

CROATIAN A LANGUAGE AND LITERATURE MYP 4 & MYP 5

Course Overview - Academic Year 2026/2027

MYP 4 COURSE OVERVIEW

Unit title	Key concept	Related concepts	Global context	Statement of inquiry	Objectives	ATL skills	Content: Topics, Knowledge & Disciplinary Skills
Introductory Unit My Zagreb (MYP 4 - 20 hrs)	Connections	Character Context	Personal and cultural expression	Investigate, research important characters and places of Zagreb and express personal and cultural connections.	A, B, C, D	<p>Communication:</p> <ul style="list-style-type: none"> Negotiate ideas and knowledge with peers. Use intercultural understanding. Read critically and write for different purposes. <p>Social:</p> <ul style="list-style-type: none"> Listen actively. Build consensus. <p>Self-management:</p> <ul style="list-style-type: none"> Organization skills and planning. 	<p>Topic: Important characters, writers, and places of Zagreb.</p> <p>Discipline-specific knowledge and skills:</p> <ul style="list-style-type: none"> Review facts about literary analysis: genre, narrator, character, focus, setting, relationships, conflicts, contrasts. <p>Oral communication:</p> <ul style="list-style-type: none"> Short oral presentations on characters and relations in literary works. <p>Written communication & Visuals:</p> <ul style="list-style-type: none"> Presentations and visual poster creation about Zagreb and important writers.
MYP 4 Unit 1 Teenage Years & Identity (MYP 4 - 30 hrs)	Perspective	Self-expression Context Character Theme	Identities and relationships (exploring belonging, consciousness, human relationships)	The teenage years highlight the struggle between individuality and belonging, and stories about adolescence reveal how perspectives shape the way these struggles are understood.	A, B, C, D	<p>Communication:</p> <ul style="list-style-type: none"> Expressing ideas clearly in group discussions and written responses. <p>Social:</p> <ul style="list-style-type: none"> Collaborating in work, sharing perspectives. <p>Self-management:</p>	<p>Topic: Adolescent Literature (P. Prtajin, Samo jedna od).</p> <p>Discipline-specific knowledge and skills:</p> <ul style="list-style-type: none"> Literary elements: character development, theme, setting, context, perspective. Cultural representations of adolescence in literature. Close reading, textual analysis, and comparing perspectives.

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						<ul style="list-style-type: none"> • Setting reading and writing goals, time management. Thinking: <ul style="list-style-type: none"> • Analyzing how authors present adolescence, questioning assumptions. 	Oral & Written communication: <ul style="list-style-type: none"> • Group discussions on identity, ethics, and social expectations. • Writing analytical essays and creative responses.
MYP 4 Unit 2 Inspiring Adventurous Spirits (MYP 4 - 30 hrs)	Perspective	Character Context	Personal and cultural expression (Inquiring into how we discover and express ideas, values, beliefs)	Perspective of adventurous spirits (characters in literature and real people) and their context can be inspiring to people, resulting in new ideas, values and beliefs.	A, B, C, D	Communication: <ul style="list-style-type: none"> • Use appropriate forms of writing for different purposes. • Speaking techniques for varied audiences. Social: <ul style="list-style-type: none"> • Take responsibility, active listening. Self-management: <ul style="list-style-type: none"> • Plan strategies to achieve academic goals. Thinking: <ul style="list-style-type: none"> • Gather and organize relevant information. 	Topic: S. Collins, Hunger games Discipline-specific knowledge and skills: <ul style="list-style-type: none"> • Analysis of novel vs. novella/short story, publicistic style features. • History of novel, narrative focus, interior monologue, conflicts. Oral communication: <ul style="list-style-type: none"> • Presentations on inspirational adventurous figures in history. Written communication: <ul style="list-style-type: none"> • Writing travelogues and literary analysis/essays on Hunger games. Visual communication: <ul style="list-style-type: none"> • Creating posters with photos/illustrations of adventurous spirits.
MYP 4 Unit 3 Croatian Poetry &	Creativity	Self-expression Style	Personal and cultural expression	The meaning of colors in poetry is a reflection of the	A, B, C, D	Communication: <ul style="list-style-type: none"> • Read poetry critically for 	Topic: Selected Poetry of Antun Gustav Matoš and Croatian Lyricists.

