SLOVAK LANGUAGE AND LITERATURE

pMYP - Year 1

Unit title	Key concept	Related concepts	Global contexts	Inquiry statement	MYP Subject groups Objectives	ATL Skills	Content	Nr. of lessons (voluntary)
Unit 1	Connections	- self-expression - settling	Personal and cultural expression	In connection to folk literature as a part of cultural self-expression can	A: i,ii, iii, iv B: i, ii, iii C: i,ii.iii D: i, ii, iii, iv, v	Communication skills	- activation of knowledge of grammar and style, spelling: sound level, lexicology, morphology, input dictation and test - analysis - we introduce ourselves: Who am I? (quote from a favorite book, description of the protagonist from a favorite movie, one stanza from a favorite song - if an English	
Unit 2	Connections	- self-expression - settling	Identities and relationships	The cultural world is full of interesting topics and characteristics which	A: i,ii, iii, iv B: i, ii, iii C: i,ii.iii D: i, ii, iii, iv, v	Communication skills Collaboration skills Organization skills Affective skills	- Activation of spelling skills (nouns, adjectives) work with newspapers and media - skills; - Project - description of adjectives as a product for sale - advertising; - Project - anecdotes about famous people - humorous statements, key words -	
Unit 3	Creativity	- character - style	Orientation in space and time	The creative narrator should be able to orientate in literary styles and characters	A: i,ii, iii, iv B: i, ii, iii C: i,ii.iii D: i, ii, iii, iv, v	Communication skills Collaboration skills Organization skills Affective skills	Activation of spelling and language skills and their application in the stylistic component. Stylistic work - dynamic description - description of work procedure - use of interdisciplinary relationships (science, design, art). Comparison of literary and film adaptation of the ballad Zuzanka Hraškovie (Pavol Országh Hviezdoslav) a legacy of a	
Unit 4	Communications	- audience imperatives - self-expression	Fairness and development	The world´s a stage and all the men and women merely players.	A: i,ii, iii, iv B: i, ii, iii C: i,ii.iii D: i, ii, iii, iv, v	Critical-thinking skills Creative-thinking skills	Verbal and non-verbal communication. Argumentation.	

MYP1 - Year 2

Unit title	Key concept	Related concepts	Global contexts	Inquiry statement	MYP Subject groups Objectives	ATL Skills	Content	
Unit 1	Connections	Style Theme	Identities and relationships	"The love of beauty in its multiple forms is the noblest gift of the human cerebrum."	A: i, ii, iii C: ii D: ii, iii, iv, v	Communication skills	Setting aims, topic, means of assessment. Work with literary text, sources. Analysis of the text – content, form, linguistic devices. Work with literary text and educational literature. Lecture, problem-solving learning.	
Unit 2	Communication	Audience imperatives Setting	Fairness and development	The more we know about how people communicate, the more human they	A: ii, iv B: i, iii D: i, ii, iv	Thinking skills	Standard and sub-standard words. Abbreviations in written communication. Foreign words. Words according to their period of usage.	
Unit 3	Creativity	Genre Self-expression	Personal and cultural expression	The language defines a man.	A: i, iii, iv B: ii, iii C: i, iii	Social skills	Artistic description (emotionally charged description) , description of a person (static and dynamic description).	
Unit 4	Perspective	Point of view Genre	Orientation in time and space	Insight into a child`s soul and means of solving their problems.	B: i, ii C: i, ii, iii D: i, iii, v	Research skills	Short story, novella, novel. Life of children now and then – comparison.	

MYP2 - Year 3

Unit title	Key concept	Related concepts	Global contexts	Inquiry statement	MYP Subject groups Objectives	ATL Skills	Content	
Unit 1	Communities	Self-expression Setting	Orientation in space and time	*Historia magistra vitae. Is this Cicero`s idea valid today?*	B: i, ii, iii C: i, ii D: i, ii, iii, iv	Thinking skills Research skills Self-management skills	Understand the causes and phases of Slovak National Revival through analysis. Get to know the works of Slovak Romatic writers and their contribution to the development of language and culture of the Slovak nation.	
Unit 2	Creativity	Audience imperatives Context	Identities and relationships	"We took up the work of the soul, so the thorny path of life we shall walk." Ľudovít Štúr	A: i, ii, iii, iv B: i, ii, iii C: i, ii, iii D: i, ii, iii, iv	Thinking skills Research skills Communication skills	Using knowledge from the lessons and the movie from the field trip to Modra. Exhibition: Ľudovít Štúr Museum, Ľudovít Štúr Memorial room, Sculptural group of Ľudovít Štúr, the Cemetery – Slovak Spring (statue), Šnajdy – the place of the fatal accident	
Unit 3	Perspective	Character Setting Structure	Fairness and development	"The company of books can be chosen more easily than the company of people. That is why you should choose a book to be your friend for life." Seneca	B: i,ii,iii C: i,ii,iii D: i, ii, iii, iv, v	Thinking skills Communication skills	Novel as an epic genre. Types of novels based on the content. Structure: internal and external. The hero – characteristics.	

| Unit 4 | Connections | Self-expression Context | Personal and cultural expression | What am I like? How do others see me? Do I know myself? Do I know my family? What is my relationship with my parents like? What do they mean to me, what I value and admire about them? What is my sibling like? Do I know him/her well? What does family mean to me? Language as means of expression in written and spoken form. | A: i, ii, iii, iv
B: i, ii
C: i, ii
D: i, ii, iii, iv, v | Communication skills
 Thinking skills Self-management skills | Learn to work with a literary text.
 Know how to search for traits of direct and indirect description.
 Using vocabulary bank – similes, epithets, metaphors.
 Revision of traits of narration for direct and indirect description.
 Composition of characteristics. |

