

Language and Literature – English MYP4 Course Overview 2023/2024

Unit title	Key concept	Related concepts	Global context	Statement inquiry	Objectives	ATL skills	Content Topics, knowledge and disciplinary skills
Unit 1- How can growing and learning be portrayed in short stories? September-October 20203	Connections	Character Plot	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 skills <ul style="list-style-type: none"> Give and receive meaningful feedback- orally and in writing (teacher’s comments on first draft and peer assessment of a written assignment) Use appropriate forms of writing for different purposes and audiences(writing a bio poem, writing a short story) Read critically and for comprehension (reading short stories and answering comprehension questions) 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,) Organization skills <ul style="list-style-type: none"> Set goals that are challenging and realistic (setting goals regarding skills for lang. and lit. by the end of the term and school year- S.M.A.R.T. goals chart) Reflection skills <ul style="list-style-type: none"> Consider ATL skills development: fill in the reflection table at the end of the unit to reflect on their learning Thinking skills <ul style="list-style-type: none"> Critical -thinking skills: gather and organize relevant information to formulate an argument Creative –thinking skills: Create original works and ide 	Topic Short stories about growing up and learning Teenage Wasteland by Ann Tyler Through the Tunnel by Doris Lessing Lesson by Toni Cade Bambara 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 + 6-word memoir about growing up • 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 displayed on the classroom walls 6-word memoirs- on Google drive •Posters with terms

<p style="text-align: center;">Unit 2 What perspective? October -December 2023</p>	<p style="text-align: center;">Perspective</p>	<p>Point of view Context Setting</p>	<p>Identities and relationships</p> <p>Students will explore relationships, identity, teenage identity crisis and depression , self-esteem and role models</p>	<p>Literature gives voice to issues that transcend time and place allowing individuals to reflect on their lives from their own time perspective and context</p>	<p>A.ii.,iii B.i.,ii,iii. C.i.,iii. D.i.,ii.,iii</p>	<p>Communication</p> <ul style="list-style-type: none"> •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 <p>Organization skills : •Plan short- term assignments and meet deadlines –</p> <p>Self-management:</p> <ul style="list-style-type: none"> •Create plans to prepare for summative assessments (first draft essay) <p>Reflection skills</p> <ul style="list-style-type: none"> •Answer the Self-reflection and self-evaluation question sheet at the end of the unit <p>Thinking: Analysing and evaluating issues and ideas</p> <p>Gather and organize relevant information to formulate an argument</p> <p>Draw reasonable conclusions and generalisations</p> <p>Consider ideas from multiple perspectives (novel/point of view)</p> <p>Generating novel ideas and considering new perspectives</p> <p>Create original works and ideas written (analytical essay)</p>	<p>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</p> <p>A class/workshop on teenage depression and its symptoms by a DP psychology student</p> <p>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;</p> <p>Disciplinary knowledge and skills</p> <p>Novel study - Big generative questions- revision of prior knowledge and introducing new terms and concepts</p> <p>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?</p> <p>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.?</p> <p>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.</p> <p>What” and “how” questions for close reading</p> <p>Interpret what the extract means.</p> <p>How is that meaning conveyed?</p> <p>Oral communication -speaking</p> <p>Orally- revision of literary terms and definitions in writing</p> <p>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</p> <p>Written communication</p> <p>Reading and writing</p> <ul style="list-style-type: none"> •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 <p>Visual communication</p> <p>PPTs- in pairs on various assigned topics provide the context and a better understanding of the novel/short story</p>
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Unit 3
Should we always believe what we see and hear? -January 2024

Creativity

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

- A. Analyzing ii., iii.
- B. Organizing i., ii., iii.
- C. Producing text i., iii.
- D. Using language i., ii., iii.

Research: Information literacy skills

Access information to be informed and inform others

- Present information in a variety of formats and platforms
- Evaluate and select information sources and digital tools based on their appropriateness to specific tasks
- Use critical-literacy skills to analyse and interpret media communication

Media literacy skills

- Analyse, evaluate and ethically use information from a variety of sources and media
- Understand the impact of media representations and modes of presentations
- Communicate information and ideas effectively to multiple audiences using a variety of media and formats

Thinking skills:

Critical thinking skills

- Recognize unstated assumptions and bias
- Draw reasonable conclusions and generalizations

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?

