**Language and Literature – English MYP4 Course Overview 2019/2020**

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| **Unit title** | **Key concept** | **Related concepts** | **Global context** | **Statement inquiry** | **Objectives** | **ATL skills** | **Content**  **Topics, knowledge and disciplinary skills** |
| **How can growing and learning be portrayed in short stories?** | **Connections** | Character  Plot  Theme  intertextuality | **Identities and relationships** | Writers’ use of plot and character across different texts reveal how challenges of different kinds are connected with/may lead to self-discovery, new learning and personal growth which help to form a person’s identity | B. ii.  C.i., ii.  D.i.,ii.,iii.v. | **Communication**  **●**Communicate ideas and information effectively to multiple audiences using a variety of style (writing prologue/epilogue of a story done in class- imitating author’s writing style, writing own short story, oral presentation of a short story)  **●**Use appropriate forms of writing for different purposes and audiences( writing a bio poem, writing a short story)  ●Read critically and for comprehension  ( short stories)  ●Use and interpret a range of discipline specific terms key and related concepts in language and literature, MYP command terms for lang. and literature, lang. and lit. glossary etc.  ●Negotiate ideas and knowledge with peers and teachers  **Collaboration skills**  **●**Give and receive meaningful feedback- orally and in writing (teacher’s comments)- peer assessment  **Organization skills**  ●Set goals that are challenging and realistic ( setting goals regarding skills for lang. and lit. by the end of the term and school year)  ●Use a variety of organizers for academic writing tasks (K\_w\_L-chart for example)  **Research- Information literacy skills**  **●**Create references and bibliography according to recognized conventions ( the school devised Citation Style guide)  **Transfer**  **●**Create original works and ideas ( coat of arms, a bio poem, a short story, prologue/epilogue writing) | **Topic**  **Short stories about growing up and learning**  **The Lesson by Toni Cade Bambara**  **Teenage Wasteland by Ann Tyler**  **Knowledge-discipline specific and skills**  Students will use and interpret a range of discipline specific terms, key and related concepts in language and literature, MYP command terms for lang. and literature, lang. and lit. glossary such as short story (genre), narrator, character, setting, plot, style, prologue ,epilogue)  Short story as a literary genre- revision of all literary genres ( students previous knowledge from primary school)  Checking and revising the basic elements of stories – narrator, plot, character, setting, point of view, theme, language , style  **Oral communication**  Speaking-  Orally- revise the literary terms  Discussing moral issues emerging from the two stories in a class debate- providing arguments and informed answers regarding the topic  Oral presentations of story of their own choice and a bit of oral interpretation  **Written communication**  •Reading and writing  •literary terms  •Writing a bio poem and coat of arms+ 6-word memoir  • Comprehension questions  •answer reading comprehension questions  •Vocabulary extension- learning new vocabulary and using it in the new stories written by students  **Visual communication-**  •Bio poems and 6-word memoirs- displayed on the classroom walls  •Coat of arms- in the notebooks  •Posters with terms |
| **Unit 2**  **What perspective?** October -December 20**19** | **Perspective** | Point of view  Context  Setting | **Identities and relationships**  Students will explore relationships, identity, teenage identity crisis and depression , self-esteem and role models | Literature gives voice to issues that transcend time and place allowing individuals to reflect on their lives from their own time perspective and context | **A.ii.,iii**  **B.i.,ii,iii.**  **C.i.,iii.**  **D.i.,ii.,iii** | **Communication**  •Give and receive meaningful feedback- in writing by the teacher(first draft )and orally to the whole class , also peer assessment and feedback  •Use a variety of media to communicate with audience ( PPT-written guidelines for making PPT  •Negotiate ideas and knowledge with peers and teacher ( theme analysis-class discussion)  •Read critically and for comprehension ( the novel and short story  •Read a variety of sources for information  •Use and interpret a range of discipline-specific terms ( literary terms)  •Write for different purposes- creative writing, literary analysis at the end of the unit  •Learning how to write a literary essay  **Organization skills** : •Plan short- term assignments and meet deadlines –  **Self-management:**  **•**Create plans to prepare for summative assessments (first draft essay)  **Reflection skills**  •Answer the Self-reflection and self-evaluation question sheet at the end of the unit  **Thinking:** Analysing and evaluating issues and ideas  Gather and organize relevantinformation to formulate an argument  Draw reasonable conclusions and generalisations  Consider ideas from