MYP3 - Year 4

Unit title	Key concept	Related concepts	Global contexts	Inquiry statement	MYP Subject groups Objectives	ATL Skills	Content
Unit 1	Perspective	Intertextualiy	Personal and cultural expression	"He who does not love his country cannot love anything."	A: i,ii, iii, iv B: i, ii, iii C: i,ii.iii D: i, ii, iii, iv, v	Communication skills Collaboration skills Organization skills Affective skills Reflection skills Information literacy skills Media literacy skills Critical-thinking skills Creative-thinking skills Transfer skills	- activation of knowledge of grammar and style, spelling: sound level, lexicology, morphology, syntax, input dictation and test - analysis - poetry, typology, tropics, figures - Romanticism in Slovak literature - poetry of Štúrovo - ode - project comparative essay
Unit 2	Connections	Intertextualiy Point of vies	Identities and relationships	Everyone thinks for themselves, everyone has their own point of view but together we can create connections within identities and relationships.	A: i,ii, iii, iv B: i, ii, iii C: i,ii.iii D: i, ii, iii, iv, v	Communication skills Collaboration skills Organization skills Affective skills Reflection skills Information literacy skills Media literacy skills Critical-thinking skills Creative-thinking skills Transfer skills	1 Nouns 2. Realism and P.O. Hviezdoslav 3. Comparative essay 4. Lyrical genres 5. Reflection
Unit 3	Communication	Audience imperatives Genre	Orientation in space and time	A good speaker should also be a good expert, he should communicate well and present the genre in such a way as to attract audition.	A: i,ii, iii, iv B: i, ii, iii C: i,ii.iii D: i, ii, iii, iv, v	Communication skills Collaboration skills Organization skills Affective skills Reflection skills Information literacy skills Media literacy skills Critical-thinking skills Creative-thinking skills Transfer skills	Support for critical thinking, research, information retrieval skills and motivation to read various literary genres. Development of communication skills with an effect on the recipient. 1. Syntax 2. Prosodic properties of speech 3. Interpretive stylistic procedure - professional style 4. Rhetorical style 5. Epic genres

| Unit 4 | Creativity | Character
Self-expression | Personal and cultural expression | To be or not to be an artist or an actor through creative thinking and courage. | A: i,ii, iii, iv
B: i, ii, iii
C: i,ii.iii
D: i, ii, iii, iv, v | Communication skills
Collaboration skills
Organization skills
Affective skills
Reflection skills
Information literacy skills
Media literacy skills
Critical-thinking skills
Creative-thinking skills
Transfer skills | |

MYP4 - Year 5							
Unit title	**Key concept**	**Related concepts**	**Global contexts**	**Inquiry statement**	**MYP Subject groups Objectives**	**ATL Skills**	**Content**
Unit 1	Creativity	Aesthetics Self-expression Genre	Personal and cult	"The greatest thing by fa	A: i, ii C: i, ii D: i, ii, iii	Thinking skills Social skills Communication skills Self-management skills Research skills	Figures of speech and their identification in genres of lyric, epic and drama. Usage of new knowledge from literary theory when making one`s own poetry.
Unit 2	Perspective	Point of view Structure	Scientific and ted	"Gutenberg's invention d	A: i, ii, iii, iv B. i, ii, iii C: i, ii, iii, D: i, ii, iv, v	Thinking skills Social skills Communication skills Self-management skills Research skills	Humanism as ideological, social and artistic movement. Life and educational program of Humanism. Invention of the printing press – breakthrough in development of literacy. Advancements that changed the world and their impact on literature. Literary discussion about works of William Shakespeare.
Unit 3	Connections	Setting Context	Orientation in sp	"On the road to art a ma Vladimír Godár	A: i, ii, iii, iv B: i, ii, iii D: i, ii, iii, iv	Thinking skills Social skills Communication skills Self-management skills Research skills	Importance of history of literature from the ancient era up to the present. The birth of European identity on the basis of works of Antiquity and Christian tradition. Identification of traits of Ancient literature in individual genres. Description and characteristics of a literary character.
Unit 4	Communication	Audience imperatives Purpose	Fairness and dev	"Peace cannot be kept b	A: iii, iv B: ii C: iii D: i, ii, iv, v	Thinking skills Social skills Communication skills Self-management skills Research skills	Language communication, language and speech. Types of communication and distinguishing various communication situations, cultivating of communication skills and extending one`s register.

MYP5 - Year 6							
Unit title	**Key concept**	**Related concepts**	**Global contexts**	**Inquiry statement**	**MYP Subject groups Objectives**	**ATL Skills**	**Content**
Unit 1	Connections	Self-expression Point of view Intertextuality	Personal and cultural expression	"Books are not made to be believed, but to be subjected to inquiry. When we consider a book, we mustn't ask ourselves what it says but what it means." Umberto Eco	A: i, ii, iii, iv B. i, ii, iii C: i, ii, iii, D: i, ii, iii, iv	Thinking skills Social skills Communication skills Self-management skills Research skills	Literary work and its importance. Connections between the author, the work and the reader via interpretation of a literary work. Structure and context of a literary work. Author`s depiction of reality. Types of readers. Critical reading – respecting the literary text and the author`s intention.
Unit 2	Communication	Audience imperatives Purpose Style	Globalization and sustainability	"We already have - thanks to technology, development, skills, the efficiency of our work - enough resources to satisfy all human needs. But we don't have enough resources, and we are unlikely ever to have, to satisfy human greed." Zygmunt Bauman	B: i, ii, iii C: i, ii, iii D: i, ii, iii, iv	Thinking skills Social skills Communication skills Self-management skills Research skills	Scientific and academic communication. Academic writing style, its aims and domain of use. Traits, genres and means of expression of academic writing. Composition and organisation of academic writing. Usage of composition styles in academic writing. Essay as a genre. Usage of knowledge about academic writing when preparing a contribution to a discussion and when writing an essay. Practice of argumentative skills. Systemisation of the knowledge in a form of a mind map.