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Color Imagery (MYP 4 - 45 hrs)			(Expressing ideas, nature, culture, aesthetic appreciation)	poet's creativity through his/her self-expression and style in creating the atmosphere and conveying the mood and feelings in poems.		<p>comprehension.</p> <ul style="list-style-type: none"> • Use discipline-specific terms. <p>Thinking:</p> <ul style="list-style-type: none"> • Generate metaphors and analogies. • Apply existing knowledge to generate new products. <p>Self-management:</p> <ul style="list-style-type: none"> • Plan short- and long-term assignments. 	<p>Discipline-specific knowledge and skills:</p> <ul style="list-style-type: none"> • Poetry elements: theme, poet's voice, language tools, imagery, stanza structure, tone, rhythm, rhyme. <p>Oral communication:</p> <ul style="list-style-type: none"> • Poetry recitation and oral readings in class. <p>Written communication:</p> <ul style="list-style-type: none"> • Writing original poems utilizing color imagery. • Literary analysis of poems focusing on symbolic color usage. <p>Visual communication:</p> <ul style="list-style-type: none"> • Designing and editing poetry books/posters decorated with artwork.
MYP 4 Unit 4 Influence of Ancient Mythologies on Literature (MYP 4 - 50 hrs)	Communication	Context Purpose	Personal and cultural expression (Ancient expression of beliefs, values compared with modern time)	Communication between ancient times and different cultural contexts up to modern times is manifested in the influence and use of ancient mythology in literature to transmit universal human values.	A, B, C, D	<p>Communication:</p> <ul style="list-style-type: none"> • Negotiate ideas with peers. • Intercultural understanding. • Structure information in essays. <p>Social:</p> <ul style="list-style-type: none"> • Active listening and consensus building. <p>Thinking:</p> <ul style="list-style-type: none"> • Formulate factual, 	<p>Topic: Ancient Mythology & Sophocles: Antigone.</p> <p>Discipline-specific knowledge and skills:</p> <ul style="list-style-type: none"> • Mythology study: themes, motifs, archetypal characters, universal human values. • Drama analysis: tragedy structure, tragic flaw, moral conflict. <p>Oral communication:</p> <ul style="list-style-type: none"> • Group presentations on books/themes connected to mythology.

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						topical, conceptual and debatable questions.	Written communication: <ul style="list-style-type: none">• Essay on Sophocles' Antigone. Visual communication: <ul style="list-style-type: none">• Creating posters on Greek gods and mythological narratives.

