

Disciplinary Subject Group Overview
Language & Literature
MYP Year 1 (Grade 6)

Unit title	Key concept	Related concept(s)	Global context	Statement of inquiry	MYP subject specific objective(s)	ATL skills	Content (topics, knowledge, skills)
Unit 1: Voices of Resilience	Perspective	Context Setting	Identities and relationships	Context and setting influence perspective and attitude.	A. Analyzing i. identify and comment upon significant aspects of texts ii. identify and comment upon the creator's choices iii. justify opinions and ideas, using examples, explanations and terminology iv. identify similarities and differences in features within and between texts	Communication Skills I Interactive Skills <ul style="list-style-type: none"> Share ideas with multiple audiences using a variety of digital environments and media Thinking I Creative Thinking Skills	Literary & Non-Literary Genre Play: The Diary of Anne Frank by Frances Goodrich and Albert Hackett Poem: The German Soldier at Basel by Hilda Schiff Youtube Videos: Anne Frank-Draw My Life

					<p>C. Producing Text</p> <p>i. produce texts that demonstrate thought and imagination while exploring new perspectives and ideas arising from personal engagement with the creative process</p> <p>ii. make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience</p> <p>iii. select relevant details and examples to support ideas.</p> <p>D. Using Language</p> <p>i. use appropriate and varied vocabulary,</p>	<ul style="list-style-type: none"> ● Create original works and ideas; use existing works and ideas in new ways 	<p>https://www.youtube.com/watch?v=tlcglVgkCA</p> <p>WW2: The Emergence of Nazism and the Holocaust The Jewish Story Unpacked</p> <p>https://www.youtube.com/watch?v=0FDfhPMA95</p> <p>Literary Devices</p> <p>Characters, Plot, Structure, Historical Context, Foreshadowing, and Flashback</p> <p>Grammar</p> <p>Present Tense of the verb</p>
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					<p>sentence structures and forms of expression</p> <p>ii. write and speak in an appropriate register and style</p> <p>iii. use correct grammar, syntax and punctuation</p> <p>iv. spell (alphabetic languages), write (character languages) and pronounce with accuracy</p> <p>v. use appropriate non-verbal communication techniques.</p>		
Unit title	Key concept	Related concept(s)	Global context	Statement of inquiry	MYP subject specific objective(s)	ATL skills	Content (topics, knowledge, skills)
Unit 2: Braving the Challenges	Communication	Setting Structure	Scientific and Technical Innovation	Ingenuity in structures and settings leads to significant progress in communication	C. Producing Text i. produce texts that demonstrate thought and imagination while exploring new	Information Literacy Skills <ul style="list-style-type: none"> Make connection 	Literary & Non-Literary Genre <ul style="list-style-type: none"> Fiction (poetry): When the

					<p>perspectives and ideas arising from personal engagement with the creative process</p> <p>ii. make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience</p> <p>iii. select relevant details and examples to support ideas.</p>	<p>s between various sources of information</p> <p>Creative Thinking Skills</p> <ul style="list-style-type: none"> • Create original works and ideas; use existing works and ideas in new ways 	<p>Ground Shakes</p> <ul style="list-style-type: none"> • Dog of Pompeii by Luis Untermyer <p>Nonfiction (news articles): “Phivolcs warns of hazardous Taal Volcano eruption, raises alert level 4”</p> <p>“How Batangas plans to help Taal Volcano Island residents displaced by the eruption”</p> <p>“Filipino nation unites in relief campaign to help Taal volcano eruption victims”</p>
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							<p>Nonfiction (editorial): “Successful Taal Recovery Needs Everyone’s Cooperation”</p> <p>Literary and Rhetorical Devices</p> <ul style="list-style-type: none"> ● Rhyme, Mood, Theme <p>Language</p> <ul style="list-style-type: none"> ● Adverbs ● Active and Passive Voice ● Fact vs. Opinion
Unit title	Key concept	Related concept(s)	Global context	Statement of inquiry	MYP subject specific objective(s)	ATL skills	Content (topics, knowledge, skills)
Unit 3: Peace and War	Connection	Context Setting	Scientific and Technical Innovation	The consequences of innovation are connected to the context and setting .	A. Analyzing i. identify and comment upon significant aspects of texts ii. identify and comment upon	Communication Skills	Literary and non literary genre
						<ul style="list-style-type: none"> ● Write for different purposes 	<ul style="list-style-type: none"> ● “Sadako and a Thousand

					<p>the creator's choices iii. justify opinions and ideas, using examples, explanations and terminology iv. identify similarities and differences in features within and between texts.</p> <p>B: Organizing</p> <p>i. employ organizational structures that serve the context and intention ii. organize opinions and ideas in a logical manner iii. use referencing and formatting tools to create a presentation style suitable to the context and intention.</p> <p>D. Using Language</p>	<p>Media literacy Skills</p> <ul style="list-style-type: none"> • Compare, contrast and draw among (multi)media resources 	<p>Cranes" by Eleanor Coerr</p> <p>'A Symbol of Peace' by Olivia B. Waxman</p> <p>A Brief Overview of World War II from https://www.youtube.com/watch?v=H Uqy-OQvVtI</p> <p>Literary & Rhetorical Devices</p> <ul style="list-style-type: none"> • Simile, metaphor, hyperbole <p>Language</p> <ul style="list-style-type: none"> • Real condition and Wish statement,
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					<p>i. use appropriate and varied vocabulary, sentence structures and forms of expression</p> <p>ii. write and speak in an appropriate register and style</p> <p>iii. use correct grammar, syntax and punctuation</p> <p>iv. spell (alphabetic languages), write (character languages) and pronounce with accuracy</p> <p>v. use appropriate non-verbal communication techniques.</p>		<p>adjectives, adverbs,</p>
Unit title	Key concept	Related concept(s)	Global context	Statement of inquiry	MYP subject specific objective(s)	ATL skills	Content (topics, knowledge, skills)
Unit 4:PYP Exhibition	Communication	Structure Purpose	Globalization and Sustainability	Purpose and structure are essential in understanding and	<p>B. Organizing</p> <p>i. employ organizational structures that</p>	<p>Communication Skills</p>	<p>A biography by Patricia Lakin, Steve</p>

