

MYP Curriculum Map – Østerbro International School – Language and Literature

English - MYP 1 - TERM 1

UNIT TITLE	MYP OBJECTIVES	ATL SKILLS	CONCEPT STATEMENT (Statement Of Inquiry)	UNIT QUESTION (Inquiry Questions)	GLOBAL CONTEXT(S) AOI Understanding Taking Action Reflecting	Summative Assessment Task(S) (Criteria)	UNIT CONTENT
Words Sound Power	A4; B1; C2, 3, 4, 5	Communication	Students will understand that through empowerment, and communication, we share and build knowledge.	To what extent do words empower us?	Health and Social Education: Students will understand and reflect on the importance of strong communication skills within the context of empowerment.	Criteria A and C Oral Individual- Students will deliver a speech to inform about a group in need of empowerment	Week 1: word study - empowerment Week 2: organizing a speech; Week 3: how to deliver a speech; Week 4: what makes people want to listen to a speech
I'm the storyteller and my stories must be told...'	A4; C1, 4, 5, 6	Social and Communication	Students will understand that storytelling has been used for generations to build connections and relationships.	Why tell stories?	Human Ingenuity: Students will take action by documenting family history, cultural practices and moral values through the medium of storytelling	Criteria A and C - Creative work - Writing folktales	Week 1: word study, listening to story tellers Week 2: interviewing family members, Week 3: creating a family tree, Week 4: reading folktales from different

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Try to see things my way	B1, 2, 3; C1, 5, 6	Research and Self-Management	Students will understand that a point-of-view impacts global interactions	Why do we do it this way?	Environments: Students will understand the significance of globalization.	Criterion A, B and C response to literature in 300 words - Book review	cultures Week 1: Word study, Week 2: reading to understand point-of-view, Week 3: videos on globalization's positive and negative impact, Week 4: discussions on how we treat the Earth, Week 5: lessons discussing migration, production, consumption, technology, media
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Danish - MYP 1 - TERM 1

UNIT TITLE	MYP OBJECTIVES	ATL SKILLS	CONCEPT STATEMENT (Statement of Inquiry)	UNIT QUESTION (Inquiry Questions)	GLOBAL CONTEXT(S) AOI Understanding Taking Action Reflecting	Summative Assessment Task(s) (Criteria)	UNIT CONTENT
Power and helplessness	A2, C2, C4	Collaboration, Reflection	The students will understand that global interaction is important to initiate change.	How can power and helplessness change communities?	Environments: The students will understand that power and helplessness have a (great) influence on people's lives.	Criteria A and C: Presentation	Week 1 and 2: Text and visual interpretation Week 3 and 4: Plot writing Video recording Week 5 and 6: Oral presentation on an issue or conflict where people are helpless and what can we do to help and how can we help?
Freedom and captivity	A5, B3, C4	Thinking, Communication	Students will understand that self-expression is important for development.	How do societies develop?	Environments: Students will understand and reflect the importance of freedoms in developing ourselves.	Criteria A and B Poetry	Week 1 and 2: Why do people use poetry and how is poetry used to get your message through. Reading and analysis of short stories and poems. Studying poetry techniques. Week 3 and 4:

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								Poetry writing techniques and how to employ these techniques. Week 5 and 6: Poetry writing, focusing on rhyming, content and style.
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MYP Curriculum Map – Østerbro International School – Language and Literature

