> <p>ii. Write and speak in a register and style that serve the context and intention</p> <p>iii. Use correct grammar, syntax, and punctuation</p>	<p>Organization skills</p> <ul style="list-style-type: none">• Plan short- and long-term assignments; meet deadlines• Keep an organized and logical system of information files/notebooks		
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