				<p>communicating human impact on the environment and other issues.</p>	<p>serve the context and intention ii. organize opinions and ideas in a logical manner iii. use referencing and formatting tools to create a presentation style suitable to the context and intention.</p>	<ul style="list-style-type: none"> Write for different purposes. <p>Critical-thinking Skills</p> <ul style="list-style-type: none"> Draw reasonable conclusions and generalizations 	<p><i>Jobs: Thinking Differently</i></p> <p>Research</p> <ul style="list-style-type: none"> Paraphrasing Summarizing Citing Quoting Referencing

Disciplinary Subject Group Overview
Language & Literature
MYP Year 2 (Grade 7) : Philippine Literature

Unit title	Key concept	Related concept(s)	Global context	Statement of inquiry	MYP subject specific objective(s)	ATL skills	Content (topics, knowledge, skills)
Unit 1: Love, Food, and Affection	Perspective	Style Theme	Personal and Cultural Expression	Perspective drives the distinct style and theme of the product .	C: Producing Text i. produce texts that demonstrate insight, imagination and sensitivity while exploring and reflecting critically on new perspectives and ideas arising from personal engagement with the creative process ii. make stylistic choices in terms of linguistic, literary and visual devices,	Communication Language Skill <ul style="list-style-type: none"> Structure information in summaries, essays and reports Use appropriate forms of writing for different purposes and audiences 	English <ul style="list-style-type: none"> Plot of the <i>Banana Heart Summer (Novel)</i> Imagery Symbolism Figurative language: Metaphor, simile, personification Sound devices Themes in the novel

					<p>demonstrating awareness of</p> <p>impact on an audience</p> <p>iii. select relevant details and examples to develop ideas.</p> <p>D: Using Language</p> <p>i. use appropriate and varied vocabulary, sentence structures and forms of expression</p> <p>ii. write and speak in a register and style that serve the context and intention</p> <p>iii. use correct grammar, syntax and punctuation</p> <p>iv. spell (alphabetic languages), write</p>		
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					(character languages) and pronounce with accuracy v. use appropriate non-verbal communication techniques.		
Unit title	Key concept	Related concept(s)	Global context	Statement of inquiry	MYP subject specific objective(s)	ATL skills	Content (topics, knowledge, skills)
Unit 2: The Pre-Colonial Literature	Perspective	Purpose Theme	Orientation in Space and Time	The purpose and themes of oral traditions are rooted in the indigenous understanding and perspective of life.	A: Analyzing i. identify and explain the content, context, language, structure, technique and style of text(s) and the relationship among texts ii. identify and explain the effects of the creator's	Communication Language Skill <ul style="list-style-type: none"> Structure information in summaries, essays and reports Thinking Creative Thinking Skill <ul style="list-style-type: none"> Use brainstormi 	Creation Myth: Amihan at Agila; The Bakunawa and the Seven Moons Epic: Ibalon

					<p>choices on an audience</p> <p>iii. justify opinions and ideas, using examples, explanations and terminology</p> <p>iv. interpret similarities and differences in features within and between genres and texts.</p> <p>C: Producing Text</p> <p>i. produce texts that demonstrate thought, imagination and sensitivity, while exploring and considering new perspectives and ideas arising from personal engagement with the creative process</p>	<p>ng and visual diagrams to generate new ideas and inquiries</p>	<p>Literary Elements: Allusion and Symbolism</p> <p>Essay: Philippine Early Religion</p> <p>Song: "Bahala Na" by Heber Bartolome</p>
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					<p>ii. make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience</p> <p>iii. select relevant details and examples to develop ideas.</p>		
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Unit title	Key concept	Related concept(s)	Global context	Statement of inquiry	MYP subject specific objective(s)	ATL skills	Content (topics, knowledge, skills)
Unit 3: Oppression and Liberation	Perspective	Setting, Character	Fairness and development	The text's setting , and characters affect one's perspective about the government .	B: Organizing i. employ organizational structures that	Communication Language Skill <ul style="list-style-type: none"> Write for different purposes. Structure information in 	Short Story: "A Mother's Story" a Chapter from El Filibusterismo by Dr. Jose Rizal

					<p>serve the context and intention</p> <p>ii. organize opinions and ideas in a sustained, coherent and logical manner</p> <p>iii. use referencing and formatting tools to create a presentation style suitable to the context and intention.</p> <p>D: Using Language</p> <p>i. use appropriate and varied vocabulary, sentence structures and forms of expression</p> <p>ii. write and speak in a register and style that serve the context and intention</p>	<p>summaries, essays and reports</p>	<p>Essay: "Philippines A Century Hence" by J. Rizal</p> <p>Language: Participial Phrases & Past and Past Perfect Tenses</p> <p>Literary Style: Use of Parallel Structures in Poetry</p> <p>Content Differentiation:</p> <p>The students will watch a video in relation to, 'A Mother's Story'. This video features Sisa, the main character, and since the language used is in Filipino, the teacher will translate the monologue to English. The video is a clip from <i>Maria Clara at Ibarra, Episode 23</i>:</p>
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					<p>iii. use correct grammar, syntax and punctuation</p> <p>iv. spell (alphabetic languages), write (character languages) and pronounce with accuracy</p> <p>v. use appropriate non-verbal communication techniques.</p>		<p>https://www.youtube.com/watch?v=TP-5hIZrC4</p> <p>Process</p> <p>Differentiation:</p> <p>Group Inquiry: The class will be divided into six. Each group will be given a part of the essay, 'The Philippines: A Century Hence' to analyze. This will be done on Canva.</p> <table border="1" data-bbox="2158 792 2397 967"> <thead> <tr> <th>Part</th> <th>Gist</th> <th>Connection</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Part	Gist	Connection			
Part	Gist	Connection											
Unit title	Key concept	Related concept(s)	Global context	Statement of inquiry	MYP subject specific objective(s)	ATL skills	Content (topics, knowledge, skills)						
Unit 4: Significance of Art	Communication	Self-expression Purpose	Personal and cultural expression	Self-expression communicates the purpose seen in the product	<p>A: Analyzing</p> <p>i. identify and explain the content, context,</p>	Communication Interactive and Language	"Ang Larawan" (movie)						