multiple perspectives (novel/point of view)  Generating novel ideas and considering new perspectives  Create original works and ideas written ( analytical essay) | **Topic-**  **The Catcher In the Rye by J.D.Salinger**  **Anticipation guide –** raising students’ interest in the novel by providing statements and questions prior to the reading  **An intro class on teenage depression** by DP psychology teacher Ms Andrea Šlaus Kokotović-students are introduced to the topic of teenage depression and its symptoms-definitions of depression, types of depression, self-esteem, identity  **Thematic and contextual terms and contextual background about the 1950s in the US :**post-war themes; cold war; media and entertainment; American Dream; consumerism-definitions;  **Disciplinary knowledge and skills**  **Novel study - Big generative questions-** revision of prior knowledge and introducing new terms and concepts  **Setting context**: To what extent does the setting determine the things that happen in the novel and the way people behave? To what extent is the setting important for the understanding of the main character and the story?  **Themes**: What does the novel communicate to you about the problems of teenagers facing the world of adults and its phoniness? What does the novel show us about teenage problems and anxieties, problems with school and authority , etc.?  **Characterization and point of view:** How is the main character portrayed? How is the language the character speaks relevant/important for a better understanding of him? Is he a reliable narrator? Why or why not? Etc.  **What” and “how” questions for close reading**  **Interpret what the extract means.**  **How is that meaning conveyed?**  **Oral communication -s**peaking  Orally- revision of literary terms and definitions in writing  Style –use of symbols, teenage slang and colloquial language as well as first person’s point of view (narrator) ; oral presentations and interpretation of assigned chapters from the novel  **Written communication**  Reading and writing  •literary terms  •answering reading comprehension and essay questions  •reading The Catcher in the Rye  •vocabulary extension  •writing a literary analytical essay- guidelines are provided in a handout and also discussed in class  **Visual communication**  PPTs- in pairs on various assigned topics provide the context and a better understanding of the novel/short story |
| **Unit 3**  **Should we always believe what we see and hear? December 2019-Jauary 2020** | **Creativity** | Style  Context  Bias | **Scientific and technological innovations**  Students will explore how information can be presented through different media, what is bias and why persuasive techniques may be used | It is important in an age of mass information to consider how far creative use of language, context and bias can affect how far a text is telling the truth | All objectives | **Communication skills**  Use a variety of media to communicate with audience  Negotiate ideas and knowledge with peers and teachers  **Collaboration skills**  Collaborate with peers using a variety of digital environments and media  **Information literacy skills**  **Media literacy skills**  **Critical thinking skills**  **Creative-thinking skills** | **Topic-**  Media and how persuasive techniques are used when presenting information  Fact and opinion in newspaper articles  Reporting the news  How can we engage with, and respond to, media communication in a more informed way?  **Written communication**  Writing newspaper articles  **Visual communication**  Presenting news orally |
| **Unit 4**  **Prejudice and equality February-March 2020** | **Perspective** | Theme  Point of view  Setting  Context | **Fairness and development-**  Students will explore prejudice, human rights, equality in justice system and responsibilities in society by means of a novel and a film | Historical context of the author as well as the reader affect one’s perspective and understanding of a text and its themes | A.i.,ii.,iii.,iv.  B.i.,ii,iii.  C.i.,ii.,iii.  D.i.,ii.,iii.,iv.,v | **Communication**  Give and receive meaningful feedback  Read critically and for comprehension  Use and interpret a range of discipline-specific terms  Write for different purposes- creative writing, literary analysis, comparative writing  Learning how to write a literary comparison  Collaborate with peers using a variety of digital environments and media  **Reflection skills**  Identify strengths and weaknesses of personal learning strategies and answer the questions from Self-reflection and self-evaluation sheet  **Thinking:**  Gather and organize relevant information to formulate an argument  Draw reasonable conclusions and generalisations  Consider ideas from multiple perspectives (novel/point of view)  Analyse complex concepts and projects into their constituent parts and synthesize the  to create new understandings  Recognize unstated assumptions and **bias**  **Creative –thinking skills**  Analyse and produce creative and analytical responses to texts  Generating novel ideas and considering new perspectives  Create original works and ideas (creative writing and book trailer making) | **Topic**  **To Kill a Mockingbird** *by Harper Lee* (novel and film)  **Thematic and contextual terms and contextual background** about the 1960s and the time of Civil Rights Movement , the history of American jury, Jim Crow Laws, Scottsboro trials ( in-class research and presentation to share the information)  **Disciplinary knowledge and skills**  Revision of literary terms such as theme, setting, point of view, character and characterization, etc.  •prior to the film viewing- film making vocabulary- camera,directing, screenwriting,setting,costumes, music,etc.)  • making a book/film trailer for ‘To Kill a Mockingbird  **Oral communication**  Pair-work-presentations on the American jury, the Civil Rights Movement, Scottsboro trials, Jim Crow Laws, etc.  Role-play of the trial ( assume the role of one of the characters in the trial scenes, prepare the dialogues and ‘stage directions’ to act the scene ‘properly’ in class)  Class discussions , oral feedback by teacher  **Written communication** Reading and writing  •learning film terms  •answering reading comprehension and essay questions  •vocabulary extension- learning new vocabulary and using it in essay writing- written by students  Writing the script for the trailer  •writing a literary analytical essay- compare/contrast the novel and the film ( guidelines are provided in a handout and also discussed in class  **Visual communication**  Book trailer-students work in groups of 4-5 on the book trailer for the novel to show the understanding of the issues raised and also the film techniques used in making the trailer |
| **Unit 5**  **Moral and ethical choices** April-June 2020 | **Connections** | Setting  Context  Structure  Style | **Identities and relationships**  Students will explore human dignity and empathy, moral reasoning and ethical judgement as well as the importance of dreams | The setting and the context of a text impact readers’ understanding of the connections between humans, human dignity and moral reasoning | A i., ii.,iii.  B i. , ii.,  C i., ii., iii.,  D i., ii., iii.,iv.,v. | **Communication**  Give and receive meaningful feedback- in writing by the teacher(first draft and notebook check) and orally to the whole class , also peer assessment and feedback of character comparison  Write for different purposes ( creative writing- an obituary ,a newspaper article, a scene from the novel which is not there; compare/contrast of characters for practice; analytical essay on a chosen theme from the novel (end of unit)  Organize and depict information logically (LL student book (p.68,69)- how texts are constructed then apply in one’s own writing)  **Information literacy skills**  Find and evaluate information and apply them in class presentations as well as in writing  **Thinking-**  Analyse complex concepts and projects into their constituent parts and synthesize them to create new understandings ( exploring and reconstructing opening paragraphs in different chapters to show how setting communicates mood, atmosphere, themes-also comparing the settings in different parts/sections of the novel)  Consider ideas from multiple perspectives ( in creative writing- imitate writer’s style and various character’s, a newspaper article, obituary )  Recognize unstated assumptions and bias( reading between the lines)  Analyse and produce creative and analytical responses to texts (individual, group and class analysis – oral and written – of the novel)  **Creative –thinking skills**  Create original works and ideas (creative writing assignment ) | **Topic**  **Of Mice and Men by J.Steinbeck**  As an intro to J.Steinbeck’s novel **Of Mice and Men**, students watch at home a film dealing with Great Depression or American Dream from the 1920’ or 1930s  **Thematic and contextual terms**  The Great Depression, American Dream, Dust Bowl, migration, moral and ethical judgement, mercy killing, empathy etc. – students research in class the afore mentioned topics in order to understand the novel and issues raised in the novel better •  Disciplinary knowledge and skills  Factual information about writer’s craft  Novel study - Big generative questions- revision of prior knowledge and introducing new terms and concepts  Setting – communicating mood and atmosphere  Context- How does context impact reader’s understanding of the issues from the novel  Structure Play-novelette  Style  **Oral communication** -speaking  Orally-presentations of films and Great Depression/American Dream in-class research  Role-play/acting out of various scenes from the novelette  Class discussion and possible debate on mercy killing  **Written communication**  Reading and writing  •literary terms (revision)  •answering reading comprehension and essay questions  •reading the Of Mice and Men  •vocabulary extension- learning new vocabulary and using it in essay writing- written by students  •writing a literary analytical essay- guidelines provided by teacher |