Unit title	Key concept	Related concepts	Global contexts	Inquiry statement	MYP Subject groups Objectives	ATL Skills	Content
Unit 3	Creativity	Character Self-expression	Orientation in space and time	"This is the highest wisdom that I own; freedom and life are earned by those alone who conquer them each day anew." Johann Wolfgang von Goethe	A: i, ii, iii, iv B: ii, iii C: i, ii, iii D: i, ii, iv, v	Thinking skills Social skills Communication skills Self-management skills Research skills	Romanticism and its traits in literature. Fight for the freedom of man and nation. Strong individual, hero and genius as a new concept of idealist philosophy. Self-expression of a romantic literary hero. Literary walks around the world I. – project presentations.
Unit 4	Perspective	Point of view Character Theme	Identities and relationships	"The most important knowledge is that which guides the way you lead your life." Lev Nikolayevich Tolstoy	A: i, ii, iii, iv B: ii, iii C: i, ii, iii D: i, ii, iv, v	Thinking skills Social skills Communication skills Self-management skills Research skills	Realism and the influence of positivism. Everyday life and struggle for a exact depiction in social and psychological novel. Development of a literary character in the course of the plot and the depiction of interpersonal relationships from various perspectives. Literary walks around the world II. – project presentations.
ENGLISH LANGUAGE AND LITERATURE							
pMYP - Year 1							
Unit title	Key concept	Related concepts	Global contexts	Inquiry statement	MYP Subject groups Objectives	ATL Skills	Content

Do advertisements run the world?	Communication	Purpose Style			A B C D	Communication:	- Examples of advertisement (different forms)
							- What is an advertisement? - Students will create their own definition. They will need to find and identify their own examples of advertisements. Student will try to write their own definition based on the mind map from the lesson.
						—Give and receive meaningful feedback (peer review)	- three different types of advertisements - commercial, charity, public
							- purpose of ads
							- native advertisements
						—Use intercultural understanding to interpret communication (station work utilizing various cultures methods of advertisement/communication and comparing to Slovak/English advertisement/communication, mini-project on specific advertisement from another country and presentation, lesson on symbols and their importance)	- sentence moods - declarative, exclamatory, interrogative, imperative
							- presentational devices - images (captions, denotation, connotations), logos and slogans, colour, charts and diagrams, font styles
							- stylistic features - alliteration, listing, parallelism, direct address - second person, emotive language, rhyme, inclusive personal pronouns,
							- public service advert
							- vocabulary - slogan, target audience, message...
							- history of advertisements
							- inquiry into different cultures and their advertisements
							- conditionals (0, 1st, 2nd)
							- PEA/PEE paragraph
						—Use a variety of media to communicate with a range of audiences (using social media, audio, visual, and printed advertisements, PPT, videos, printed text)	Students will develop skills in:
							- locating, organizing, analysing, evaluating, synthesizing information about advertisements from variety of sources and media
							- evaluating and selecting information sources and digital tools based on their appropriateness to specific task focused on advertisements
						—Collaborate with peers and experts using a variety of digital environments and media. (station work utilizing various cultures methods of advertisement/communication and comparing to Slovak/English advertisement/communication, jigsaw project where groups of 4 students become masters in one form of advertisement and teach it to the rest of the class, use of social media with peers, creating YouTube vlog/content)	- they will read critically and for comprehension,
							- they will create their own advertisement (original work)
							- they will use brainstorming, mind maps, visual diagrams to generate new ideas and inquiries (different kinds of advertisement, definition of advertisement, history of advertisement)
							- they will practice to give meaningful feedback to each other (students will present their own advertisements)
							- they will evaluate evidence and arguments (for example in different advertisements, debatable questions)
						—Read critically and for comprehension (reading of texts provided from the teacher with close-reading notes, exit tickets, class discussions of readings, class debates over readings)	- they will present information in a variety of formats and platforms (poster, ppt presentation, video...)
							- consider ideas from different points of view - adverts past and present
							- they will understand the impact of media
							- collaborations skills (help others to succeed, listen actively to other perspectives and ideas, give and receive meaningful feedback)
							- students will plan short- and long-term assignments; meeting deadlines
						—Make inferences and draw conclusions (reading various sources and advertisements and discussing and thinking of various conclusions from the material individually, in pairs, and in groups)	- they will keep and use a weekly planner for assignments which will be supported by our school system (Edupage),
							- they need to be able to set goals that are challenging but realistic,
						—Take effective notes in class (class notes from text and conversations, with teacher showcasing various notetaking techniques so students choose the best fit for them)	- they will practice to get better in bring necessary equipment and supplies to class and keeping an organized and logical system of notebooks
							- in Corona situation they need to be able to select and use technology effectively and productively
							- we will practice concentration and focusing (especially during on-line lessons)
							- reflections are a part of our everyday activities
						—Make effective summary notes for studying (teacher showcasing various notetaking techniques so students choose the best fit for them, students sharing their most effective form of summary note taking and teaching other classmates)	- students will analyse and evaluate issues and ideas on daily basis and they will develop creative thinking skills while class discussions and creating own advertisement, writing a short persuasive speech using the most appealing traits of a product or a service
							- critical thinking skills while making inferences and drawing conclusions and organizing information logically (presentational devices and their impact on the audience), evaluating evidence and arguments of presentational features in advertisements, messages and their effect on the target audience, considering multiple perspectives - smoking and how has advertising changed over the time
						—Use a variety of organizers for academic writing tasks (utilizing various graphic organizers for notes and projects, preparing and writing various forms of expression, including advertisements	