- Find out different ways in which information may be presented to us through different media, what 'bias' is and what it looks like, and how and why persuasive techniques may be used
- Explore who controls the information we see, hear and read, what its purposes may be, and how and audience might engage with a text in an age of mass information
- Take action by applying information literacy skills in order to produce your own text in order to communicate your message across

Knowledge -discipline specific and skills

Checking and revising the basic media and information literacy terms such as fact and opinion in news, fake news, bias, loaded language, persuasive techniques

Oral communication

Reading and watching different news portals and media for information with special focus on fake news
Speaking-classroom discussion regarding news, fake news, fact and opinion, etc.
Discussions about persuasive techniques in news, bias, language use etc.

Written communication

Media literacy terms
Writing notes on fake news and real news
Taking notes from videos about news and media
Answer reading comprehension questions (notebooks)

Writing

Writing fake news article for practice
Writing school magazine information article or newspaper article following inverted pyramid format
Vocabulary extension-language of fact and opinion

Visual communication

Posters with media literacy terms
Poster- ATL skills
PPT book presentations

<p style="text-align: center;">Unit 4 What does justice look like? February-April 2024</p>	<p style="text-align: center;">Perspective</p>	<p>Purpose Setting</p>	<p>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</p>	<p>Perspectives formed about justice, equality and responsibilities in society can be influenced both by one’s own experience, historical and cultural setting and the writer’s intention in producing a text.</p>	<p>A.i.,ii.,iii.,iv. B.i.,ii,iii. C.i.,ii.,iii. D.i.,ii.,iii.,iv.,v</p>	<p>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 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)</p>	<p>Topic To Kill a Mockingbird by Harper Lee (novel and several scenes from the film) 12 Angry Men- film watching</p> <p>Anticipation guide – raising students’ interest in the novel by providing statements about the issues from the novel (prior to the reading) 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) 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 •answering reading comprehension and essay questions (Kahoot quiz) •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 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</p>
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<p style="text-align: center;">Unit 5 Moral and ethical choices May -June 2024</p>	<p style="text-align: center;">Connections</p>	<p>Setting Structure</p>	<p>Identities and relationships</p> <p>Students will explore human dignity and empathy, moral reasoning and ethical judgement as well as the importance of dreams</p>	<p>Narrative structures and the setting can be used to show moral and ethical dilemmas, along with people's response to the various aspects of their humanity and identity</p>	<p>A i., ii.,iii. B i. , ii., C i., ii., iii., D i., ii., iii.,iv.,v.</p>	<p>Communication</p> <p>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</p> <p>Read critically and for comprehension</p> <p>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</p> <p>Thinking-</p> <p>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)</p> <p>Consider ideas from multiple perspectives (in creative writing- imitate writer's style and various character's, a newspaper article, obituary)</p> <p>Analyse and produce creative and analytical responses to texts (individual, group and class analysis – oral and written – of the novel)</p> <p>Creative –thinking skills</p> <p>Create original works and ideas (creative writing assignment)</p>	<p>Topic</p> <p>Of Mice and Men by J.Steinbeck</p> <p>Thematic and contextual terms</p> <p>Thematic and contextual terms Great depression, American Dream, Dust Bowl, government and politics in the 1930s migration and mirant workers,mental retardation, 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</p> <p>Disciplinary knowledge and skills</p> <p>Factual information about writer's craft Novel study - reading comprehension questions- revision of prior knowledge and introducing new terms and concepts Setting – communicating mood and atmosphere Structure Play-novelette</p> <p>Oral communication -speaking</p> <p>Role-play/acting out of various scenes from the novelette for better understanding Class discussion and possible debate on mercy killing</p> <p>Written communication</p> <p>Reading and writing</p> <ul style="list-style-type: none"> •literary terms (revision quiz) •answering reading comprehension and essay questions •reading <i>Of Mice and Men</i> •vocabulary extension- learning new vocabulary and using it in essay writing- written by students •writing a literary analytical essay- guidelines provided by teacher
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Unit title	Key concept	Related concepts	Global context	Statement inquiry	Objectives	ATL skills	Content
<p style="text-align: center;">Unit 1 - September-November 2023 Eploring dystopia</p>	<p style="text-align: center;">Communication</p>	<p>Genre intertextuality</p>	<p>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</p>	<p>Authors use the narrative conventions of dystopian genre to communicate the ways in which various texts are interrelated as well as present their visions of the future</p>	<p>A.i.,ii.,iii.iv. B.i., ii., iii. C.i.,ii.,iii., D.i.,ii.,iii.,iv.,v</p>	<p>Communication skills Use appropriate forms of writing for different purposes(literary analysis) Read critically and for comprehension 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)revision 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) Reflection skills Answer self-reflection/self-evaluation sheet questions at the end of the unit 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</p>	<p>Topic After reading Bradbury’s <i>Fahrenheit 451</i> 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 Utopian and dystopian literature features 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, personification and other literary devices in order to convey message and provide social commentary on some aspects of society; use of quotes from various literary works in Fahrenheit 451 Written communication Reading and writing -literary terms -answering reading comprehension and essay questions -reading Fahrenheit 451+ another dystopian novel from the list: <i>Brave New World</i> by A. Huxley, <i>The Handmaid’s Tale</i> by M. Atwood, <i>A Clockwork Orange</i> by A. Burgess or G. Orwell’s <i>1984</i>. -vocabulary extension- learning new vocabulary and using it in creative writing and essay writing- written by students --writing compare/contrast essay after reading another dystopian novel (either <i>Brave New World</i>, <i>A Clockwork Orange</i> or <i>The Handmaid’s Tale</i>) 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 Watch Blade Runner</p>