				<p>created.</p>	<p>language, structure, technique and style of text(s) and the relationship among texts</p> <p>ii. identify and explain the effects of the creator's choices on an audience</p> <p>iii. justify opinions and ideas, using examples, explanations and terminology</p> <p>iv. interpret similarities and differences in features within and between genres and texts.</p>	<ul style="list-style-type: none"> ● Use appropriate forms of writing for different purposes and audiences <p>Research Information Literacy</p> <ul style="list-style-type: none"> ● Create references and citations, use footnotes/endnotes and construct a bibliography according to recognized conventions 	<p>The Portrait of the Artist as Filipino by Nick Joaquin (play)</p> <p>Poem: Intramuros by Luis G. Dato</p>
					<p>B: Organizing</p> <p>i. employ organizational</p>		

					<p>structures that serve the context and intention</p> <p>ii. organize opinions and ideas in a sustained, coherent and logical manner</p> <p>iii. use referencing and formatting tools to create a presentation style suitable to the context and intention.</p>		
Unit title	Key concept	Related concept(s)	Global context	Statement of inquiry	MYP subject specific objective(s)	ATL skills	Content (topics, knowledge, skills)

Disciplinary Subject Group Overview

Language & Literature

MYP Year 3 (Grade 8): Afro- Asian Literature

Unit title	Key concept	Related concept(s)	Global context	Statement of inquiry	MYP subject specific objective(s)	ATL skills	Content (topics, knowledge, skills)	Assessment Task
Unit 1: Harmony and Balance	Connection	Genre Intertextuality	Identities and Relationships	<p>Intertextuality connects genres and themes like moral reasoning and ethical judgment.</p> <p>IDSOI: Effective leadership involves being an example to others (being a 'superior man': Confucius), giving people and protecting their democratic rights such as the right to vote, expression, and taking care of their needs.</p>	<p>A: Analyzing</p> <p>i. identify and explain the content, context, language, structure, technique and style of text(s) and the relationship among texts</p> <p>ii. identify and explain the effects of the creator's choices on an audience</p> <p>iii. justify opinions and ideas, using examples, explanations and terminology</p> <p>iv. interpret similarities and differences in features within and between genres and texts.</p>	<p>Communication Skills</p> <ul style="list-style-type: none"> Paraphrase accurately and concisely. <p>Critical-thinking Skills</p> <ul style="list-style-type: none"> Draw reasonable conclusions and generalizations 	<ul style="list-style-type: none"> Chinese Literature: Analects and Tao Te Ching Tang Dynasty Poetry Non-Literary Selections: The Vinegar Tasters" from the Tao of Pooh Literary Elements: Stanzas, Imagery, Figurative Language, Haiku, Symbolism 	<p>Summative Assessment Task</p> <p>Criterion A i ii iii iv</p> <p>Comparative Commentary</p> <p>Goal: You are to write a comparative commentary that explores the intertextuality philosophical insights, genres, and themes of Tao Te Ching Chapter 16 and their connection to understanding the moral reasoning and ethical judgment surrounding the suicide of Adolf Merckle.</p> <p>Role: You are a Philosophy student tasked to examine and analyze the principles from Tao Te Ching Chapter 16 and applying them to a real-world</p>

								<p>scenario, specifically the suicide of Adolf Merckle.</p> <p>Audience: Your audience is your professor.</p> <p>Situation: You have been studying Taoist philosophy and have recently learned about Tao Te Ching Chapter 16, which discusses the concept of achieving harmony through non-interference and the natural flow of life. You are now faced with a case study involving the suicide of Adolf Merckle, a prominent German businessman, and you are tasked with providing a comparative analysis of how the principles in Chapter 16 might apply to his situation.</p> <p>Product: Produce a comparative</p>
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								<p>commentary following the guidelines:</p> <p>Write at least 3 paragraphs. Introduction- 3-5 sentences Body- at least 10 sentences Conclusion- 3-5 sentences</p> <p>Standards: You will be assessed using the Criterion A (Analysing).</p>
Unit title	Key concept	Related concept(s)	Global context	Statement of inquiry	MYP subject specific objective(s)	ATL skills	Content (topics, knowledge, skills)	Assessment Task
Unit 2: Karma and the Law of Cause and Effect	Connection	Theme Context	Personal and Cultural Expressions	Belief systems shape the connection between context and theme	B: Organizing i. employ organizational structures that serve the context and intention	Information Literacy Skills <ul style="list-style-type: none"> Create references and citations, use footnotes/endn 	<ul style="list-style-type: none"> Karma and Law of Cause of Effect: Indian Literature: Excerpts from <i>Bhagavad Gita</i> and <i>Ramayana</i>, Short 	Summative Assessment Task Criteria B i ii iii, C i ii iii Informative Essay