Is this for real?	Connections	•Audience imperatives •Point of view	Fairness and development		A B C D	Communication Skills:	Students will develop an understanding of:
							- 3 kind of questions - factual, conceptual, debatable - they will analyse them and try to write their own on - Wonder by R.J. Palacio - book reading, further analysis, comprehension check - definition of a contemporary realistic fiction - elements of a fiction story - a hamburger - how to write a story, story elements - what is a blurb - inspiration for a story - preparation for own writing - spelling - practice - characters of story - narrator - narrative point of view - humorous techniques in writing - Teacher Collins syndrome - research on facts, inclusion discussions - group project - Wonder poster (what is a precept) - Meaning of Beauty around us - subject of bullying - research on this subject - discussions in class
						—Give and receive meaningful feedback (peer review)	
						—Use appropriate forms of writing for different purposes and audiences (create anti-bullying campaign in variety of written forms and for various audiences, self-reflective short stories, reading comprehension notes)	Students will develop skills in: Communication skills: - students will create own lists of favourite TV films or shows and identify and discuss in groups and later as the whole class elements of realistic fiction, they will watch the short introduction to realistic fiction and in class they will share what they found out about realistic fiction from the video. They will create a list of elements of realistic fiction. In pairs they will analyse given examples of blurbs and identify the elements that make the storyline in the text realistic, they will outline personal connections the characters, setting or plot. They will identify the language the author uses that is positive or negative. They will have to write their own blurb. They will read critically the Wonder book for comprehension.
						—Negotiate ideas and knowledge with peers and teachers (class discussions, partner work, group work, presentations, class debates)	Students will discuss different characters from Wonder - appearance, what does the character do, say, relationship to other characters, strengths, weaknesses, motivation - they need to justify their answer by referring to a particular incident in the story (Thinking skills, Self - management skills - Affective skills).
						—Read critically and for comprehension (reading of texts provided from the teacher with close-reading notes, exit tickets, class discussions of readings, class debates over readings)	Reflection skills: Students will reflect on characters from Wonder and they will use word art websites to create a character from Wonder and describe him or her by different words. They will also do a self reflection on story writing by providing them Criteria C and D. They will also focus on the process of creating a description of own individuality to show beauty in themselves.
						—Make inferences and draw conclusions (reading "Wonder" and discussing and thinking of various conclusions from the material individually, in pairs, and in groups)	Research skills: Students will need to make connections between various sources of information and practice empathy (Collaboration skills) by learning about different narrators in the story. They will need to research Teacher Collins syndrome and write down some facts about it and consider given questions. They will need to apply knowledge in unfamiliar situations while learning about factual, conceptual and debatable questions, they will need to write their own ones.
						—Use and interpret a range of discipline-specific terms and symbols (vocabulary lesson based on themes from "Wonder.")	Thinking skills: Students will identify different narratives in Wonder and discuss different narrative voices which offer different points of view. They will consider different ideas and together with practising empathy (collaboration skills) they will evaluate why author left the description of Auggie until later in the story. They will discussed what it means to be ordinary.
						—Write for different purposes (campaign writing, short story writing, script writing, class notes, graphic organizers)	What if - questions - pulling each side of dilemma - two sides of the tug of war. Students will look into the meaning of "precept" and write their definition. We will use the class project Wonder where they will have to write their own precept.
						—Organize and depict information logically (graphic organizers, class notes, researching anti-bullying campaign, reading and discussing book "Wonder.")	Self-management skills : Students will watch 3 different videos about "Beauty" and they will practice positive thinking by finding what is beautiful about them. By discussion in class they will practice strategies to prevent and eliminate bullying. How can we stop or prevent it?
						Social Skills: —Practice empathy (anti-bullying campaign, random acts of kindness project, class discussion on mental health and importance of empathy, videos on psychological effects of empathy)	
						—Take responsibility for one's own actions (anti-bullying campaign, random acts of kindness project, group work on the importance of taking responsibility for our actions discussion)	
						Self-Management Skills:	

| Myths and legends: A mirror of reality | Perspective | •Genre •Purpose | Identities and relationships | For centuries we have used the genre of myths and legends for the purpose of gaining a perspective on human behaviour and individual cultural identities. | A B C D | Communication skills •Exchanging thoughts, messages and information effectively through interaction—Use intercultural understanding to interpret communication•Reading, writing and using language to gather and communicate information—Read critically and for comprehension—Make inferences and draw conclusions—Write for different purposes—Take effective notes in classSocialCollaboration skills•Working effectively with others—Delegate and share responsibility for decision-making—Manage and resolve conflict and work collaboratively in teams—Build consensus—Listen actively to other perspectives and ideas—Negotiate effectively—Encourage others to contribute—Exercise leadership and take on a variety of roles within groupsSelf-managementReflection skills•(Re)considering the process of learning; choosing and using ATL skills—Develop new skills, techniques and strategies for effective learningResearchInformation literacy skills•Finding, interpreting, judging and creating information—Access information to be informed and inform others—Use critical-literacy skills to analyse and interpret media communicationsMedia literacy skills•Interacting with media to use and create ideas and information—Compare, contrast and draw connections among (multi)media resourcesThinkingCreative-thinking skills•Generating novel ideas and considering new perspectives—Use brainstorming and visual diagrams to generate new ideas and inquiries—Create original works and ideas; use existing works and ideas in new ways—Practise flexible thinking—develop multiple opposing, contradictory and complementary arguments | Students will develop understanding of:

- Examples and definition of myths and legends
- In groups they will share their questions and ideas, they will place their puzzles in the classroom.
Students will brainstorm ideas on how to explore this topic.
Students will be presented the heroes, myths and legends vocabulary and will use the online dictionary to come up with definitions and synonyms to add to the words on the list.
They will find out what myths and legends are and why they are important by looking and different quotes about myth and legends. They will interpret what each quote means and analyse the thoughts, feelings that are being expressed in them. In pairs they will evaluate why people think myths and legends are important and why we should still read and share them. They will outline what myths and legends mean for them.
Students will learn differences between myths and legends, they will learn how to identify conventions.
They will explore how myths and legends have influenced our culture and how stories can help us to better understand the worlds in which we live. They will take action to preserve the tradition of storytelling. Students will discuss the message of different myths and legends.
They will create their own mythical monster. They will learn how to annotate text. They will identify the purpose of myths and legends. They will create a mind map for different myths about creation of the world in groups. They will choose and create their own stock character and present in to others. They will discuss modern myths and modern authors (Percy Jackson) and summarize the content in bullet points.
They will learn about writing a diary entry, news report, narrative voice.
Students will create own superhero and use a gallery walk to learn about other superheroes while giving meaningful peer and self reflections.
Students will learn about an ekphrastic poem and write their own bio poem.