English - MYP 1 - TERM 2

UNIT TITLE	MYP OBJECTIVES	ATL SKILLS	CONCEPT STATEMENT (Statement of Inquiry)	UNIT QUESTION (Inquiry Questions)	GLOBAL CONTEXT(S) AOI Understanding Taking Action Reflecting	Summative Assessment Task(s) (Criteria)	UNIT CONTENT
Exploring our culture and identity	B1, 2, 3	Social	Students will understand that our own identity helps us to accept and appreciate others perspectives.	How can I share my culture?	Community and Service: Students will begin to understand that cultural identity is subjective and impacts upon our perspectives and decisions.	Criterion B and C - Expository Essay on a cultural practice	Week 1: word study – culture Week 2: telling stories, Week 3: bringing in artifacts, lessons on different types of essays, Week 4: structuring an expository essay, Week 5: referencing
You like me, you really like me	A1, 3, 6; B2; C1, 2, 3, 4, 5	Research and Thinking	Students will understand that creativity is influenced by audience imperatives	To what extent are artists <i>free</i> to be creative?	Human Ingenuity: Students will reflect on the role of the audience on an artist's choices.	Criterion B Multimedia presentation	Week 1: word study, Week 2: lessons on author's choice, creative license, Week 3: peer and societal pressure, social responsibility;

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							discourse; Week 4 and 5: tutorials on the 6 major areas of multimedia presentation
This land was made for you and me	A1, 3, 6; B2; C1, 5	Thinking and Self- management	Students will understand that purposes in writing is affected by time, place and space	How does literature relate to the ways in which we use the Earth?	Environments: Students will take action to create literature that inspires responsible interaction with the Earth.	Criterion A response to literature orally	Week 1: word study; Week 2: lessons on framing an argument; Week 3: poetry; magazine and periodical study; Week 4: national geographic videos

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Danish MYP 1 - TERM 2

UNIT TITLE	MYP OBJECTIVE S	ATL SKILLS	CONCEPT STATEMENT (Statement of Inquiry)	UNIT QUESTION (Inquiry Questions)	GLOBAL CONTEXT(S) AOI Understanding Taking Action Reflecting	Summative Assessment Task(s) (Criteria)	UNIT CONTENT
Lie and truth	A6, B1, C1	Reflection, Information Literacy	Students will understand that perspectives originate from a point of view	How do we know what is truth?	Human ingenuity: Students will understand that culture and perspective is important when addressing issues.	Criteria A, B, and C Scene Writing	Week 1 and 2: Discussion on sources, media and literature. Focusing on cultural, geographical and social background of the source. Week 3 and 4: Reading about and analyzing issues from different perspectives Week 5 and 6: Scene/screen writing. Focusing on layout and content.

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Malice	B2, C4	Transfer Collaboration	Students will understand that relationships can form our identity.	Why do people commit evil actions?	Health and social education: Students will become aware and reflect on there are negative relationships in our world.	B, C Narrative Essay	<p>Week 1 and 2: Research, examples and debate on what is evil/malice. Focusing on human relations and why people commit evil actions.</p> <p>Week 3 and 4: Reading and analyzing narrative texts</p> <p>Week 5 and 6: Look into usage of and what are the components of a narrative essay. Narrative essay writing.</p>
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MYP Curriculum Map – Østerbro International School – Language and Literature

English - MYP 2 – Term 1

UNIT TITLE	MYP OBJECTIVES	ATL SKILLS	CONCEPT STATEMENT (Statement of Inquiry)	UNIT QUESTION (Inquiry Questions)	GLOBAL CONTEXT(S) AOI Understanding Taking Action Reflecting	Summative Assessment Task(s) (Criteria)	UNIT CONTENT
Writing Our Histories	A4; C1, 4, 5, 6	Thinking and Communication	Students will understand that identities are shaped and influenced by the ways we communicate our life experiences, histories and cultures.	Who am I?	Health and social education Students will begin to understand themselves and others by recognizing different relationships and what they mean to the individual.	Criterion A and C Creative Work - Memoir	Week 1: word study Week 2: lessons that change writers memoir lessons; Week 3: reading sample memoir; Week 4: figurative language; sensory details;
The content of their character	A2, 5; B1	Research	Students will understand that differences offer opportunities for self-expression and global interaction	Why does difference matter?	Human Ingenuity Student will take action by demonstrating something that makes them unique in order to encourage reflection about differences	Criteria A, B, and C - Response to literature	Week 1: word study Week 2 and 3: read a variety of text relating to culture, difference and how to appreciation both; Week 4: library visit
Random acts	B1, 2, 3; C1,	Social	Students will understand	How can my	Community and Service:	Criteria B and C	Week 1:

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of Kindness	5, 6		that connections made through acts of service build individual character	communication help to create a better world?	Students will reflect on the extent to which their actions can have a positive impact on others.	Narrative essay	word study; Week 2 and 3: read and watch variety of text related to service
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UNIT TITLE	MYP OBJECTIVES	ATL SKILLS	CONCEPT STATEMENT (Statement of Inquiry)	UNIT QUESTION (Inquiry Questions)	GLOBAL CONTEXT(S) AOI Understanding Taking Action Reflecting	Summative Assessment Task(s) (Criteria)	UNIT CONTENT
Power and helplessness	A2, C2, C4	Collaboration, Reflection	The students will understand that global interaction is important to initiate change.	How can power and helplessness change communities?	Environments: The students will understand that power and helplessness have a (great) influence on people's lives.	Criteria A and C: Presentation	Week 1 and 2: Text and visual interpretation Week 3 and 4: Plot writing Video recording Week 5 and 6: Oral presentation on an issue or conflict where people are helpless and what can we do to help and how can we help?
Freedom and captivity	A5, B3, C4	Thinking, Communication	Students will understand that self-expression is important for development.	How do societies develop?	Environments: Students will understand and reflect the importance of freedoms in developing ourselves.	Criteria A and B Poetry	Week 1 and 2: Why do people use poetry and how is poetry used to get your message through. Reading and analysis of short

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								stories and poems. Studying poetry techniques. Week 3 and 4: Poetry writing techniques and how to employ these techniques. Week 5 and 6: Poetry writing, focusing on rhyming, content and style.
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UNIT TITLE	MYP OBJECTIVES	ATL SKILLS	CONCEPT STATEMENT (Statement of Inquiry)	UNIT QUESTION (Inquiry Questions)	GLOBAL CONTEXT(S) AOI Understanding Taking Action Reflecting	Summative Assessment Task(s) (Criteria)	UNIT CONTENT
Tell me the truth	A2, 5; B1	Thinking and Research	Students will understand that cultures define a community, but sometimes divide them	How do I know when I am reading the truth?	Health and Social Education: Students will take action against systems that enable stereotyping, and begin to understand the impact of bias and discrimination on communities	Criteria A and B - Oral Response to Literature	Week 1 - word study Week 2 and 3 – lessons on distinguishing between fiction and non-fiction texts, Week 4 – library visit, Week 5 – experimenting with stereotypes
Are we there yet?	B2; C2, 3, 4	Communication and Social	Students understand that the impact narrative elements have on development.	Why should I care about development?	Community and Service: Students will understand the logic behind 'development' and reflect on the role of narrative in development.	Criterion B and C Oral interactive - Guided Class discussion	Week 1 – Word study Week 2 and 3 - practice several different discussion protocols; Week 4 and 5 - reading a variety of text relating to 'developing' countries and the 'developed' world