					<p>ii. organize opinions and ideas in a coherent and logical manner</p> <p>iii. use referencing and formatting tools to create a presentation style suitable to the context and intention.</p> <p>C: Producing Text</p> <p>i. produce texts that demonstrate thought, imagination and sensitivity, while exploring and considering new perspectives and ideas arising from personal engagement with the creative process</p> <p>ii. make stylistic choices in terms of linguistic, literary and visual devices,</p>	<p>otes and construct a bibliography according to recognized conventions</p> <p>Critical-thinking Skills</p> <ul style="list-style-type: none"> • Draw reasonable conclusions and generalizations 	<p>story, “Karma” and Poetry by R. Tagore</p> <p>Non-Literary Selection: “The Vedas: The Key to Happiness”</p> <p>News Articles (see module)</p> <ul style="list-style-type: none"> • Literary elements and rhetorical styles: SOAPSTone Analysis Theme Elements of the short story Poetry • Language Clarity with Punctuation <p>drfff</p>	<p>Goal: You are to deliver an informative speech that explores Biblical forgiveness and divine intervention, drawing comparisons with the Indian belief systems and karma concept, and connecting the context and theme to deepen understanding among your student audience.</p> <p>Role: You are a Bible teacher tasked to prepare and deliver a comprehensive speech that examines the themes of forgiveness and divine intervention as portrayed in the Bible, and contrasting these with the Indian concept of karma.</p> <p>Audience: Your audience consists of your students, who are interested in understanding the similarities and differences between</p>
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					<p>demonstrating awareness of impact on an audience</p> <p>iii. select relevant details and examples to develop ideas.</p>			<p>Biblical teachings and Eastern philosophical concepts.</p> <p>Situation: You have been assigned to deliver a speech that highlights the theological concepts of forgiveness and divine intervention as found in the Bible. Additionally, you are expected to compare these concepts with the Indian idea of karma, illustrating how different cultures approach the concepts of moral consequences and divine influence.</p> <p>Product: Produce an informative speech following the guidelines below:</p> <ul style="list-style-type: none"> -Write at least 3 paragraphs. - Use textual references from the Bible (such as verses from Old and New Testament) and relevant texts studied in class to
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								<p>support your assertions.</p> <ul style="list-style-type: none"> - Incorporate stylistic choices (linguistic, literary, and possibly visual devices) to enhance engagement and clarity. <p>Standards:</p> <p>You will be assessed using the Criteria B (Organizing) and C (Producing Text).</p> <p>Additional Resources:</p> <p>You may refer to academic sources on Biblical studies, Hindu philosophy texts (such as Bhagavad Gita, Upanishads), and comparative religion studies to enrich your analysis.</p> <p>References: Provide a list of all sources used at the end of your speech,</p>
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Unit title	Key concept	Related concept(s)	Global context	Statement Of inquiry	MYP subject specific objective(s)	ATL skills	Content (topics, knowledge, skills)	Assessment Task
Unit 3: Weighing Different Perspectives	Perspective	Point of View Character	Identities and Relationship	A character's point of view and attitude elicits different perspectives.	C: Producing Text i. produce texts that demonstrate thought, imagination and sensitivity, while exploring and considering new perspectives and ideas arising from personal engagement with the creative process ii. make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience	Communication Skills <ul style="list-style-type: none"> Make inferences and draw conclusions Write for different purposes. 	<ul style="list-style-type: none"> In a Grove, a Japanese Short Story Rashomon movie version of In a Grove The Blind Men and the Elephant Reasons Why People Lie- Blog Literary elements and Rhetorical Styles: <ul style="list-style-type: none"> Interpretation of the Blind Men and the Elephant Poetic Devices Stanza, rhyming words, similes, alliterations 	<p>formatted according to APA style.</p> <p>Summative Assessment Task Criteria C i ii iii, D i ii iii iv v</p> <p>Interpretative Poetry Goal: You are a poet tasked to create a poem that explores the: a. Characters' point of views and attitudes on who killed the samurai b. Your perspective on whether the samurai adhered to the Bushido code.</p> <p>Role: You are a poet interested in Japanese literature.</p> <p>Audience: Readers</p>

					<p>iii. select relevant details and examples to develop ideas.</p> <p>D: Using Language</p> <p>i. use appropriate and varied vocabulary, sentence structures and forms of expression</p> <p>ii. write and speak in an appropriate register and style</p> <p>iii. use correct grammar, syntax and punctuation</p> <p>iv. spell (alphabetic languages), write (character languages) and pronounce with accuracy</p> <p>v. use appropriate non-verbal communication techniques.</p>		<ul style="list-style-type: none"> ● Subject Verb Agreement 	<p>Scenario: Imagine yourself as a poet delving into the enigmatic (mysterious) story of a slain samurai, pondering the deeper implications of honor and deception.</p> <p>Product: You are expected to write a poem consisting of 4 stanzas with at least 4 lines each, incorporating rhyming words, similes, and alliterations to enhance the poetic expression.</p> <p>Standards: You will be assessed using the Criteria A (Analysing) and C (Producing Text).</p>
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Unit title	Key concept	Related concept(s)	Global context	Statement of inquiry	MYP subject specific objective(s)	ATL skills	Content (topics, knowledge, skills)	Assessment Task
Unit 4: Culture and Change	Culture	Context Character	Fairness and development	Inequality, context, and culture affect the character's behavior.	<p>A: Analyzing</p> <p>i. identify and explain the content, context, language, structure, technique, and style of text(s) and the relationship among texts</p> <p>ii. identify and explain the effects of the creator's choices on an audience</p> <p>iii. justify opinions and ideas, using examples, explanations, and terminology</p> <p>iv. interpret similarities and differences in features within and between genres and texts.</p>	<p>Critical-thinking Skills</p> <ul style="list-style-type: none"> Draw reasonable conclusions and generalizations <p>Research I Media literacy skills</p> <ul style="list-style-type: none"> Compare, contrast and draw connections among multi(media) resources 	<p><i>Things Fall Apart</i> by Chinua Achebe 12 Types of Social Oppression by Tom Head</p> <p>Bhagavad Gita</p> <ul style="list-style-type: none"> Literary Elements and Rhetorical Styles: <ul style="list-style-type: none"> - Structure of a Novel - Simile and Metaphor - Most Common Spelling Errors - Adjectives and Adverbs 	<p>Summative Assessment Task</p> <p>Criteria A i ii iii iv, D i ii iii iv v</p> <p>Comparative Commentary Video</p> <p>Goal: Analyze, compare, and interpret the characters (Mufaro and Okonkwo) from Mufaro's Beautiful Daughters and Things Fall Apart, focusing on content, context, culture, inequality, language, structure, technique, style of text, and their effects on the audience.</p> <p>Role: You are a literary analyst</p> <p>Audience: Your audience is the students from the Humanities program.</p>