Students will develop skills in:
- analysing, evaluating, interpreting different quotes about myths and legends
- making inferences draw conclusions and outline what myths and legends mean for them
- accessing information to be informed and inform others by completing a list of the conventions of a myth. Students will need to complete the given table , matching the convention to the correct definition and complete the last column by carrying out some research. Students will discuss the fatal flaws.
- reading critically and for comprehension (reading about monsters). Students will need to analyse the descriptions of the monsters in the extract. They will need to identify examples of language use to depict the monsters as predatory. They will discuss the writer has used examples from different places and cultures.
- communicating and reflecting by writing a diary entry about their terrifying experience. Students imaging they are members of the crew on a ship. The ship has been attacked by a Kraken. Students need to include plenty of description of the monster and use stylistic devices to make their writing richer.
- reading critically and for comprehension - they will compare and contrast different myths. They need to identify the main message.
- creative-thinking skills by creating original works and ideas, using existing works and ideas in new way - writing own biographical poem. Students will also develop flexible thinking - developing multiple opposing, contradictory and complementary arguments - mind map of the various perspectives on how the world was created.
- brainstorming, mind maps, visual diagrams to generate new ideas and inquiries (different kinds of myths and legends, definition of legends, myths in different cultures, creation of the world).
- practising giving meaningful feedback to each other (students will present their own superhero, mind maps,...)
- practising collaboration skills by concentration on the effective group work. Students will exercise leadership and variety of roles within groups, managing and resolving conflicts and working collaboratively in teams.
- communicating by using non-verbal techniques and intercultural understanding to interpret communication, writing for different purpose, organizing and depicting information logically, drawing conclusion (King Arthur)
- presenting information in a variety of formats and platforms (poster, ppt presentation, video...)
- considering ideas from different points of view - myths and legends past and present
- analysing conventions of news reports
- reading comprehension and communicating using verbal and non verbal techniques (extract from the book - King Arthur)
- planning short- and long-term assignments; meeting deadlines |

Unit title	Key concept	Related concepts	Global contexts	Inquiry statement	MYP Subject groups Objectives	ATL Skills	Content
Poetry	Identity	•Audience imperatives •Structure	Personal and cultural expressions	By using many different types of figurative language and other poetic devices, poets can express their identity by exposing their feelings and opinions.	A B C D	**Communication** Communication skills•Exchanging thoughts, messages and information effectively through interaction—Give and receive meaningful feedback—Interpret and use effectively modes of non-verbal communication•Reading, writing and using language to gather and communicate information—Read critically and for comprehension—Read a variety of sources for information and for pleasure—Write for different purposes **Social** Collaboration skills•Working effectively with others—Practise empathy **Self-management** Organization skills•Managing time and tasks effectively—Create plans to prepare for summative assessments (examinations and performances)—Keep and use a weekly planner for assignments Affective skills•Mindfulness awareness—Practise strategies to overcome distractions•Emotional management—Practise strategies to reduce stress and anxiety•Self-motivation—Practise positive thinking **Research** Information literacy skills•Finding, interpreting, judging and creating information—Collect, record and verify data—Use memory techniques to develop long-term memoryMedia literacy skills•Interacting with media to use and create ideas and information—Locate, organize, analyse, 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 **Thinking** Critical-thinking skills•Analysing and evaluating issues and ideas—Draw reasonable conclusions and generalizations—Consider ideas from multiple perspectives—Identify obstacles and challengesCreative-thinking skills•Generating novel ideas and considering new perspectives—Use brainstorming and visual diagrams to generate new ideas and inquiries—Make unexpected or unusual connections between objects and/or ideas—Practise visible thinking strategies and techniques—Generate metaphors and analogies	- Read poetry with comprehension and analysis. - Know and utilize some key poetry devices. - Produce answers to prepared questions from selected poems. - Produce an original poem and express opinions - Forms, functions, and genres of texts - Using contextual clues - Purpose of text - Recognizing literary devices - Oral language strategies - Literary devices in action - Presentation techniques

MYP1 - Year 2

Is seeing always believing?	Communication	•Audience imperatives•Genre	Personal and cultural expression	Through communication directors create film to position audiences to respond in a particular way.	A B C D		Communication skills, Collaboration skills, Reflection skills, Information literacy skills, Media literacy skills, Critical-thinking skills, Creative-thinking skills	
Do you believe in magic?	Creativity	Setting, Theme	Personal and cultural expression	In some genres, writers are able to use their creativity to transgress the bound of space and time through exploring familiar themes in unfamiliar settings.	A B C D		Communication skills, Collaboration skills, Organization skills, Reflection skills, Information literacy skills, Critical-thinking skills, Creative-thinking skills	
Is all the world a stage?	Connections	• Audience imperatives • Genre	Orientation in space and time	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.	A B C		Communication skills, Collaboration skills, Information literacy skills, Media literacy skills, Critical-thinking skills	
A perfect society	Connections	• Point of view • Theme	Identities and Relationships	The novel's many themes are a starting point for discovering the author's point of view on social issues as well as for reflecting on our own socio - cultural connections, identities and relationships.	B C		Communication skills, Collaboration skills, Organization skills, Critical-thinking skills, Creative-thinking skills, Transfer skills	

MYP2 - Year 3								
Unit title	Key concept	Related concepts	Global contexts	Inquiry statement	MYP Subject groups Objectives		ATL Skills	Content
How can we separate facts from fiction?	Creativity	• Point of view • Setting	Orientation in space and time	Writers of the genre of historical fiction can shed light on our orientation in space and time by using setting creatively to help us better understand and learn from the events which have shaped history.	B C D		Communication skills, Collaboration skills, Organization skills, Critical-thinking skills	How can we seperate facts from fiction? Students will find out what historical fiction is. • Students will explore the conventions of historical fiction. • Students will discuss how historical fiction can give us a better understanding of history. • Students will identify what people can learn about the role of women in society • They will analyze the lessons they can get from reading historical fiction World Literature: The Tempest by William Shakespeare Grammar: • Students will review the form and uses of both Past Simple and Past Continuous tenses. • Students will find out how and when to use Present Perfect tense and Past Perfect tenses.