**Language and Literature – English MYP5 Course Overview 2019/2020 Teacher: Ms Darija Kos**

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| **Unit title** | **Key concept** | **Related concepts** | **Global context** | **Statement inquiry** | **Objectives** | **ATL skills** | **Content** |
| **Unit 1**  **Eploring dystopia** - September-October 2019 | Communication | Context Style  Themes  Character  Point of view | **Scientific and technical innovation-** Students will explore how advances in science and technology provide context for the design of the writers own utopian/dystopian worlds | Authors use the narrative conventions of dystopian genre including character, style and point of view to communicate the relevant themes and possibilities of their own vision of the future | A.i.,ii.,iii.iv.  B.i., ii., iii. C.i.,ii.,iii., D.i.,ii.,iii.,iv.,v | **Communication skills**  Use appropriate forms of writing for different purposes( literary analysis)  Rread critically and for comprehension  Read a variety of sources for information ( novels, internet, handouts, visual text)  Use and interpret a range of discipline-specific terms (dystopian/utopian lit., sci-fi , genre, elements of novel, etc.)  Organize and structure essays ( analytical essay, compare/contrast essay)  **Collaboration skills**  Manage and resolve conflict, and work collaboratively in teams ( Utopian societies group work)  Listen actively to other perspectives and ideas ( when working on Utopian societies)  Give and receive meaningful feedback (orally and in writing)  **Reflection skills**  Keep a journal to record reflections and notes  Answer self-reflection/self-evaluation sheet questions at the end of the unit  **Research**  Use critical-literacy skills to analyse and interpret media  **Media literacy skills**  Understand the impact of various media formats on the reader  **Thinking**  Apply existing knowledge to generate new ideas  Create original ideas and produce original work  **Transfer skills**  Combine knowledge, understanding and Skills to create an essay or a creative piece of writing and a PPT | **Topic**  After reading Bradbury’s ***Fahrenheit 451*** and Huxley’s ***Brave New World*** students will explore the notion of dystopian societies from both analytical and creative perspectives and explore significant issues controversial in 21st century.  **Discipline specific knowledge and skills**  Science fiction as a literary genre- revision of sci-fi story elements done in MYP4 (Sci-fi short stories unit) and famous writers ( H.G.Wells, A.C.Clark, I.Asimov,etc.)  Utopian and dystopian literature features and history behind it, the meaning of the terms and representatives ( Plato, Sir Thomas More, Francis Bacon,  Checking and revising the basic elements of novel – narrator, plot, character, setting, point of view, theme, language , style  **Oral communication**  Speaking  Orally- revision of literary terms  Style –Bradbury’s use of imagery,symbols, etc. and Huxley’s use of Shakespeare’s quotes  oral presentations and interpretation of assigned chapters from the Brave New World  **Written communication**  Reading and writing  -literary terms  -answering reading comprehension and essay questions  -reading Fahrenheit 451 and Brave New World  -vocabulary extension- learning new vocabulary and using it in creative writing and essay writing- written by students  -writing a literary analytical essay  -writing compare/contrast essay  **Visual communication**  Fahrenheit 451- PPT regarding book reading and TV viewing habits  Group PPT on Utopian societies research and creating group’s own utopian society  Brave New World film viewing in order to compare the differences between the written text and visual interpretation of it |
| **Unit 2**  Sh**ould we always be able to say what we want, when we like?** November – 2019    **Exploring**  **advertising and the art of**  **persuasion**  December  2015 | Communication | Point of view  Audience imperatives Purpose | Students will explore how creators use language and media to express ideas; what is propaganda and how it is used in advertising and politics | Audience imperatives influence the way language and media are used for a particular purpose in order to communicate the message in the creation of videos/commercials |  | **Communication**  Communicate the message by oral presentations, as well as means of still advertisement and finally a video  **Research skills**  Make connections between various sources of information- present information in a variety of formats  Use critical literacy skills to analyse and interpret media communications  Explore the conventions of propaganda techniques used every day and the impact they have on the viewer  Evaluate and select digital tools based on their appropriateness to the task  Understand the impact of media representations and modes of presentation  **Critical thinking**  Reading and researching propaganda techniques definitions and media terminology prepares students to creatively apply them in producing their own work/video  **Transfer**  Apply knowledge and skills from various disciplines-  Combine knowledge, understanding and skills to create products or solutions  The propaganda techniques learned and applying them in creative process ( final