



SUBJECT OVERVIEW ENGLISH LANGUAGE AND LITERATURE MYP YEAR 4

Unit title and teaching hours	Key Concept	Related concepts	Global Context	Statement of inquiry	Objectives assessed	ATL Skills	Brief description of content
How do we deal with a double-edged sword?	Perspective	Point of view Intertextuality	Scientific and technical innovation	Different perspectives across different texts show how innovation brings both opportunity and risk, along with consequences and responsibilities.	A B C D	Give and receive meaningful feedback Exercise leadership and take on a variety of roles within groups. Plan strategies and take action to achieve personal and academic goals Consider ideas from multiple perspectives Create references and citations, use footnotes/endnotes and construct a bibliography according to recognized conventions	Students will consider how innovations can have both positive and negative aspects, depending on the point of view. They will debate various topics from different points of view, using persuasive techniques. They will analyse the translated poem <i>August 6</i> , written by Sankichi Tôge. Students write a persuasive speech about an innovation that they would choose to invent.
How can poetry and drama be used for protest?	Communication	Style Purpose Point of view	Personal and cultural expression	Persuasive communication uses aspects of style for the purpose of expressing personal and cultural ideas, feelings, beliefs and values, which can help to challenge or alter other people's point of view.	A B C D	Give and receive meaningful feedback Read critically and for comprehension Make inferences and draw conclusions Structure information in summaries, reports and essays.	Students discover how art can be used as a form of protest by watching the play <i>An Inspector Calls</i> , by J. B. Priestley. Students explore a range of poetry. They practise making a personal response to the poem and discuss what message the poet may have intended. Students learn to analyse the language used (common literary devices eg. <i>Simile, Metaphor, Personification, Symbolism, Alliteration, Consonance,</i>



							<p><i>Assonance, Onomatopoeia</i>), the form of the poetry and rhyme and rhythm.</p> <p>Students have the opportunity to create their own protest poetry.</p>
Should we always believe what we see and hear?	Creativity	Style Context Point of view	Personal and cultural expression	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 B C D	<p>Evaluate evidence and arguments</p> <p>Develop contrary or opposing arguments.</p> <p>Recognize unstated assumptions and bias</p>	<p>Through the reading of George Orwell's <i>Animal Farm</i> students will learn about satire, objectivity, subjectivity and bias.</p> <p>Students will read a range of powerful speeches and identify the techniques used to influence the audience.</p> <p>They will practise reporting an event from different perspectives.</p>
What do healthy relationships look like?	Connections	Context	Identities and relationships	Context can influence the ways in which people connect with each other, and the nature of the relationships they form.	A B C D	<p>Create original works and ideas; use existing works and ideas in new ways</p> <p>Formulate factual, topical, conceptual and debatable questions</p> <p>Negotiate effectively</p>	<p>Students discuss the factors that can contribute to a healthy relationship by exploring the relationships of characters in Shakespeare's <i>Much Ado about Nothing</i>.</p> <p>They will examine the language used by Shakespeare and the techniques used to capture the interest of the audience.</p> <p>Students will compare relationships in Shakespearean times to relationships in different cultures in modern times.</p>