What makes a life worth writing about?	Communication	• Context • Genre	Identities and relationships	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 our social context and relationships with others can play a key role in shaping our identities.	A B C D		Communication skills, Critical-thinking skills	What makes a life worth writing about? - What is biography? - Why should we read and write biographies? - What makes a life worth writing about? - Can a writer or an artist's biography give us a better understanding of his work? Grammar: • Review the form and uses of both Past Simple and Past Continuous tenses. • Find out how and when to use Present Perfect tense and Past Perfect tenses. • Study the Passive voice. (Present and past simple) • Study the conventions of writing a biography. • Listen for comprehension.	
Why do we need to belong?	Connections	• Character • Theme	Identities and relationships	Filmmakers use the medium of film to make connections with their audiences and to explore themes that shed light on how our relationships with others can help shape our individual identities.	A B C D		Communication skills, Critical-thinking skills	1.What is foster care? 2.How can film help us understand other cultures? 3.Why do we need to belong? 4.How can films be used to critique social injustice? 5.Does the media glamourize gang culture? 6.Why should we express our feelings? 7.Why do we need to belong? 8.What can we gain from our relationship with others? 9.How can we cope with loss? 1.What is foster care? 2.How can film help us understand other cultures? 3.Why do we need to belong? 4.How can films be used to critique social injustice? 5.Does the media glamourize gang culture? 6.Why should we express our feelings? 7.Why do we need to belong? 8.What can we gain from our relationship with others? 9.How can we cope with loss?	
Should we forgive and forget?	Perspective	• Character • Context • Setting	Fairness and development	Despite its 400-yearold 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.	A C D		Communication skills, Organization skills, Information literacy skills,	1. Students will carry out a pre-unit assessment to check their prior knowledge of the subject. 2. Students will unpack the unit by defining the keywords of the unit both individually and a class. 3. Students will create a min map of everything they know about the Tempest. They will also ask questions they would like to know about the Tempest. 4. Students will read Act 1, Scene and then answers questions 5. Students will read Act 1, Scene II then answer comprehension questions 6. Students will read Act 2, Scene II then answer questions related to the story. 7. Students will express what they have learnt in writing. 8. Students will read the text 'How easy is it to distinguish men from monsters. They will complete the activity 'Of the Cannibals'	
Friend forever	Communication	• Point of view • Purpose • Structure	Identities and relationships	Often the purpose of a text can be to communicate a particular point o view about an issue the writer feels strongly about. The Structure of epistolary allows the writer to explore identities and relationships in a relatable format.	A C D		Communication skills, Collaboration skills, Organization skills, Critical-thinking skills	Students will carry out a preunit assessment to check their prior knowledge of the subject. • Students will unpack the unit by defining the keywords of the unit both individually and a class. • Students will a selected text about 'friendship'. They will then complete the activity 'THINK-PAIR-SHARE' • Students analyze several letters exchanged between Martin and Max. • Students will write a persuasive writer to develop their wring skills and exchange with peers for peer feedback • Students will read selected propaganda news and identify the elements and the targeted audience.	
Do girls run the world?	Creativity	• Point of view • Theme	Personal and cultural expression	Throughout history women have used creativity as a means of personal and cultural expression. By looking closely at themes explored in women's literature throughout the ages, we can develop an understanding of history from a female point of view.	A B D		Communication skills , Information literacy skills, Critical-thinking skills, Creative-thinking skills	• Students will carry out a pre-unit assessment to check their prior knowledge of the subject. • Students will unpack the unit by defining the keywords of the unit both individually and a class. • Students will a brief story about Shakespeare's life. They will then complete the activity 'THINK-PAIRSHARE' • Students will watch a video clips 'How inequality starts before birth' They will then make inferences and draw conclusions. • Student will complete the activity 'Words and women' and then negotiate ideas and knowledge with peers. • Students will watch a video clip 'What we can learn from reading the work of Jane Austen. • Students will carry out extensive research on a 'particular woman' writer and present their work to class. • Students will check the meaning of keywords and put them in relevant. • Students will review the proper use of verbs in relation to subjects. • Students will take action by creating awareness to help end gender inequality.	

