



Language and Literature English
MYP 4 and MYP5



School year 2024/2025

MYP4

Unit 1- How can growing and learning be portrayed in short stories?

Unit 2- What perspective?

Unit 3- Should we always believe what we see and hear?

Unit 4- Prejudice and inequality

Unit 5- Moral and ethical choices

MYP5

Unit 1 Exploring dystopia

Unit 2 Poetry enables humans to express ideas, beliefs and emotions

Unit 3 Shakespeare and his Elizabethan world

Unit 4 What am I responsible for? Literature from another culture

Unit 5 Should we always be able to say what we want, when we like? (Media unit, if there is time)

Language and literature course involves different aspects of communication – oral, written and visual thus developing such skills.

In order to express oneself and articulate one's thoughts the course encompasses class discussions, oral presentations, speech, dramatic and oral interpretations; written communication involves both reading and writing allowing students to develop, organize and communicate ideas and information producing various types of texts such as essays, creative writing pieces, advertisements, etc.

The third type of communication encompasses all aspects of viewing and presenting involving advertisements, commercials, video clips, films, posters etc.– viewing and interpreting.

Language and literature **objectives** that are set for learning are the following:

- a) **Analysing:** Through the study of language and literature students will be enabled to deconstruct texts in order to identify their essential elements and their meaning. It involves demonstrating an understanding of the creator's choices, the relationship between the various components of a text and between texts, and making inferences about how an audience responds to a text (strand i), as well as the creator's purpose for producing text (strand ii). Students should be able to use the text to support personal responses and ideas (strand iii). Literacy and critical literacy are essential lifelong skills; engaging with texts requires them to think critically and show awareness of, and an ability to reflect on, different perspectives through the interpretations of the text (strand iv).
- b) **Organizing:** Students should understand and be able to **organize** ideas and opinions using a range of appropriate conventions for different forms and purposes of communication. They should also recognize the importance of maintaining academic honesty by respecting intellectual property rights and referencing all sources accurately.
- c) **Producing text:** Furthermore, they produce written and spoken text, focusing on the **creative process itself** and on the understanding of the connection between the creator and his or her audience. In exploring and appreciating new and changing perspectives and ideas, students will develop the ability to make choices aimed at producing texts that affect both the creator and the audience. (audience imperatives).
- d) **Using language:** Finally, students will have opportunities to develop, organize and express themselves and communicate thoughts, ideas and information. They will be required to use accurate and varied language that is appropriate to the context and intention. This applies to written, oral and visual text, as appropriate.

Before every unit of work or project the teacher will provide all the necessary information about the project/work expected, deadlines, assessment procedures and all other information relevant to the given task-either **orally or in writing**. Also, most of the materials will be uploaded to Manage Bac including some of the written feedback and assessment.

ASSESSMENT

Students are assessed continually (formative assessment) - oral and written work alike- through various written assignments such as commentaries on a piece of written/ visual text, creative pieces of writing such as short stories, poems, ads, visual pieces such as commercials or film strips, different types of essays, tests, quizzes, homework assignments, etc. They are assessed individually, as a member of a group working as a team, in pair work or class discussion. Also personal engagement throughout the school year will be taken into consideration and time management.

The assessment criteria and assessment tasks are presented at the beginning of a task/project. The general assessment and grade descriptors for Language and Literature are provided by the IBO so all of the work will be assessed against Criterion **A Analysing**, Criterion **B Organizing**, Criterion **C Producing text** and Criterion **D Using language**, though not always all of the criteria. Maximum level of achievement is 8 for each of the criteria. However depending on the nature of a task specific assessment criteria and rubrics will be provided-either orally or in a written form.

At the end of each unit there is a summative assessment task either written, oral or visual. There could be more than one summative task within a unit. At the end of the school year the levels of achievement for each of the assessment criteria will be decided on by the so called best fit approach / best teacher judgement.

Determining grades using a proportion of scores for classwork, homework and tests; determining grades by averaging summative performance scores over the year and using single pieces of work to determine final grades are inappropriate grading practises and are counter to MYP assessment principle.

The levels of achievement at the end of the school year are converted into the final grade. The conversion table is prescribed by the IBO and cannot be changed or adapted.

MANDATORY READING FOR 2024/2025

MYP4 Reading list

- The Catcher In the Rye by J. D. Salinger
- Of Mice and Men by John Steinbeck
- To Kill a Mockingbird by Harper Lee
- A selection of short stories
- A selection of visual materials
- Additional reading list
- Other

MYP5 Reading list

- Fahrenheit 451 by Ray Bradbury (mandatory)
- A choice among the following: Brave New World by Aldous Huxley; V for Vendetta by Alan Moore, or A Clockwork Orange by Anthony Burgess
- Blade Runner- film viewing (if there is time)
- A play by William Shakespeare
- A Thousand Splendid Suns by Khaleid Hosseini
- A selection of poetry
- Visual materials
- Other