week when producing the final product) | **Topic**  basic media literacy skills, learning about propaganda techniques ( for example card stacking, glittering generalities, bandwagon, red herring, etc.) analysing and presenting ads/commercials from different media and making a still ad in class, **the students are expected to make a 1- 2-minute animated commercial along with a narrative script and demonstrate their understanding and application of tools used to persuade in order to reach the target audience**  **Visual communication**  Interpret and analyse visual texts ( commercials and advertisements)  Produce a visual text ( a 1-2 minute animated video commercial) on a topic  of their choice :  •A health issue ( people with disabilities and their problem /eating disorders/ sustainable environment- healthy food and nutritional awareness; keeping fit  •Beauty products focusing on environmentally friendly products and/or not tested on animals  •Chemical domestic products- environmentally friendly ones  Produce an advertisement for a product ( in class-formative assess.)  **Oral communication**  Speak and listen for a range of purposes-present orally 2 ads/commercials showing the analytical knowledge  **Written communication**  Students keep a process journal to record the planning, investigation, analysis, etc.  Students also answer the guiding questions for analysing ads and commercials.  Students answer the self-reflection and self-evaluation questions specifically targeted for the interdisciplinary unit ( refers to criterion D  ( Reflecting) |
| **Unit 3**  **How can poetry be used for protest?** December 2019-January 2020 | Communication | Purpose  Point of view  Style | Personal and cultural expression  Students explore how attitudes might be expressed and identified in poetry and how these might reflect beliefs and values behind them | Language of poetry enables humans to communicate ideas by creating different styles in order to express personal and cultural ideas, feelings , values and beliefs which might help challenge or alter other people’s point of view. | **A.i.,ii.,iii.**  **B.i., ii., iii. C.i.,ii.,iii., D.i.,ii.,iii.,iv.** | **Communication sklls**  Use appropriate forms of writing for different purposes( literary analysis, compare/contrast essay, writing poems)  Read critically and for comprehension  Use and interpret a range of discipline terms such as metaphor,simile,oxymoron, antithesis, epiezeuxis,personification,imagery , etc.  Make inferences and draw conclusions –structure information in a literary essay  Paraphrase accurately and concisely  **Collaboration**  Give and receive meaningful feedback (orally and in writing)    **Reflection skills**  Keep a journal to record reflections and notes  Answer self-reflection/self-evaluation sheet questions at the end of the project  **Research**  Access information to be informed and inform others ( research a poet and present the information in poetry booklet)  **Thinking-**  Draw reasonable conclusions based on reading various poems  Create original ideas and produce original work-writing various types of poems including sonnet and free verse poem  Apply existing knowledge to generate new ideas ( writing poems)  **Transfer skills**  Combine knowledge, understanding and skills to create an essay or a creative piece of writing like poems  Apply skills and knowledge in unfamiliar situations ( poetry commentary on previously unseen poem) | **Topic(s)**  Will explore poetry and how various poets expressed their ideas in order to protest and used various techniques to persuade those who read poetry  **Discipline specific knowledge and skills**  Students will read a selection of poems from different time periods and genres, look at the structure, poetic devices, conventions in writing then literary terms and poetic devices in poetic verse  Also students will interpret poems both orally (class discussion) and in writing and then write a poetry commentary following guidelines for writing the commentary  **Oral communication**  -reading of poems in class  -pair work and class discussion  -class analysis lead by teacher  -oral interpretation of a poem  -oral feedback on poetry commentary  **Written communication**  - Writing a poem- in class / in pairs  - Close analysis of a poem – writing of poetry commentary- in class and at home( 1st and 2nd/final draft)  - Assessment on poem commentary  - Poetry commentary on a previously unseen poem/s in class ( summative )  -writing various types of poems for poetry booklet  **Visual communication**  - illustrating poetry booklets to present in class |