MYP 5 COURSE OVERVIEW

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<p>MYP 5 Unit 1 Laughing at the Future: Satire, Sci-Fi & The Absurd (MYP 5)</p> <p>7. 9. 2026. – 7. 10. 2026. (18 hrs)</p>	Creativity	Genre Style Point of view	Scientific and technological innovation	Authors use narrative conventions of science fiction and satire to exaggerate human flaws, questioning social structures and technological progress through absurd perspectives.	A, B, C, D	<p>Communication skills:</p> <ul style="list-style-type: none"> • Read critically and for comprehension in satirical contexts. • Use literary devices (irony, sarcasm, parody). <p>Thinking skills:</p> <ul style="list-style-type: none"> • Apply existing knowledge to generate original creative responses. • Analyze cause-and-effect in absurd narrative structures. 	<p>Topic: Douglas Adams: The Hitchhiker's Guide to the Galaxy (Vodič kroz galaksiju za autostopere).</p> <p>Articles and publicistic texts exploring satire, irony, and technological progress.</p> <p>Discipline-specific knowledge and skills:</p> <ul style="list-style-type: none"> • Genre conventions of science fiction, comedy, and satire. • Analyzing narrator point of view, comic timing, and literary function of absurdity. <p>Oral communication:</p> <ul style="list-style-type: none"> • Discussions on philosophical themes, technology, and existential humor. • Oral interpretation of humorous extracts. <p>Written communication:</p> <ul style="list-style-type: none"> • Reading comprehension & analytical questions. • Creative task: short satirical piece in Adams's style.
<p>MYP 5 Unit 2 Bonds, Boundaries & Belonging: Identity and Social Class (MYP 5)</p>	Connections	Character Perspective Context	Identities and relationships	Formative friendships and socio-economic environments deeply shape personal identity, individual choices,	A, B, C, D	<p>Communication skills:</p> <ul style="list-style-type: none"> • Express complex textual analysis clearly. • Use appropriate literary terminology. 	<p>Topic: Elena Ferrante: My Brilliant Friend (Genijalna prijateljica).</p> <p>Background articles and essays on socio-economic conditions and gender roles.</p> <p>Discipline-specific knowledge and skills:</p> <ul style="list-style-type: none"> • Bildungsroman features, female

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8. 10. 2026. – 12. 11. 2026. (20 hrs)				and character development during youth.		Social & Collaboration skills: • Listen actively to diverse perspectives. Thinking skills: • Analyze character dynamics and historical social constraints.	friendship dynamics, character motivation. • Socio-historical background of post-war Naples: social class, violence, education. Oral communication: • Class discussions on identity, envy, loyalty, and societal limitations. Written communication: • Close reading analysis of key excerpts. • Analytical essay evaluating setting/class influence on character growth.
MYP 5 Unit 3 Youth Alienation & Identity Crises (MYP 5) 13. 11. 2026. – 23. 12. 2026. (24 hrs)	Perspective	Character, Context, Point of view	Identities and relationships (Inquiring into the process of growing up, peer pressure, identity crises, family dynamics, and modern societal expectations).	Subjective character perspectives and contextual point of view in young adult literature reveal how individuals confront alienation, societal pressure, and the search for personal identity.	A, B, C, D	Communication skills: Express personal viewpoints on adolescent issues. • Support analytical arguments with evidence from texts and media. Thinking skills (Critical): • Analyze internal character conflicts and	Selected excerpts from a Croatian Young Adult (YA) Novel (Title TBD – e.g., Jasminka Tihi-Stepanić, Miro Gavran, Silvija Šesto) Literary Excerpts: • Key excerpts depicting internal turmoil, peer pressure, and self-acceptance. Film & Media: • Scenes from contemporary youth films / coming-of-age cinema. • Croatian media and portal articles on youth mental health, cyberbullying, and peer pressure.

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						<p>the social context of coming-of-age.</p> <p>Social & Self-management:</p> <ul style="list-style-type: none"> • Active listening and structuring a reflective/analytical essay. 	<p>Music:</p> <ul style="list-style-type: none"> • Analysis of lyrics from popular Croatian pop/rock/urban songs dealing with youth isolation, rebellion, and growing up. <p>Discipline-specific knowledge and skills:</p> <ul style="list-style-type: none"> • Young adult literature conventions, narrative techniques (first-person narration, teenage slang, interior monologues). • Multi-textual analysis: comparing literary excerpts with music lyrics and contemporary news articles. <p>Oral communication:</p> <ul style="list-style-type: none"> • Class discussion and debate on current social issues affecting Croatian youth, guided by song lyrics and news media.

