

2023–2024 - English Language & Literature - Subject Overviews - MYP 5



* All units taught in MYP Years 1-5 are continuously being developed and improved to best meet the needs of the students at LIS. Therefore, the following Subject Overview is only a reflection of current plans for the course. Some changes to this document may occur as a result of planning done throughout the academic year.

	Unit	Concepts	Global Context	Statement of Inquiry	Inquiry Questions	MYP Objectives ATL Skills	Content
Unit 1	The Act of Protest	Perspective Context Purpose	Fairness & Development Conflict	One's perspective differs according to the context and purpose of a conflict.	<p>Factual: Can you provide examples of conflicts in different literary works and real-life situations, highlighting how the context and purpose influence perspectives?</p> <p>Conceptual: How does the concept of perspective in conflicts relate to the broader theme of empathy and understanding in society?</p> <p>Debatable: Can a conflict ever be completely devoid of perspective, or are perspectives inherent in any human interaction,</p>	<p>Criterion A: i, ii</p> <p>Criterion B: i</p> <p>Criterion C: ii, iii</p> <p>Criterion D: i, ii, iii, iv, v</p> <p>ATL Skills Communication Collaboration Organization Affective Reflection Media Literacy Information Literacy Critical Thinking Creative Thinking Transfer</p>	Protest Activism Social justice BLM Movement Texts/Resources: A. Thomas, <i>The Hate You Give</i> , (2017). Curated resources on Salvadoran Coffee Boycott; Black Lives Matter.

					even in the absence of clear intentions or contexts?		
Unit 2	Naked Villainy (IDU w/ I&S)	Perspective Context Point of View	Identities & Relationships Leadership	Point of view in literary texts and context from historical documents affect our perspective on historical leaders.	<p>Factual: What were the primary historical events and societal factors that shaped the perspective of the people during the time of the historical leaders studied in this unit?</p> <p>Conceptual: In what ways do the literary techniques used to depict historical leaders in fiction differ from the methodologies employed in analyzing historical documents, considering factors such as bias, intent, and audience?</p> <p>Debatable: Should educational curricula prioritize the study of historical leaders through literary texts, historical</p>	<p>Criterion A: ii</p> <p>Criterion B: i</p> <p>Criterion C: i</p> <p>ATL Skills Communication Collaboration Organization Affective Reflective Information Literacy Critical Thinking Transfer</p>	<p>Shakespeare War of the Roses Analysis Historical context</p> <p>Texts/Resources: Shakespeare, <i>King Lear</i>.</p> <p>Selections from: Littleton & Taylor (<i>eds</i>), <i>To Prove a Villain</i> (1964).</p>

					documents, or a combination of both to provide a comprehensive and nuanced understanding of their impact on societies?		
Unit 3	Exploring Cultural Landscapes: Setting, Identity, and Themes in Achebe's 'Things Fall Apart' and Conrad's 'Heart of Darkness'	Connections Setting Theme	Personal & Cultural Expression Social Constructions of Reality	Analyzing the role of setting in shaping themes and connections within diverse cultural contexts, highlighting the nuanced expressions of personal and cultural identities.	Factual: How do different cultural contexts influence the portrayal of connections between characters and themes within specific settings in literature? Conceptual: How does the concept of setting serve as a dynamic force in shaping overarching themes and connections within diverse cultural contexts in literature? Debatable: To what extent does the setting act as a character itself, influencing and shaping the themes and connections	Criterion A: i, ii, iii, iv Criterion B: i, ii, iii Criterion C: i, ii, iii ATL Skills Communication Collaboration Organization Affective Reflection Critical Thinking Creative Thinking	Colonialism African History Congo Free State Postcolonial Literature Theme, motif, & setting Texts/Resources: J. Conrad, <i>Heart of Darkness</i> , (1899). C. Achebe, <i>Things Fall Apart</i> , (1958). C. Achebe, (1977). "An Image of Africa: Racism in Conrad's 'Heart of Darkness'", <i>Massachusetts Review</i> : 18. B. Wainaina, (2019). "How to Write about Africa," <i>The Granta</i> . C. A. Ngozie, "Danger of a Single Story," <i>TedGlobal</i> , 2009.

					within a narrative, and how might different interpretations impact the understanding of personal and cultural expression in literature?		
Unit 4	Reading the Anthropocene	Creativity Audience Imperatives	Globalization & Sustainability Human Impact on the Environment	Creative approaches to raising awareness around the impacts of climate change has the potential to foster understanding through creating audience imperatives.	<p>Factual: What is the Anthropocene and how is it understood by scientists? What happened in the past when societies underwent sudden changes in climate?</p> <p>Conceptual: How does thinking about history in terms of the Anthropocene change commonly held beliefs about Western society and 'modernity'?</p> <p>Debatable: Will technology save us from the effects of climate change?</p>	<p>Criterion A: iii, iv</p> <p>Criterion B: ii, iii</p> <p>Criterion C: i, ii</p> <p>Criterion D: i, ii, iii, iv, v</p> <p>ATL Skills Communication Collaboration Information Literacy Media Literacy</p>	<p>Anthropocene Climate Change Debates What was known When? Solutions Movements Using the future to think about the past.</p> <p>Texts/Resources: J. Green, <i>The Anthropocene Reviewed</i>, (Ebury, 2021).</p> <p>Other selected readings from various online sources.</p>