**English Language Acquisition** **- MYP 4, Phase 5, Course overview 2019/2020**

Teacher: Zorana Franić

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Unit title** | **Key concept** | **Related concepts** | **Global context** | **Statement inquiry** | **Objectives** | **ATL skills** | **Content** |
| **Unit 1 – Welcome to my world**September - October 2019 | **Creativity** | - Purpose- Happiness and fulfilment - Point of view | Identities and relationships | We can first use language to describe and define happiness and intelligence and only then can we work towards a fulfilling personal future in a global context.Do we all have the same kinds of intelligence? How important is personal fulfilment?What makes teenagers happy?  | Use appropriate register in formal and informal oral and written communication Analyse specific information and ideas presented in both visual and written texts (comparing the movie to the excerpt) Communicate information, ideas and opinions in social situationsNovel testPreparing a PPt Presentation on their favourite song | Self-management skills: Organisation – students keep notes to record the most important moments and reflections on the plot analysisOral and interactive skills: role play Research skills: Information literacy – students independently select relevant information from a range of varied reliable sources with the objective to produce a PowerPoint presentationAudio-visual skills: What does audio-visual Text D communicate about the themes of happiness, intelligence and fulfilment, and how is this done?  | About a Boy by Nick Hornby (the novel and the movie)Discussion: social norms and values in different societiesChecking and revising the basic elements of novel – narrator, plot, character, setting, point of view, theme, language , styleAnalysing the novel while paying attention to themes and settingsWriting a reading comprehension testPreparing a PPt Presentation on S`s favourite song**Who am I? Who are we?**In this unit we will explore: identity; beliefs and values; personal, physical, mental, social and spiritual health; human relationships (families, friends, communities) and cultures; what it means to be human. |
| **Unit 2 – Growing up**December 2019 – February 2020 | **Perspective** | - Point of view- Context - Conventions: CharacterSettingPurpose | Identities and relationships Students will explore relationship, 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 | Use language appropriately in a range of personal and cultural contexts, and for a variety of purposes and audiencesAnalyse main ideas and supporting detailsDraw conclusions from both visual and written textUse appropriate register in formal and informal written communicationNovel testCreative writing – potential scene which never happened in the novel Answer the Self-reflection and self-evaluation question sheet at the end of the unitThinking: Analysing and evaluating issues and ideas Style –use of symbols, teenage slang, colloquial language and 1st person’s point of view | Thinking skills – students interpret the novelCommunication skills – students consider the concept of boarding schools and express their opinion on how they fit different societies Research skills – children explore the Internet and other reliable sources on the history of boarding schools and their effect on the development of young individuals Read critically and for comprehension (the novel and short story-individual home reading and answering questions)Use and interpret a range of discipline-specific terms ( literary terms-in class brainstorming, writing definitions and revising using students’prior knowledge) | The Catcher in the Rye by J. D. SalingerDiscussion: social norms and values in different societiesReading the whole novel with attention to detailAnalysing the novel while paying attention to themes and settingsDiscussing the topic of teen depressionContextual background of the US 1950s: post-war themes; cold war; media and entertainment; American Dream; consumerism Novel study, revision of prior knowledge and introducing new terms and concepts 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: What” and “how” questions for close reading |
| **Unit 3 – No man is an island**March – April 2020 | **Culture** | - ContextContext is the social, historical, cultural and settings of the text that narrate and describe an individual`s migration from one place to anotherThe idea of culture includes learned and shared beliefs; what happens when culture attempts to dominate another culture; interactions between cultures and how these cultural interactions affect people migrating from one place to another.  | Orientation in time and spaceWhat is the meaning of “where” and “when”?Students will explore journeys to find a home.Due to migrations, people move through time and space but also from one culture to another. | Writers use narratives to orientate the reader in journeys through time and space and to describe and reflect on the experiences of the travellers. | Reading critically and for comprehension Considering ideas from multiple perspectives (in creative writing- imitate writer’s style and various character’s, a newspaper article, obituary) In groups of 3, students research a topic and deliver a PPT: The Great Depression and the 1930s -the timeline, cause and effect/The American Dream/Migrant workers in the 1930s/Mental retardation in 1930s/The Dust Bowl –causes and effects/Prices then and now; life of an average person in the 1930s/Government and politics in the 1930s/Disciplinary knowledge and skillS | Research skills – students do research and prepare Power Point presentations on the Great DepressionThinking skills – students make comparisons of the economic crises in different periods Recognize unstated assumptionsCommunication skills – students learn how to express their opinion using a different register | Of Mice and Men by John Steinbeck , the novel and the movieIntro to the Great Depression and the American Dream from the 1920’ or 1930sThematic and contextual terms: Great depression, American Dream, Dust Bowl, migration, moral and ethical judgement, mercy killing, empathy etc. – Setting – communicating mood and atmosphereContext- How does context impact reader’s understanding of the issues from the novelStyleCreative assignment |
| **Unit 4 – Mona Lisa, to smile or not to smile?**May – June 2020 | **Connections** | - word choiceConnections are links, bonds and relationships among people, objects, organisms or ideas. This concept is central to the study of language and allows for the exploration of language, and for relationships between texts, creator and audience. | Fairness and developmentWhat are the consequences of our common humanity?Students will explore the concept of human rights, look at the life and words of a young activist and see why it is so important to take actions in the face of injustice.  | Texts use language in ways which can influence our understanding of human rights. Writers make word choices about what vocabulary they are going to use and in what context they are going to use it, depending on the relationships between text, creator and audience. | Formative writing practice – formal lettersStylistic choices in speech and writingStylistic choices: word choiceText processing exercisesFormative oral and interactive activity – a speech Interpreting visual text (posters from the European Convention on Human Rights)Interpreting the movie “Mona Lisa Smile” | Audio-visual skills: What does audio-visual Text E communicates the theme of human rights? Formative writing skills – formal lettersFormative oral and interactive skills – a speech | Discussion: what are human rights?How effective is Malala Yousafzai speech to the UN?Movie “Mona Lisa Smile”; The connection between the stereotypes that represent the 1950s and the stereotypes that represent our present days…. Are they similar? Have they changed? How?  |

**NOTE:** The teacher reserves the right to add changes to the syllabus as a prompt reaction to current events. Formative and summative assessment tasks are adjusted to the appropriate phase students are put into.