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							<p>Written communication:</p> <ul style="list-style-type: none"> Analytical/reflective essay analyzing how adolescent alienation is represented across literature, media articles, and modern music.
MYP 5 Unit 4 Love, Sacrifice & Social Stigma (MYP 5) 7. 1. 2027. – 24. 3. 2027. (28 hrs)	Connections	Genre, Structure, Intertextuality	Personal and cultural expression (Exploring how authors and directors use tragic motifs to critique social conventions, morality, and social judgment)	Classic literary genres connect intense personal emotions with societal constraints through intertextual structures, exposing how tragic love and moral judgment shape human destiny.	A, B, C, D	<p>Communication skills:</p> <ul style="list-style-type: none"> Critical reading and comparative analysis of classic literary excerpts. Adaptation of 19th-century language and themes into modern discourse. <p>Research & Transfer skills:</p> <ul style="list-style-type: none"> Recognize universal tragic motifs and transfer them to contemporary 	<p>Selected excerpts from Alexandre Dumas fils: The Lady of the Camellias (La Dame aux camélias)</p> <p>Literary Excerpts:</p> <ul style="list-style-type: none"> Key excerpts highlighting 19th-century high-society judgment, Marguerite's sacrifice, and her tragic ending. <p>Film & Media:</p> <ul style="list-style-type: none"> Movie adaptations (e.g., Camille [1936], Mauro Bolognini's adaptation [1981], or cinematic opera adaptations like Verdi's La Traviata). Contemporary articles on social stigma, double standards, and societal hypocrisy.

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						<p>perspectives on social stigma.</p>	<p>Music:</p> <ul style="list-style-type: none"> • Analysis of popular Croatian songs centered on taboo love, unrequited passion, and social disapproval. <p>Discipline-specific knowledge and skills:</p> <ul style="list-style-type: none"> • 19th-century Realism/Romanticism, tragic romance, and the "thesis novel" genre. • Analyzing motifs of sacrifice, class divide, social prejudice, and moral double standards. <p>Oral communication:</p> <ul style="list-style-type: none"> • Comparative presentation of a chosen scene from The Lady of the Camellias and its film adaptation. <p>Written communication:</p> <ul style="list-style-type: none"> • Comparative essay examining how social stigma and forbidden love are

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							portrayed in Dumas's excerpts vs. modern Croatian song lyrics/articles.

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<p>MYP 5 Unit 5</p> <p>Unit 5: Senses Overload: The Thin Line Between Passion and Obsession</p> <p>(MYP 5)</p> <p>5. 4. 2027. – 18. 5. 2027. (25 hrs)</p>	Style	Point of view Setting Structure	Scientific and technological innovation	Writers use heightened sensory imagery and unique perspectives to construct characters driven by extraordinary sensory obsessions outside conventional morality.	A, B, C, D	<p>Communication skills:</p> <ul style="list-style-type: none"> Analyze stylistic devices, sensory descriptions, and tone. <p>Thinking skills (Creative):</p> <ul style="list-style-type: none"> Generate sensory-driven descriptive prose. Evaluate complex psychological motivations. 	<p>Topic: Patrick Süskind: Perfume: The Story of a Murderer (Parfem), selected extracts.</p> <p>Non-literary & Media Texts:</p> <ul style="list-style-type: none"> Articles and popular science/cultural essays on the history of perfumery, fragrance extraction techniques, and the neuroscience of smell (olfactory memory/psychology). Analytical texts discussing obsession, genius, and morality in art. <p>Discipline-specific knowledge and skills:</p> <ul style="list-style-type: none"> Olfactory imagery, synesthesia, and setting as atmosphere builder. Unreliable narrator, genius vs. monstrosity, gothic elements. <p>Oral communication:</p> <ul style="list-style-type: none"> Passage readings focusing on sensory commentary and tone. <p>Written communication:</p> <ul style="list-style-type: none"> Descriptive creative task emphasizing non-visual sensory details. Analytical commentary on Süskind's stylistic craft.