MYP3 - Year 4							
Unit title	Key concept	Related concepts	Global contexts	Inquiry statement	MYP Subject groups Objectives	ATL Skills	Content
Does love make the world go round?	Connections	• Self-expression • Style • Theme	Identities and relationships	The theme of love has resonated with humans across the globe for centuries and for as long as we have loved; we have used poetic style as a means of selfexpression, as a way to make connections and to better understand our relationships with others.	A B C D	Communication skills, Information literacy skills, Critical-thinking skills	1.Students will be introduced to the unit. Together they will discuss the key concept, related concepts, the global context and the statement of inquiry. 2.Students will be familiarized with the ATL skills they will practice and the criteria to assess these skills. 3.While working on the content in the unit, students will develop the learner profile attribute "caring" 4.Students will be introduced to the factual, conceptual and debatable questions. 5.Activity: Students will listen to a song by Cole Porter and then complete tasks to practice communication skills. 6.Students will read an excerpt to develop an understanding of what love is. 7.They will also read an article titled "Love Is… back and discuss questions in groups. 8.Students will read the text "What are the conventions of love poetry. They will also read the poems, identify and summarise the message the writer is trying to convey in each poem. 9.Students will read a story about the relationship between Robert and Elizabeth Browning and work in pairs to discuss comprehension questions. 10.Students will read a text titled "Is love the universal language?" to answer the debatable question "Can love transcend cultural boundaries?" 11.Students will read poems to enhance their communication skills 12.Students will analyse a sonnet and compare it and contrast it to other poems._ Grammar: 1.Use adjectives to describe people, places or the weather 2.Use vocabulary within a context. 3.Word formation: How to make new words using affixation i.e. prefixes and suffixes. 4.Countable and uncountable nouns. 5.The past perfect
Is it true that you are what you read?	Communication	• Audience imperatives • Point of view • Purpose	Personal and cultural expression	Newspapers are a powerful means of mass communication and for centuries audiences have turned to them to express and reflect their point of view, personal beliefs and cultural values.	A B C D	Communication skills, Organization skills, Media literacy skills, Critical-thinking skills	-Quotes about newspapers: Students will read the quotes and interpret what they suggest about the power of the press. -Reading passage about the purpose of a newspaper. -Reading a news report from the English newspaper The Daily Courant published in 1702. -Reading passage depicting the impact of technology on mass communication. -Reading passage: What is the different types of newspaper? Students will read the passage and find out the difference between a news report and a feature article. -Reading passage about the conventions of news reports. -The use of the five Ws and the triangle approach by journalists while writing news reports. -Analysing the poem The Laboratory by Robert Browning. Students will summarise the poem and identify its purpose. They will then use the story in the poem to write a news article. - Reading news reports to identify the headline, the strapline and subheadline. -Reading a feature article to determine the use of reported speech, relative clauses and the passive and active voice. Students will analyse the writer's point of view and decide whether journalists are objective or subjective. Students will identify bias in the reports that they will read. -Reading passage: What can we learn from reading historical newspapers? -Reading a news report from The Liverpool Herald about the Irish immigrant community in Liverpool in 1855 to analyse the reporter's point of view. -Reading two articles from The Daily Mail and The Guardian published on the same day about the same topic (Brexit), Students will compare and contrast the two articles considering the message and point of view and the use of language. Studying pictures and captions to learn about denotations and connotations. -What is fake news? Language: -The passive and active voice -Direct and indirect speech -Relative Clauses Key Words: print media, bias, tabloid, broadsheet, feature article, headline, mass communication, strapline, journalism, reportage, printing press. left wing. right wing.

Can we guess what the future holds?	Creativity	• Context • Genre • Setting	Orientation in space and time	Writers of the genre of science fiction subvert our notions of space and time and creatively use futuristic settings to explore anxieties about our immediate and future contexts	B C D		Communication skills, Collaboration skills, Information literacy skills, Creative-thinking skills	1. Why should we care about the future? 2. What is science fiction? 3. What are the conventions of science fiction? 4. Jules Verne – A pioneer of science fiction. 5. What can we learn from science fiction? 6. What makes a sci-fi protagonist? 7. Aliens 8. What is a dystopia? 9. How can writers use science fiction to critique the societies in which they live? 10. Do dystopian worlds reflect our own in some way? 11. Can science fiction help predict the future? 12. What is a blog? - Key words: Utopia, dystopia, alien, extraterrestrial, avatar - Language: Comparatives and superlatives Comparison of equality	
Is laughter the best medicine?	Perspective	• Character • Genre • Purpose	Identities and relationships	The comedies of William Shakespeare use cases of mistaken identity, comic characters and confusing relationships to give us perspectives on life and society.	A C D		Communication skills, Collaboration skills, Organization skills, Media literacy skills, Critical-thinking skills	Developing a better understanding of the genre comedy through exploring Shakespeare's play Twelfth Night, or What you Will. • What is comedy? What is the purpose of comedy? What are the conventions of Shakespeare's comedy? • Creating humour through characters • Setting, plot, satire and dramatic irony • Slapstick humour • The theme of gender in Shakespeare's time • What can we gain from reading comedy? Can comedy improve our lives? • Comedy as therapy • How can we use comedy to critique society? • Contexts-Puritans • How our concept of comedy changed over time? • The universal appeal of Mr. Bean Key words: • Comedy • Commedia dell'arte • Satire • Slapstick • Dramatic irony Language: The conditional: Type 1, 2 and 3	
Is knowledge power?	Perspective	• Context • Theme	Fairness and development	Films are a medium for promoting fairness and development and through exploring the theme of education and by helping us understand context, they can give us a new perspective on things we take for granted.	A B C D		Communication skills, Collaboration skills, Media literacy skills, Critical-thinking skills	1.What is education? 2.What is the purpose of education? – What role does education play in shaping our identity? 3.The 2010 biographical film, The First Grader, by Justin Chadwick. 4.Kimani Ng'ang'a Maruge's story. 5.Do attitudes towards education vary around the world? -How far would you go to get an education? 6. Barriers to education 7. How can education empower us? Is education the most powerful weapon? 8.Is the past always present? Maruge as Mau Mau. 9.What can we learn from each other? 10.Have our attitudes to education. changed over time? Language: Modal verbs Key words: -lifelong learner -Mau Mau	