| **Unit 4**  **William Shakespeare and the Elizabethan world F**ebruary-April 2020 | Connections | intertextuality  Context Theme | **Personal and cultural expression**  Students will explore beliefs and values across time and the the notions of identity ,ethnicity, status, reputation, prejudice and bias | Shakespeare’s plays provide context for exploration of various themes such as identity, reputation, bias, etc. and how they might be recontextualized for contemporary audiences. | A.i.,ii.,iii.iv.  B.i., ii., iii. C.i.,ii.,iii., D.i.,ii.,iii.,iv.,v | **Communication skills**  Interpret and use effectively modes of non-verbal communication  Use a variety of media and speaking techniques to communicate with a range of audiences(imitating Shakespeare’s language)  Read critically and for comprehension  Make inferences and draw conclusions  Use and interpret a range of discipline terms (genre conventions, poetic devices, puns and play on words, etc.)  compare and contrast different media and their interpretations of the same scene  **Reflection skills**  Answer the questions from the self-reflection/self-evaluation sheet  **Research**  Use critical-literacy skills to analyse and interpret media  **Thinking**  **C**reate original ideas and produce original work or use existing works and ideas in new ways (essay and creative writing piece)  **Transfer skills**  Combine knowledge, understanding and skills to create an essay or speech  Making connections between Elizabethan times and present in terms of prejudice, stereotypes, etc. | **Topic**  Students will read W.Shakespeare’s play ***Othello*** and explore how prejudice, bias, status are presented in the play as well as issues of jealousy and reputation an how they are relevant still today  Students will also learn about Shakespeare’s life and work, the cultural, social, historical, political background in Elizabethan England, notions of race and stereotypes, Queen Elizabeth and her reign, etc.  Also they will watch some scenes from 2 different Othello productions-Globe Theatre and Kenneth Brannagh’s film version in order to compare and contrast how different media present/interpret the same scenes/ideas differently.  **Discipline specific knowledge and skills**  Identify drama conventions such as play structure, unity of time and action, soliloquies, asides, acts and scenes etc.)  Revise and learn lit.terms such as metaphor, extended metaphor,antithesis, oxymoron,etc.  **Oral communication**  Speaking and listening for a purpose Life in Elizabethan times- presentation and discussion  Roleplay and hot seating of sections of the play  Reading- home and in school, and discussing the play  Class reading, discussion and analysis  Interpreting orally a portion of the play-  **Written communication**  Comprehension questions test on Act 1, 2, 3 ( quiz)  Commenting/interpreting quotes from various scenes in Othello- at home or in class  Writing a comparative essay- speech patterns of Iago and Othello  End of unit essay- regarding themes, setting, context and structure of the play  **Visual communication**  Produce creative visual response (PPT) on a topic |
| **Unit 5**  **What am I responsible for? - May – June 2020** | Connections | Context  Theme | **Identities and relationships**  Students will explore heritage, identity, gender roles and family relationships and how personal choices and decisions can influence what happens in one’s life | Ideas about personal responsibility presented in a cultural context can lead readers to examine the impact of their actions on those around them. | A.i.,ii.,iii.  B.i., ii., iii. C.i.,ii.,iii., D.i.,ii.,iii.,iv. | **Communication skills**  Use appropriate forms of writing for different purposes( literary analysis)  Read critically and for comprehension  Make inferences and draw conclusions ( oral interpretation and novel discussion)  Organize and structure information in oral summary and interpretation  **Collaboration**  Give and receive meaningful feedback (orally and in writing –from teacher and peers)  **Reflection skills**  Identify strengths and weaknesses of personal learning strategies  Answer self-reflection/self-evaluation sheet questions at the end of the project  **Thinking-**  Revise understanding based on new information and evidence  Consider ideas from multiple perspectives ( author’s and various narrators in the novel)  Create original ideas and produce original work  Apply existing knowledge to generate new ideas  **Transfer skills**  Combine knowledge, understanding and skills to create an essay at the end of the unit  Make connections between subject groups and disciplines ( Lang.and literature and history) | **Topic**  Students will read Khaled Homeini’s novel ***A Thousand Splendid Suns*** and a poem about Kabul written in 17th century by Saib-e-Tabbirzi  They will examine how different cultures treat women and their position in society, marriage, education ,etc., depending on the historical and cultural context of the author who was born into that culture  **Discipline specific knowledge and skills**  Literary terms such as ode  Understand and identify different narrators and points of view  Analyse the effects of the narrator on a story and consider what perspectives have not been represented  **Oral communication**  Class discussion - History of Afghanistan – as background reading/  Current affairs in Afghanistan  Oral presentations and interpretation of assigned chapters ( formative assess.)  **Written communication**  Students will analyse and produce analytical responses to the text  Students will also answer comprehension questions and comment on quotes from the novel |