					<p>D: Using Language</p> <p>i. use appropriate and varied vocabulary, sentence structures and forms of expression</p> <p>ii. write and speak in an appropriate register and style</p> <p>iii. use correct grammar, syntax and punctuation</p> <p>iv. spell (alphabetic languages), write (character languages) and pronounce with accuracy</p> <p>v. use appropriate non-verbal communication techniques.</p>			<p>Scenario: You are tasked to critically examine the paternal figures in two distinct literary works, exploring their roles, motivations, and impacts within their respective narratives.</p> <p>Product: Develop a comparative essay or presentation that discusses the characters of Mufaro and Okonkwo, supported by evidence and examples from the texts.</p> <p>Write at least 3 paragraphs, following the introduction, body, and conclusion.</p> <p>Consider the following or other parts of story or novel:</p> <p>Mufaro’s Beautiful Daughters excerpt: <i>“Mufaro beamed with pride. ‘The king has asked for the most</i></p>
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							<p><i>worthy and the most beautiful. No, Manyara, I cannot send you alone. Only a king can choose between two such worthy daughters. Both of you must go."</i></p> <p>Things Fall Apart excerpt: <i>"Okonkwo's first son, Nwoye, was then twelve years old but was already causing his father great anxiety for his incipient laziness. At any rate, that was how it looked to his father, and he sought to correct him by constant nagging and beating. And so Nwoye was developing into a sad-faced youth."</i></p> <p>Make a video performing this comparative</p>
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								commentary. Apply appropriate intonations, expressions, and non-verbal communication techniques. Standards: You will be assessed using Criteria A (Analysing) and D (Using Language).
Unit title	Key concept	Related concept(s)	Global context	Statement Of inquiry	MYP subject specific objective(s)	ATL skills	Content (topics, knowledge, skills)	Assessment Task
Unit 5: Culture and Change	Culture	Structure Context	Identities and Relationship	The structure of culture and context affects identity formation .	B: Organizing i. employ organizational structures that serve the context and intention ii. organize opinions and ideas in a coherent and logical manner iii. use referencing and formatting tools	Information Literacy Skills ● Create references and citations, use footnotes/endnotes and construct a bibliography according to recognized conventions	<ul style="list-style-type: none"> ● <i>Things Fall Apart</i> by Chinua Achebe ● Literary Elements and Rhetorical Styles: <ul style="list-style-type: none"> - Structure of a Novel -Simile and Metaphor - Most Common Spelling Errors - Adjectives and Adverbs 	Summative Assessment Task Criterion B i ii iii iv Infographic Goal: Conduct research on the structure of African and Filipino culture and religious beliefs that affects their identity formation due to context and colonization, and

					<p>to create a presentation style suitable to the context and intention.</p>	<p>Communication Skills</p> <ul style="list-style-type: none"> ● Paraphrase accurately and concisely. 		<p>present findings in an informative infographic format.</p> <p>Role: Researcher and Infographic Designer</p> <p>Audience: Academic community, peers, and educators</p> <p>Scenario: You are tasked with investigating how African and Filipino religious beliefs transformed under the influence of colonization. Your goal is to create an infographic that succinctly presents key findings from credible sources.</p> <p>Product: Develop an infographic that organizes researched information on changes in African and Filipino religious beliefs due to colonization, concluding with a bibliography in APA 7th edition format.</p>
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								<p>Standards:</p> <ul style="list-style-type: none">- Use any digital platform to present your work.- Apply in-text or after text citations.- The last slide should be the references.
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Disciplinary Subject Group Overview

Language & Literature

MYP Year 4 (Grade 9): Anglo-American Literature

Unit title	Key concept	Related concept(s)	Global context	Statement of inquiry	MYP subject specific objective(s)	ATL skills	Content (topics, knowledge, skills)	Assessment Task
Unit 1: What is Love?	Perspective	Context Themes	Personal and cultural expression <ul style="list-style-type: none"> belief systems 	Context influences our perspectives on different themes and belief systems.	B: Organizing <ol style="list-style-type: none"> employ organizational structures that serve the context and intention organize opinions and ideas in a sustained, coherent and logical manner use referencing and formatting tools to create a presentation style suitable to the context and intention. C: Producing Text <ol style="list-style-type: none"> produce texts that demonstrate insight, 	Creative Thinking Skills <ul style="list-style-type: none"> Create original works and ideas; use existing works and ideas in new ways Organization Skills <ul style="list-style-type: none"> Use appropriate strategies for organizing complex information 	<ul style="list-style-type: none"> Historical Events and Plot Development/ Love: “Romeo & Juliet” Non-literary selections: “The Myth of Romantic Love” by Scott Peck Literary Elements and Rhetorical Style: play, sonnet, rhyme scheme, soliloquy, simile, metaphor, plot, types of irony, meter, aside, allusion, tragedy, sonnet (Petrarchan and Shakespearean) Types of context Language: Subjunctive Present 	Criteria B, C <p>B: i, ii, iii</p> <p>C: i, ii, iii</p> <p>Summative Assessment Task: One-Act Play Script</p> <p>G: Your goal is to create a one-act play script about love. It should show the influence of context on people’s perspectives on themes and belief systems about love.</p> <p>R: You are a renowned playwright and a literary critic commissioned to write a one-act play script.</p>

					<p>imagination and sensitivity while exploring and reflecting critically on new perspectives and ideas arising from personal engagement with the creative process</p> <p>ii. make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience</p> <p>iii. select relevant details and examples to develop ideas</p>		<p>Conditional statements; Em and En Dash</p>	<p>A: Your audience are the producers of the play.</p> <p>S: A major theater production company plans to stage a different interpretation of "Romeo and Juliet" as a commemoration to William Shakespeare.</p> <p>P: Your one-act play script will be an adaptation of "Romeo and Juliet" exploring different themes of love.</p> <p>S: Before doing the script, you should submit an outline of your script ideas. The script should reflect at least one type of context. It should also</p>
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								have a maximum of five main characters.
Unit title	Key concept	Related concept(s)	Global context	Statement of inquiry	MYP subject specific objective(s)	ATL skills	Content (topics, knowledge, skills)	Assessment Task
Unit 2: Language and Stratification	Identity	Style Character	Identities and relationship <ul style="list-style-type: none"> status 	Style reflects one's character, identity, and status.	A: Analyzing i. analyse the content, context, language, structure, technique and style of text(s) and the relationship among texts ii. analyse the effects of the creator's choices on an audience	Research Skills Media Literacy <ul style="list-style-type: none"> Compare, contrast and draw connections among (multi)media resources Communication Skills <ul style="list-style-type: none"> Use a variety of speaking techniques to 	Socio-Economic Inequality: George Bernard Shaw's "Pygmalion" Language "World Englishes" and "Philippine English: From Batchmates to Siesta" Literary Elements:	Criteria A, D A: i, ii, iii, iv D: i, ii, iii, iv, v Summative Assessment Task: Comparative Analysis Vlog G: Your goal is to compare how "Pygmalion" and its musical adaptation "My