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<p>MYP 5 Unit 6 Unit 6: Roots & Realism: Stories from the Heart of Croatia</p> <p>(MYP 5) 19. 5. 2027. – 15. 6. 2027. (25 hrs)</p>	Culture	Setting Theme Style	Fairness and development	Short stories capture regional heritage, cultural traditions, and the struggle of individuals against rigid local social expectations.	A, B, C, D	<p>Communication skills:</p> <ul style="list-style-type: none"> • Interpret regional literary vocabulary and stylistic nuance. <p>Thinking skills:</p> <ul style="list-style-type: none"> • Connect historical cultural norms and individual destiny. <p>Self-reflection:</p> <ul style="list-style-type: none"> • Reflection on literary heritage. 	<p>Topic: Dinko Šimunović: Selected Short Prose (Muljika, Alkar extracts).</p> <p>Non-literary & Media Texts:</p> <ul style="list-style-type: none"> • Cultural, historical, and travelogue articles about Dalmatian Hinterland (Dalmatinska zagora) and its cultural heritage (e.g., Sinjska alka, local folklore, historical gender roles). • Short documentary clips/media reports showcasing the landscape, traditions, and historical context of Šimunović's works. <p>Discipline-specific knowledge and skills:</p> <ul style="list-style-type: none"> • Short story features: concise plotting, tragic protagonists. • Croatian Realism/Modernism transition: landscape painting through words, symbolism. <p>Oral communication:</p> <ul style="list-style-type: none"> • Presentations on regional Croatian context and motifs. <p>Written communication:</p> <ul style="list-style-type: none"> • Short story analysis focusing on setting and symbolism. • End-of-year reflective summary on isolation across studied works.

Language and Literature – English MYP4 Course Overview 2026/2027

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Unveiling the Mystery: Understanding and Creating Suspenseful Stories September- October 2026		Structure Style Perspective	Identities and relationships Exploring how relationships and human behavior drive narratives and influence actions.	Authors use structure, style, and perspective to engage readers and create mystery, challenging our understanding of truth and perception.	B,C,D	Communication Skills: <ul style="list-style-type: none"> - Interpret and analyze texts. - Express thoughts clearly in writing and speaking. - Use literary terminology accurately. Self-Management Skills: <ul style="list-style-type: none"> - Organize ideas for a structured narrative. - Meet drafting and revision deadlines. Research Skills: <ul style="list-style-type: none"> - Use research to understand context of authors and genres. - Evaluate sources for credibility when exploring mystery conventions. Thinking Skills: <ul style="list-style-type: none"> - Analyze cause-and-effect relationships in narratives. - Generate and refine ideas for creative writing. 	Topic Mystery short stories Knowledge-discipline specific and skills Students will use and interpret a range of discipline specific terms, key and related concepts in language 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 Checking and revising the basic elements of stories – narrator, plot, character, setting, point of view, theme, language , style Oral communication Orally- revise the literary terms Students present their story idea and explain their choices for setting, structure, and character motivation before writing their final draft. Written communication Reading and writing •literary terms •Writing a bio poem •Vocabulary extension- learning new vocabulary and using it in the new stories written by students Visual communication- •Bio poems displayed on the classroom walls •Posters with terms
Unit 2 What perspective? October -December 2026	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,B,C,D	Communication <ul style="list-style-type: none"> •Give and receive meaningful feedback- in writing by the teacher(first draft)and orally •Use a variety of media to communicate with audience •Negotiate ideas and knowledge with peers and teacher •Read critically and for comprehension •Read a variety of sources for information •Write for different purposes- creative writing, literary analysis at the end of the unit •Learning how to write a literary 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 A class/workshop on teenage depression and its symptoms by a DP psychology student 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