| Can we ever escape the past? | Creativity | • Audience imperatives • Genre • Point of view | Personal and cultural expression | Gothic literature is a testament to human creativity, and for centuries writers have used the genre and as a vehicle through which we can explore and interrogate culture. | A B C D | | Communication skills, Media literacy skills, Critical-thinking skills, | -Students will read and learn about Gothic literature and its conventions. -Students will read a passage and highlight the importance of the past to teach us valuable lessons. -Students will examine how the past is explored in the literature of the Gothic. -Students will read the Gothic novella The Canterville Ghost by Oscar Wilde and describe how the setting affects plot and the characters' reactions. -Students will Identify the narrative voice in the text and explore how the text follows the conventions of Gothic fiction -Students will identify the stylistic choices or language features used by the author- alliteration, similes, metaphors, irony, allusion etc. -Students will annotate text and identify references to the past, imagery of death and decay and how the author creates suspense. -Students will use the internet to carry out some research about attitudes towards social class in England during the 19th century. -Students will read chapter 5 of The Canterville Ghost and: a. Describe the relationship between Sir Simon and Virginia and how the narrator uses this relationship to create sympathy for Sir Simon. b. Identify how the other members of the Otis family behave towards Sir Simon and interpret what this reveals about attitudes towards class in England in the 19th century. c. Students will select some quotes from chapters two to four which are linked to the theme of class. -Students will create a quotation bank organizing their quotes by chapter, character and theme and then use these quotes for close analysis. -Students will summarise what they have already learned about Sir Simon and the American family. -Students will read chapters 5 and: a. Identify Virginia's attitude towards Sir Simon and analyse the language he uses to express his feelings b. Interpret the effect of Sir Simon's words on the narrator. -Students will read chapters 6 and 7 and: a. Identify and examine the language and stylistic choices made. Determine how the author uses mystery and suspense in the novel -Compare and contrast the characters\n\nLanguage: -Reported Speech -- Punctuation (,/./?/!/ |

| **MYP4 - Year 5** |

Unit title	Key concept	Related concepts	Global contexts	Inquiry statement	MYP Subject groups Objectives	ATL Skills	Content
What does courage look like?	Perspective	• Point of view	Personal and cultural expression	Perspectives formed about what 'courage' may look like may be influenced both by one's own experience and the point of view of others	B D	Communication skills, Media literacy skills, Critical-thinking skills	What does 'courage' look like? 1. What are nonfiction texts? 2. What factors might influence perspectives in texts? 3. What are news reports? 4. What different types of non-fiction exit? 5. Writing about things in ourselves. 6. What is a biography? 7. How might text try to manipulate our responses?\n\nKeywords: point of view, publish, quotation, novel\n\nGrammar: Subject verb agreement
What is the drama?	Communication	• Theme	Identities and relationships	Writers can use conventions in the literature to convey the importance of communication in relationships.	C D	Communication skills, Media literacy skills, Critical-thinking skills	What is the drama? 1.What are the different ways in which people communicate with each other? 2.What conventions are used to communicate with an audience in the genre of drama 3.How can ways in which we communicate affect our relationships with other people? 4.Is non-verbal communication more powerful than verbal communication?\n\nKeywords: point of view, publish, quotation, novel,\n\nGrammar •The Past Simple •The Present Perfect
What perspective?	Perspective	• Point of view	Personal and cultural expression	Considering a range of perspectives leads to a more informed point of view and shapes or influences attitudes towards and interactions with others.	A B C D	Communication skills, Collaboration skills, Reflection skills, Critical-thinking skills,	

Unit title	Key concept	Related concepts	Global contexts	Inquiry statement	MYP Subject groups Objectives	ATL Skills	Content
How can poetry be used for protest?	Communication	• Point of view • Purpose • Style	Personal and cultural expression	Persuasive Communication uses aspects of style for the purpose of expressing personal and cultural ideas; feeling; beliefs; and values; which can help challenge or alter other people's point of view.	A B C D	Communication skills, Collaboration skills, Media literacy skills, Critical-thinking skills,	
How can growing and learning be portrayed in short stories?	Connections	• Character • Intertextuality • Theme	sustainability Identities and relationships	Writers' use of plot and character across different texts reveal how challenges of different kinds are connected may lead to selfdiscovery that forms a person's identity.	A B C D	Communication skills, Information literacy skills, Media literacy skills, Critical-thinking skills, Creative-thinking skills	

MYP5 - Year 6

Unit title	Key concept	Related concepts	Global contexts	Inquiry statement	MYP Subject groups Objectives	ATL Skills	Content
Should we always believe what we see and hear?	Creativity	• Context • Style	Scientific and technical innovation	It is important in an age of mass information to consider how far creative use of language can affect how far a text is telling the truth.	B C D	Communication skills, Collaboration skills, Information literacy skills, Media literacy skills, Critical-thinking skills, Creative-thinking skills	
Why travel?	Perspective	• Context • Self-expression	Identities and relationships	Journeys provide insights into a range of contexts and perspective and scope for significant discovery, learning and selfexpression	A	Communication skills, Collaboration skills, Information literacy skills, Critical-thinking skills, Creative-thinking skills, Transfer skills	
What do healthy relationships look like?	Connections	• Context	Identities and relationships	Contexts can influence the ways in which people connect with each other and the nature of the relationships they form.	A B C D	Communication skills, Collaboration skills, Reflection skills, Information literacy skills, Media literacy skills, Critical-thinking skills, Creative-thinking skills, Transfer skills	
Should we always be able to say what we want, when we like?	Communication	• Audience imperatives • Point of view • Purpose	Fairness and development	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	A B C D	Communication skills, Collaboration skills, Information literacy skills, Media literacy skills, Critical-thinking skills, Creative-thinking skills, Transfer skills	
How do we deal with a double-edged sword?	Perspective	• Intertextuality • Point of view	Scientific and technical innovation	Different perspectives across different texts show how innovation brings both opportunity and risk along with consequences and responsibilities.	B C D	Communication skills, Collaboration skills, Information literacy skills, Critical-thinking skills, Creative-thinking skills, Transfer skills	

What am I responsible for?	Connections	• Context	Identities and relationships	Ideas about personal responsibility presented in a cultural context can lead readers to examine the impact of their actions on those around them	A B C D	Communication skills, Collaboration skills, Organization skills, Information literacy skills, Critical-thinking skills, Creative-thinking skills	