				<p>iii. justify opinions and ideas, using examples, explanations and terminology</p> <p>iv. evaluate similarities and differences by connecting features across and within genres and texts</p> <p>D: Using Language</p> <p>i. use appropriate and varied vocabulary, sentence structures and forms of expression</p> <p>ii. write and speak in a register and style that serve the context and intention</p> <p>iii. use correct grammar, syntax and punctuation</p>	<p>communicate with a variety of audiences</p>	<p>Theme, Symbolism, and Imagery</p> <p>Language:</p> <p>Direct and Indirect Speech and Noun Clauses</p>	<p>Fair Lady” present the reflection of one’s character, identity and status in style.</p> <p>R: You are a theater enthusiast and a social media influencer invited to watch the musical adaptation.</p> <p>A: Your audience are your social media followers who are also interested in theater productions.</p> <p>S: You are invited to the special screening of “My Fair Lady” and are requested to compare it with the original play, “Pygmalion”.</p> <p>P: You will present your comparative analysis through a vlog. It will</p>
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					<p>iv. spell (alphabetic languages), write (character languages) and pronounce with accuracy</p> <p>v. use appropriate non-verbal communication techniques.</p>			<p>be a comprehensive yet concise analysis of plays' themes, context, characters, elements, and style.</p> <p>S: The vlog must be 2-3 minutes long, and should have captions that follow proper grammar conventions. As a social media influencer, it is a must that your face is shown in the vlog.</p>
Unit title	Key concept	Related concept(s)	Global context	Statement of inquiry	MYP subject specific objective(s)	ATL skills	Content (topics, knowledge, skills)	Assessment Task
Unit 3: Civil Rights	Communities	Setting Point of view	Fairness and development <ul style="list-style-type: none"> rights 	Setting impacts a community's point of view on rights.	<p>A: Analyzing</p> <p>i. analyse the content, context, language, structure, technique and style of text(s) and the relationship among texts</p> <p>ii. analyse the effects of the creator's</p>	<p>Research Skills</p> <ul style="list-style-type: none"> Locate, organize, analyse, evaluate, synthesize and ethically use information from a variety of sources and media (including digital social media and online networks) Create references and citations, use footnotes/endnotes 	<p>Civil Rights: Harper Lee's <i>To Kill a Mockingbird</i></p> <p>Language</p> <p>Excerpts from <i>Emotional Intelligence</i> <i>The Seven Habits of Highly Effective People</i> by Stephen R. Covey</p>	<p>Criteria: A, B</p> <p>A: i, ii, iii, iv</p> <p>B: i, ii, iii</p> <p>Summative Assessment Task: Infographics</p> <p>G: Your goal is to create an infographic</p>

				<p>choices on an audience</p> <p>iii. justify opinions and ideas, using examples, explanations and terminology</p> <p>iv. evaluate similarities and differences by connecting features across and within genres and texts</p> <p>B: Organizing</p> <p>i. employ organizational structures that serve the context and intention</p> <p>ii. organize opinions and ideas in a sustained, coherent and logical manner</p>	<p>and construct a bibliography according to recognized conventions</p> <p>Communication Skills</p> <ul style="list-style-type: none"> Organize and depict information logically 	<p>Literary Elements:</p> <p>Narrative Points of View</p> <p>Language:</p> <p>Noun Phrase and Verbs</p> <p>Propaganda Techniques</p>	<p>presenting how setting impacts the point of view of Harper Lee and his community on rights.</p> <p>R: You are a curator in a museum specially established for the commemoration of the Civil Rights Movement.</p> <p>A: Your audience is the general public.</p> <p>S: You are assigned to prepare an infographic on the role of Harper Lee in the Civil Rights Movement.</p> <p>P: Your infographic will focus on Harper Lee's position about civil rights and how it is affected by his setting i.e. the community he belonged to.</p> <p>S: Your infographic should show different propaganda techniques. It must also</p>
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					iii. use referencing and formatting tools to create a presentation style suitable to the context and intention.			contain proper citations of sources.
Unit title	Key concept	Related concept(s)	Global context	Statement of inquiry	MYP subject specific objective(s)	ATL skills	Content (topics, knowledge, skills)	Assessment Task
Unit 4: Speech and Change	Communication	Purpose Audience Imperatives	Fairness and development <ul style="list-style-type: none"> Inequality, difference and inclusion 	Purposive communication encourages audience imperatives towards addressing inequality, difference and inclusion.	C: Producing Text i. produce texts that demonstrate insight, imagination and sensitivity while exploring and reflecting critically on new perspectives and ideas arising from personal engagement with the creative process ii. make stylistic choices in terms of linguistic, literary and visual devices,	Communication Skills <ul style="list-style-type: none"> Write for different purposes Interpret and use effectively modes of non-verbal communication 	Speech: Martin Luther’s “I Have a Dream” The 35 greatest speeches in history Language: Martin Luther King’s Letter from Birmingham Jail Poetry by Langston Hughes: “Dream Deferred,” “I, too,” “Sing America,” “Mother to Son,” “Dreams” Language:	Criteria C, D C: i, ii, iii D: i, ii, iii, iv, v Summative Assessment Task: Persuasive Speech G: Your goal is to write and deliver a speech with the purpose of encouraging audience imperatives towards addressing inequality, difference and inclusion.