						<p>Organization skills : •Plan short- term assignments and meet deadlines –</p> <p>Self-management:</p> <p>•Create plans to prepare for summative assessments</p> <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>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> <p>•literary terms</p> <p>•answering reading comprehension and essay questions</p> <p>•reading The Catcher in the Rye</p> <p>•vocabulary extension</p> <p>•writing a literary analytical essay- guidelines are provided in a handout and also discussed in class</p> <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>
<p>Unit 3</p> <p>Should we always believe what we see and hear? -January 2027</p>	<p>Creativity</p>	<p>Context Bias</p>	<p>Scientific and technological innovations</p> <p>Students will explore how information can be presented through different media, what is bias and why persuasive techniques may be used</p>	<p>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</p>	<p>A,B,C,D</p>	<p>Research:</p> <p>Information literacy skills</p> <p>Access information to be informed and inform others</p> <p>•Present information in a variety of formats and platforms</p> <p>•Evaluate and select information sources and digital tools based on their appropriateness to specific tasks</p> <p>•Use critical-literacy skills to analyse and interpret media communication</p> <p>Media literacy skills</p> <p>•Analyse, evaluate and ethically use information from a variety of sources and media</p> <p>•Understand the impact of media representations and odes of presentations</p>	<p>Topic-</p> <p>Media and how persuasive techniques are used when presenting information</p> <p>Fact and opinion in newspaper articles</p> <p>Reporting the news</p> <p>How can we engage with, and respond to, media communication in a more informed way?</p> <p>•Find out different ways in which information may be presented to us thorough different media, what ‘bias’ is and what it looks like, and how and why persuasive techniques may be used</p> <p>•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</p> <p>•Take action by applying information literacy skills in order to produce your own text in order to communicate your message across</p> <p>Knowledge -discipline specific and skills</p>

						<ul style="list-style-type: none"> •Communicate information and ideas effectively to multiple audiences using a variety of media and formats Thinking skills: Critical thinking skills <ul style="list-style-type: none"> •Recognize unstated assumptions and bias •Draw reasonable conclusions and generalizations 	<p>Checking and revising the basic media and information literacy terms such as fact and opinion in news, fake news, bias, loaded language,persuasive techniques</p> <p>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.</p> <p>Written communication Writing notes on fake news and real news Taking notes from videos about news and media Answer reading comprehension questions (notebooks)</p> <p>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</p> <p>Visual communication Posters with media literacy terms PPT book presentations</p>
Unit 4 What does justice look like? February-April 2027	Perspective	Purpose Setting	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	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.	A,B,C,D	Communication Read critically and for comprehension Write for different purposes- creative writing, literary analysis 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 Creative –thinking skills Analyse and produce creative and analytical responses to texts Generating novel ideas and considering new perspectives	<p>Topic To Kill a Mockingbird by <i>Harper Lee</i> (novel and several scenes from the film) 12 Angry Men- film watching 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)</p> <p>Oral communication Pair-work-presentations on the American jury, the Civil Rights Movement, Scottsboro trials, Jim Crow Laws, etc. Role-playing the trial Class discussions , oral feedback by teacher</p> <p>Written communication Reading and writing •answering reading comprehension and essay questions (Kahoot quiz) •vocabulary extension- learning new vocabulary and using it in essay writing •writing a literary analysis</p>

<p>Unit 5 Moral and ethical choices May -June 2027</p>	<p>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,B,C,D</p>	<p>Communication</p> <p>Read critically and for comprehension</p> <p>Write for different purposes (creative writing ,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</p> <p>Consider ideas from multiple perspectives</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 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 Oral communication -speaking Role-play/acting out of various scenes from the novelette for better understanding Class discussion and possible debate on mercy killing Written communication Reading and writing •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</p>
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Language and Literature – English MYP5 Course Overview 2026/2027