<p style="text-align: center;">Unit 2 Poetry enables humans to express ideas, beliefs and emotions November-December 2023</p>	<p style="text-align: center;">Communication</p>	<p>Purpose</p> <p>Style</p>	<p>Personal and cultural expression Students explore the ways in which poets express ideas and feelings by reading a selection of poetry and writing their own poetry in order to express their own ideas and feelings about a topic that matters to them</p>	<p>Language of poetry enables humans to communicate feelings and emotions by using aspects of style for the purpose of expressing personal and cultural ideas, beliefs and values</p>	<p><u>A.i.,ii.,iii.</u></p> <p><u>B.i., ii., iii.</u></p> <p><u>C.i.,ii.,iii.,</u></p> <p><u>D.i.,ii.,iii.,iv.</u></p>	<p>Communication skills Use appropriate forms of writing for different purposes(literary analysis, compare/contrast essay, writing poems) Use and interpret a range of discipline terms such as metaphor,simile,oxymoron, antithesis, epizeuxis,personification,imagery , etc. Make inferences and draw conclusions –structure information in a literary essay Paraphrase accurately and concisely</p> <p>Critical thinking skills Draw reasonable conclusions based on reading various poems Revise understanding based on new information and evidence</p> <p>Creative-thinking skills 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)</p> <p>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)</p>	<p>Topic(s)</p> <p>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</p> <p>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</p> <p>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</p> <p>Visual communication - illustrating poetry booklets to present in class</p>
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<p style="text-align: center;">Unit 3 William Shakespeare and his relevance for contemporary audiences January-April 2024</p>	<p style="text-align: center;">Connections</p>	<p>Intertextuality Theme Context</p>	<p><u>Personal and cultural expression</u></p> <p>Students will explore beliefs and values across time and the notions of identity ,ethnicity, status, reputation, prejudice and bias</p>	<p>Shakespeare’s plays provide context for exploration of various themes such as identity, ethnicity, jealousy, reputation, bias, etc. and how they might be recontextualized for contemporary audiences.</p>	<p>A.i.,ii.,iii.iv. B.i., ii., iii. C.i.,ii.,iii., D.i.,ii.,iii.,iv.,v</p>	<p>Communication skills</p> <p>Reading , writing and using language to gather and communicate information</p> <p>Read critically and for comprehension-reading the play in its original language and being able to understand the meaning , characters, themes</p> <p>Make inferences and draw conclusions</p> <p>Use and interpret a range of discipline terms (genre conventions,poetic devices, puns and play on words,etc.)</p> <p>Write for different purposes (end of unit essay and creative writing)</p> <p>Paraphrase accurately and concisely (various portions of the text into modern English for better understanding)</p> <p>Structure information in literary analysis</p> <p>Research skills</p> <p>Media literacy skills-communicate information and ideas effectively to multiple audiences using a variety of media and formats</p> <p>Thinking skills</p> <p>Creative -thinking skills-create original works and ideas; use existing works and ideas in new ways (essay and creative writing piece)</p> <p>Transfer skills</p> <p>Combining knowledge, understanding and skills to create an essay or speech or piece of music or a song</p> <p>Making connections between Elizabethan times and present in terms of prejudice, stereotypes, gender roles, ethnicity, etc.</p>	<p>Topic</p> <p>Students will read W.Shakespeare’s play <i>Othello</i> 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</p> <p>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.</p> <p>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.</p> <p><u>Discipline specific knowledge and skills</u></p> <p>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.</p> <p><u>Oral communication</u></p> <p>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-</p> <p><u>Written communication</u></p> <p>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</p> <p><u>Visual communication</u></p> <p>Produce creative visual response (PPT) on a topic</p>