					<p>demonstrating awareness of impact on an audience</p> <p>iii. select relevant details and examples to develop ideas</p> <p>D: Using Language</p> <p>i. use appropriate and varied vocabulary, sentence structures and forms of expression</p> <p>ii. write and speak in a register and style that serve the context and intention</p> <p>iii. use correct grammar, syntax and punctuation</p> <p>iv. spell (alphabetic languages), write</p>		<p>- Sentence Structures and their punctuations</p> <p>- Rhetorical Style: Parallel Structure</p>	<p>R: You are currently the UNICEF Youth Ambassador who campaigns for inclusion and equality.</p> <p>A: Your audience are diplomats, leaders, press, and ordinary citizens.</p> <p>S: As the appointed UNICEF ambassador, you are requested to deliver a speech about addressing issues on inequality, difference, and inclusion.</p> <p>P: Your persuasive speech must be about encouraging the citizens to take action in addressing inequality, difference, and inclusion.</p> <p>S: Consider different types of persuasive appeals in writing and delivering your speech. Apply nonverbal communication techniques as you</p>
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					(character languages) and pronounce with accuracy v. use appropriate non-verbal communication techniques.			deliver your speech. The speech should only last for a maximum of three minutes.
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MYP Objectives

A: Analyzing

- analyse the content, context, language, structure, technique and style of text(s) and the relationship among texts
- analyse the effects of the creator's choices on an audience
- justify opinions and ideas, using examples, explanations and terminology
- evaluate similarities and differences by connecting features across and within genres and texts.

B: Organizing

- Organize opinions and ideas in a sustained, coherent and logical manner
- use referencing and formatting tools to create a presentation style suitable to the context and intention.

Producing Text

- produce texts that demonstrate insight, imagination and sensitivity while exploring and reflecting critically on new perspectives and ideas arising from personal engagement with the creative process

Using Language

- make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience
- select relevant details and examples to develop ideas.
- use appropriate and varied vocabulary, sentence structures and forms of expression write and speak in a register and style that serve the context and intention
 use correct grammar, syntax and punctuation
 spell (alphabetic languages),
- write (character languages) and pronounce with accuracy use appropriate non-verbal communication techniques.

Disciplinary Subject Group Overview

Language & Literature

MYP Year 5 (Grade 10): World Literature

Unit title	Key concept	Related concept(s)	Global context	Statement of inquiry	MYP subject specific objective(s)	ATL skills	Content (topics, knowledge, skills)	Assessment Task
Unit 1: The Cost of Human Decisions	Connections	Context Character	Globalization and Sustainability <ul style="list-style-type: none"> consumption 	The context of consumption is connected to one's character.	A: Analyzing i. analyse the content, context, language, structure, technique and style of text(s) and the relationship among texts ii. analyse the effects of the creator's choices on an audience	Critical-thinking Skills ● Gather and organize relevant information to formulate an argument Communication Skills ● Use a variety of organizers for academic writing tasks	● Needs and Wants Tolstoy's "How Much Land Does a Man Need?" Maupassant's "The Necklace" O. Henry's "The Necklace" Non-Literary Selections Maslow's Hierarchy of Needs ● Literary Elements and Rhetorical Styles	Criteria A, B A: i, ii, iii, iv B: i, ii, iii Summative Assessment Task: Comparative Analysis Chart G: Your goal is to compare "The Necklace"

				<p>iii. justify opinions and ideas, using examples, explanations and terminology</p> <p>iv. evaluate similarities and differences by connecting features across and within genres and texts.</p> <p>B: Organizing</p> <p>i. employ organizational structures that serve the context and intention</p> <p>ii. organize opinions and ideas in a sustained, coherent and logical manner</p> <p>iii. use referencing and formatting tools to create a presentation style</p>		<p>Structure of a Short Story, Irony and Satire</p> <ul style="list-style-type: none"> ● Language Subjunctive Past and Contrary-to-fact Statements 	<p>with “The Lottery Ticket” in terms of how its context of consumption is connected to its characters.</p> <p>R: You are an economic advisor who gives lectures on economics and finance.</p> <p>A: Your audience are the citizens in your community.</p> <p>S: Your community plans to conduct a seminar on microeconomics and financial literacy. You are invited to speak before the community as a professional in the field.</p> <p>P: Your comparative analysis chart will serve as an introduction to your discussion. It should focus on how the characters' consumer behaviors in the stories</p>
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					suitable to the context and intention.			are connected to their backgrounds. S: Your chart can be in any form as long as it is comprehensive and comprehensible. Give proper citations for your sources.
Unit title	Key concept	Related concept(s)	Global context	Statement of inquiry	MYP subject specific objective(s)	ATL skills	Content (topics, knowledge, skills)	Assessment Task
Unit 2: Personal Legend/ Managing Finances	Perspective	Purpose Character	Personal and cultural expressions <ul style="list-style-type: none"> philosophies and ways of life 	Perspectives on life's purpose are evident in people's character, philosophies and ways of life.	A: Analyzing i. analyse the content, context, language, structure, technique and style of text(s) and the relationship among texts ii. analyse the effects of the creator's choices on an audience iii. justify opinions and ideas, using examples, explanations and terminology	Critical Thinking Skills ● Consider ideas from multiple perspectives Research Skills Media Literacy ● Communicate information and ideas effectively to multiple audiences using a variety of media and formats	<i>The Alchemist</i> by Paulo Coelho The Parable of the Good Samaritan Myth: "Narcissus" Journalistic texts	Criteria A, C A: i, ii, iii, iv C: i, ii, iii Summative Assessment Task: Comparative Analysis Blog G: Your goal is to compare the two texts, "The Alchemist" and "The Little Prince" in terms of its perspectives on life's purpose evident in its characters and