Teacher: Ms Darija Kos

Unit title	Key concept	Related concepts	Global context	Statement inquiry	Objectives	ATL skills	Content
Unit 1 Exploring dystopia	September- November 2026 Communication	Genre intertextuality	<p>Scientific and technical innovation-</p> <p>Students will explore how advances in science and technology provide context for the design of the writers own utopian/dystopian worlds</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	A,B,C,D	<p>Communication skills</p> <p>Use appropriate forms of writing for different purposes(literary analysis)</p> <p>Read critically and for comprehension</p> <p>Use and interpret a range of discipline-specific terms (dystopian/utopian lit., sci-fi , genre, elements of novel, etc.)</p> <p>Organize and structure essays (analytical essay, compare/contrast essay)revision</p> <p>Collaboration skills</p> <p>Manage and resolve conflict, and work collaboratively in teams (Utopian societies group work)</p> <p>Listen actively to other perspectives and ideas (when working on Utopian societies)</p> <p>Reflection skills</p> <p>Answer self-reflection/self-evaluation sheet questions at the end of the unit</p> <p>Thinking</p> <p>Apply existing knowledge to generate new ideas</p> <p>Create original ideas and produce original work</p> <p>Transfer skills</p> <p>Combine knowledge, understanding and Skills to create an essay or a creative piece of writing and a PPT</p>	<p>Topic</p> <p>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.</p> <p>Discipline specific knowledge and skills</p> <p>Utopian and dystopian literature features</p> <p>Checking and revising the basic elements of novel – narrator, plot, character, setting, point of view, theme, language , style</p> <p>Oral communication</p> <p>Speaking</p> <p>Orally- revision of literary terms</p> <p>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</p> <p>Written communication</p> <p>Reading and writing</p> <p>-literary terms</p> <p>-answering reading comprehension and essay questions</p> <p>-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 1984.</p> <p>-vocabulary extension- learning new vocabulary and using it in creative writing and essay writing- written by students</p> <p>--writing compare/contrast essay after reading another dystopian novel (either <i>B 1984</i> by G.Orwell, <i>A Clockwork Orange</i> or <i>V for Vendetta</i> by</p> <p>Visual communication</p> <p>Group PPT on Utopian societies research and creating group's own utopian society (if there is time)</p>

<p>Unit 2</p> <p>Poetry enables humans to express ideas, beliefs and emotions November-December 2026</p>	<p>Communication</p>	<p>Purpose</p> <p>Style</p>	<p>Personal and cultural expression</p> <p>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>A,B,C,D</p>	<p><u>Communication skills</u></p> <p>Use appropriate forms of writing for different purposes(literary analysis, compare/contrast essay, writing poems)</p> <p>Use and interpret a range of discipline terms such as metaphor, simile, oxymoron, antithesis, epizeuxis, personification, imagery , etc.</p> <p>Make inferences and draw conclusions –structure information in a literary essay</p> <p>Paraphrase accurately and concisely</p> <p><u>Critical thinking skills</u></p> <p>Draw reasonable conclusions based on reading various poems</p> <p>Revise understanding based on new information and evidence</p> <p><u>Creative-thinking skills</u></p> <p>Create original ideas and produce original work-writing various types of poems including sonnet and free verse poem</p> <p>Apply existing knowledge to generate new ideas (writing poems)</p> <p><u>Transfer skills</u></p> <p>Combine knowledge, understanding and skills to create an essay or a creative piece of writing like poems</p> <p>Apply skills and knowledge in unfamiliar situations (poetry commentary on previously unseen poem)</p>	<p>Topic(s)</p> <p><u>Discipline specific knowledge and skills</u></p> <p>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</p> <p>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><u>Oral communication</u></p> <ul style="list-style-type: none"> -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><u>Written communication</u></p> <ul style="list-style-type: none"> - 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><u>Visual communication</u></p> <ul style="list-style-type: none"> - illustrating poetry booklets to present in class
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<p>UNIT 3 William Shakespeare and his relevance for contemporary audiences</p> <p>January-April 2027</p>	<p>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,B,C,D</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 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>Unit 4 what am I responsible for? Literature from another culture</p> <p>May-June 2027</p>	<p>Connections</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>B,C,D</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/</p> <p>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.)</p>
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