**MYP 5, English Language Acquisition, Phase 6 Course overview 2019/2020**

Teacher: Lada Silađin

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Unit title** | **Key concept** | **Related concepts** | **Global context** | **Statement of inquiry** | **Objectives** | **ATL skills** | **Content** |
| **Unit 1 - Whose life is it anyway, Indeed?**September – November 2019 | **Identity** | - Empathy - Argument | Personal and cultural expressionExploration: focusing on and exploring human dignity and ethical judgement | Literature can teach us empathy and how to define and defend one`s identity by the means of personal affirmation and cultural/social norms | Students deliver a PPT presentation on a selected moral issueStudents write an argumentative essay in class on the topic they presentedStudents write a movie review | Thinking skills – students interpret data provided in the playSocial skills – students practice empathy and explore the topic of euthanasiaResearch skills – students seek a range of arguments from multiple and varied reliable sources aiming to produce an argumentative essayCommunication skills – students use a variety of sources to produce and deliver a PowerPoint presentation on a sensitive moral issue | Whose Life Is It Anyway? – the play by Brian Clark- watching the movie, showing students a different point of view in comparison to the one presented in the play“Intouchables” – the movie (link with French B) The Internet – resourcing information on euthanasia and lives of quadriplegic individuals and various moral issues  |
| **Unit 2- Fire, fire burning bright**December 2019 – February 2020 | **Culture** | - Voice- Bias | Identities and relationships | Language used to influence our behaviour and decisions reflects the social environment in which people make themselves understood | Identify main ideas and supporting details and draw conclusions from spoken and written textsResearch and communicate information, ideas and opinionsTopic of discussion: Censorship through historyComparing the book to the movieUnit test, criterion B | Thinking skills – students interpret information provided In the novel and on the Internet in connection with the period when the novel was createdCommunication skills – students practice their verbal skills in expressing their opinions on the theme of the novelResearch skills – students search for reliable information on the Cold War Era during which the novel was created | Pedestrian by R. BradburyExcerpt from “The Book Thief” by Marcus ZusakFahrenheit 451 by R. Bradbury – novel and the movie |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Unit 3 – The pen is mightier than the sword** March – April 2020 | **Time, place and space** | - Context - Purpose- Style | Technical innovation(blog and vlog vs. diary entry) | Persuasive texts from a literary work use language intended to influence our behaviour and decisions | Take part in formal and informal communicationDemonstrate comprehension of specific factual information and attitudes, expressed in spoken and written contextsCommunicate information, ideas and opinions in formal, semi-formal and informal style (studying elements of a diary entry and a blog on specific samples)Vocabulary: -technology, blogs, bloggers, vlogs, diary entriesWriting: - for a specific target audience-using indirect questions to be polite- creative assignment task related to the book (designing a book cover,/writing letter to the author/ drawing a scene from the book,…)Research:Use critical-literacy skills to analyse and interpret media Understand the impact of various media formats on the reader | Thinking skills – students are taught how to express their thoughts and emotions eloquently and systematicallySocial skills – students are taught how to show empathy and invest time and energy into understanding others’ emotionsCreative skills – students are instructed how to make a convincing diary entry and they do a creative assignment task related to the book  | Don’t You Dare Read This Mrs. Dunphrey by Margaret Peterson Haddix |
| **Unit 4 – All the world is a stage** May – June 2020 | **Communication** | - Audience and point of view- Speeches for various occasions and with various purposes | Personal and cultural expressionGlobalization and sustainability | Thanks to the development of modern technologies all the world is a stage and a global village, and all of us both participants and audience – analysing the purpose and effect of speeches delivered on a specific occasion and examining their effect on the global level  | Provide information in spoken and written contextsEngage actively in oral production using comprehensible pronunciation and intonationGrammar:-tenses in a context (as a part of the YEAR EXAM)Vocabulary: persuasive languageSpeaking to convince and persuadeReading: for the general idea and for detail; examining elements of a speechReading comprehension: Steve Job`s Commencement SpeechWriting: a speech for a specific occasion (as a part of the YEAR EXAM) | Thinking skills – students are encouraged to actively analyse speeches searching for persuasive techniques and argumentation thus using their discussion and critical skillsCommunication and analytical skills – students analyse written (Old Major, B. Bardot, J. Stalin) and delivered speech samples (B. Obama, Malala Yousafzai UN Speech)Social skills – students learn how to listen to each other and express their opinion | Animal Farm by G. OrwellThe Internet (watching B. Obama, Malala Yousafzai UN Speech)Handouts (speeches by Old Major, B. Bardot, J. Stalin) |

**NOTE:** The teacher reserves the right to add changes to the syllabus as a prompt reaction to current events. Formative and summative assessment tasks are adjusted to the appropriate phase students are put into.