					<p>iv. evaluate similarities and differences by connecting features across and within genres and texts.</p> <p>C: Producing Text</p> <p>i. produce texts that demonstrate insight, imagination and sensitivity while exploring and reflecting critically on new perspectives and ideas arising from personal engagement with the creative process</p> <p>ii. make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience</p>			<p>their philosophies and ways of life.</p> <p>R: You are a journalist who features literature-related articles.</p> <p>A: Your audience is the followers of the publication.</p> <p>S: You have been assigned to write a blog post on how literary texts view life's purpose.</p> <p>P: Your blog post is a comprehensive analysis on the texts' similarities and differences in terms of its elements and themes.</p> <p>S: Your blog post should have 5-10 paragraphs.</p>
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					iii. select relevant details and examples to develop ideas.			
Unit 3: The American Dream	Development	Point of view Character	Identities and relationship <ul style="list-style-type: none"> happiness and good life 	Point of view on happiness and good life impacts character development.	B: Organizing <ul style="list-style-type: none"> employ organizational structures that serve the context and intention organize opinions and ideas in a sustained, coherent and logical manner use referencing and formatting tools to create a presentation style suitable to the context and intention. D: Using Language <ul style="list-style-type: none"> use appropriate and varied vocabulary, 	Affective Skills <ul style="list-style-type: none"> Practise managing self-talk Thinking Skills <ul style="list-style-type: none"> Identify obstacles and challenges 	Play: “Death of a Salesman” by Arthur Miller Non-literary: “What is the American Dream?” by Adam Barone Movie: “Death of a Salesman” (1985)	Criteria B, D B: i, ii, iii D: i, ii, iii, iv, v Summative Assessment Task: Alternate Journal Entry G: Your goal is to write a reflective literary journal from the perspective of Biff Loman, exploring how point of view on happiness and good life impacts his character development . R: You are Biff Loman, one of Willy Loman's sons in “Death of a Salesman”. A: Your audience are readers of the text who want to gain deeper

					<p>sentence structures and forms of expression</p> <p>ii. write and speak in a register and style that serve the context and intention</p> <p>iii. use correct grammar, syntax and punctuation</p> <p>iv. spell (alphabetic languages), write (character languages) and pronounce with accuracy</p> <p>v. use appropriate non-verbal communication techniques.</p>			<p>insights about the character's development.</p> <p>S: You found out that Willy Loman has died, and your family received his life insurance. Due to the incident, you start to reflect on your motivations and attitudes about life.</p> <p>P: Your journal entry (as Biff) will be about Biff's upbringing, aspirations and struggles, relationships and experiences and how it affects his character development.</p> <p>S:Your journal entry must be five to seven paragraphs long.</p>
<p>Unit 4: The Journey of a Hero</p>	<p>Creativity</p>	<p>Character Structure</p>	<p>Identities and relationships</p> <ul style="list-style-type: none"> • motivations 	<p>The interplay between the character and its motivation creates the structure of a narrative.</p>	<p>A: Analyzing</p> <p>i. analyse the content, context, language, structure, technique</p>	<p>Thinking Skills</p> <ul style="list-style-type: none"> • Gather and organize relevant information to formulate an argument 	<p>Literary: The Odyssey by Homer</p> <p>Literary Style: Simile, Metaphor, Hyperbole</p>	<p>Criteria A, C</p> <p>A: i, ii, iii, iv</p> <p>C: i, ii, iii</p>

					<p>and style of text(s) and the relationship among texts</p> <p>ii. analyse the effects of the creator's choices on an audience</p> <p>iii. justify opinions and ideas, using examples, explanations and terminology</p> <p>iv. evaluate similarities and differences by connecting features across and within genres and texts.</p> <p>C: Producing Text</p> <p>i. produce texts that demonstrate insight, imagination and sensitivity while exploring and reflecting critically on new perspectives and</p>	<p>Communication Skills</p> <ul style="list-style-type: none"> ● Use appropriate forms of writing for different purposes and audiences 	<p>Non-literary: Classic formula can show you how to live more heroically by Ephrat Livni</p> <p>Types of Narrative: In medias res</p>	<p>Summative Assessment Task: Argumentative Essay</p> <p>G: Your goal is to write an argumentative essay that shows the interplay between female characters in "The Odyssey" and their motivations, and how it creates the structure of its narrative.</p> <p>R: You are an activist who advocates for the rights and welfare of women.</p> <p>A: Your audience are the general public, and the Philippine Commission on Women.</p> <p>S: In celebration of Women's Month, the Philippine Commission on Women calls for submission of essays discussing the portrayal of women in literature.</p> <p>P: Your essay will focus on the role of women in</p>
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					<p>ideas arising from personal engagement with the creative process</p> <p>ii. make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience</p> <p>iii. select relevant details and examples to develop ideas.</p>			<p>the “The Odyssey” and how their portrayal affects the structure of its narrative.</p> <p>S: Your essay should follow the conventions of an argumentative essay. It must also be at least five paragraphs long.</p> <p>Argument Diagram: The Role of Women in ‘The Odyssey’</p> <p>Women have a vital role in society. Research how women play in the socio-economic development of a community. In this task, your role is to analyze the role of women in the story, ‘The Odyssey’. You are to answer the following questions in your argument diagram:</p>
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								<ol style="list-style-type: none"> 1. How are women portrayed in 'The Odyssey'? 2. Do they play an essential role in shaping the characters and community in the story? How? Cite at least three women in the story to support your argument. (e.g. Penelope, Circe, Athena, Charybdis) <p>You will be given 3 minutes to present your diagram in class. You will be graded according to the rubric.</p>
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- evaluate similarities and differences by connecting features across and within genres and texts.

B: Organizing

- Organize opinions and ideas in a sustained, coherent and logical manner
- use referencing and formatting tools to create a presentation style suitable to the context and intention.

Producing Text

- produce texts that demonstrate insight, imagination and sensitivity while exploring and reflecting critically on new perspectives and ideas arising from personal engagement with the creative process

Using Language

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- use appropriate and varied vocabulary, sentence structures and forms of expression write and speak in a register and style that serve the context and intention
 - use correct grammar, syntax and punctuation
 - spell (alphabetic languages),
- write (character languages) and pronounce with accuracy and use appropriate non-verbal communication techniques.

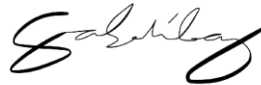
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