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<p style="text-align: center;">Unit 4 What am I responsible for? Literature from another culture –April, May 2024</p>	<p style="text-align: center;">Connection</p>	<p>Context Theme</p>	<p><u>Identities and relationships</u></p> <p>Students will explore heritage, identity, gender roles and family relationships and how personal choices and decisions can influence what happens in one's life</p>	<p>Ideas about identity, gender roles, beliefs and values presented in a cultural context can lead readers to examine the impact of their own point of view regarding their beliefs, values and actions on those around them.</p>	<p>A.i.,ii.,iii. B.i., ii., iii. C.i.,ii.,iii., D.i.,ii.,iii.,iv.</p>	<p><u>Communication skills</u> 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</p> <p><u>Reflection skills</u> Answer self-reflection/self-evaluation sheet questions at the end of the project</p> <p><u>Thinking-</u> 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</p> <p><u>Transfer skills</u> 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)</p>	<p>Topic</p> <p>Students will read Khaled Homeini's novel <i>A Thousand Splendid Suns</i> and a poem about Kabul written in 17th century by Saib-e-Tabbirzi</p> <p>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</p> <p><u>Discipline specific knowledge and skills</u> 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</p> <p><u>Oral communication</u></p> <p>Class discussion - History of Afghanistan – as background reading/ Current affairs in Afghanistan</p> <p>Oral presentations and interpretation of assigned chapters (formative assess.)</p> <p><u>Written communication</u></p> <p>Students will also answer comprehension questions and comment on quotes from the novel (formative assessment)</p> <p>Students will produce a creative piece of writing in regard to the characters and themes of the novel-post reading creative assignments</p> <p>Service and Action poster/s – themes and raising awareness campaigns stemming from the novel's topics and issues such as refugees, migration, women's rights, education, etc.) f</p>
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<p style="text-align: center;">Unit 5 Media and the art of persuasion May, June 2024</p>	<p style="text-align: center;">Creativity</p>	<p>Point of view Audience imperatives</p>	<p>Students will explore how creators use language and media to express ideas and to persuade; also how and why propaganda may be used in advertising</p>	<p>It is important to consider how language can be used creatively and persuasively from different points of view depending on the audience imperatives in media and advertising</p>	<p>B. Organizing C. Producing text</p>	<p><u>Communication</u> Communicate the message by oral presentations, as well as means of still advertisement and finally a video</p> <p><u>Research skills</u> Make connections between various sources of information- present information in a variety of formats 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</p> <p><u>Critical thinking</u> Reading and researching propaganda techniques definitions and media terminology prepares students to creatively apply them in producing their own work/video</p> <p><u>Transfer</u> 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)</p>	<p>Topic Learning basic media literacy skills, 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</p> <p><u>Visual communication</u> 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 :</p> <p>Produce an advertisement for a product (in class-formative assess.)</p> <p><u>Oral communication</u> Speak and listen for a range of purposes-present orally 1 ad/commercial in class, showing the analytical knowledge</p> <p><u>Written communication</u> 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 this assignment</p>
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