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Imitation of Life	B 1, 2, 3	Research	Students will take action to create virtual worlds which use aesthetics and form to address a crisis related to the physical world.	How can we use virtual spaces to change physical spaces?	Environments: Students will understand several crises facing the physical world (general and human related) and take action to propose change to one issue.	Criterion B Multimedia presentation	Week 1 – word study, Week 2 and 3 – student led tutorials on building virtual environments Week 4 and 5 - readings and TedTalks about environmental issues and human interaction with the environment
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UNIT TITLE	MYP OBJECTIVES	ATL SKILLS	CONCEPT STATEMENT (Statement of Inquiry)	UNIT QUESTION (Inquiry Questions)	GLOBAL CONTEXT(S)	Summative Assessment Task(s) (Criteria)	UNIT CONTENT
Lie and truth	A6, B1, C1	Reflection, Information Literacy	Students will understand that perspectives originate from a point of view	How do we know what is truth?	Human ingenuity: Students will understand that culture and perspective is important when addressing issues.	Criteria A, B, and C Scene Writing	Week 1 and 2: Discussion on sources, media and literature. Focusing on cultural, geographical and social background of the source. Week 3 and 4: Reading about and analyzing issues from different perspectives Week 5 and 6: Scene/screen writing. Focusing on layout and content.
Malice	B2, C4	Transfer Collaboration	Students will understand that relationships can form our identity.	Why do people commit evil actions?	Health and social education: Students will become aware and reflect on there are negative relationships in our world.	Criteria B, C Narrative Essay	Week 1 and 2: Research, examples and debate on what is evil/malice. Focusing on human relations and why people commit evil actions. Week 3 and 4: Reading and analyzing narrative texts

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							<p>Week 5 and 6: Look into usage of and what are the components of a narrative essay. Narrative essay writing.</p>
Human and Nature	A, B3	Thinking, Collaboration	The students will understand that when the purpose is to protect and preserve nature global interaction is required.	Why is environment/nature important for our survival?	The students will understand and reflect on nature's importance for our civilization and in our daily lives.	Criteria A and B: A written speech at the UN meeting on an environmental crisis.	<p>Week 1 and 2: Environmental terminology and Visual Interpretation.</p> <p>Week 3 and 4: Focusing on persuasive writing skills and techniques, including vocabulary, repetition and sentence structure.</p> <p>Week 5 and 6: Preparing a persuasive speech and giving it in front of an audience.</p>

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English - MYP 3 - TERM 1

UNIT TITLE	MYP OBJECTIVES	ATL SKILLS	CONCEPT STATEMENT (Statement of Inquiry)	UNIT QUESTION (Inquiry Questions)	GLOBAL CONTEXT(S) AOI Understanding Taking Action Reflecting	Summative Assessment Task(s) (Criteria)	UNIT CONTENT
Bridge Builders	Objective A4; C1, 4, 5, 6	Social - Collaboration	Students will understand that, without communication, understanding cannot be shared, and without understanding, there cannot be a shared culture.	How do we build a common culture?	Community and Service: Students will take action to communicate in order to complete a common project, and reflect upon how the process helped them to share a common culture.	Criteria A and C- Creative Work Short Story Collection	Week 1 – word study and discussions about community building, Week 2 and 3 – reading various short stories and analyzing them, Week 4 - discussing conflict in communities related to communication barriers, Week 5 and 6 - workshops on story elements, figurative language, syntax, grammar and vocabulary
Equal rights and justice for all	B1, 2, 3; C1, 5, 6	Communication	Students will understand that character plays a role in global interactions	How do we respond to inequality and injustice?	Health and Social Education: Students will take action to campaign against global issues of	Criteria B and C Argumentative Essay	Week 1 – word study and quick writes; Week 2 and 3 – developing an argument;

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					inequality and injustice.		writing an essay; Week 4 and 5 - lessons on various struggles for political, social and economic rights
Survival of the Fittest	A1, 3, 6; B2; C1, 2, 3, 4, 5	Thinking	Students will understand the role intertextuality plays in the survival of literature over time, space and place.	How does literature survive?	Human ingenuity: Students will reflect upon literature's orientation in space and time.	Criteria A, B, C Written response to literature	Week 1 – word study; Week 2 and 3 – read a wide variety of classic texts; Week 4 and 5 – lessons on compare and contrast, analysis, relationships between text; Week 6 and 7 – lessons on writing a literary response, quoting a text, paraphrasing, in text citation

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UNIT TITLE	MYP OBJECTIVES	ATL SKILLS	CONCEPT STATEMENT (Statement of Inquiry)	UNIT QUESTION (Inquiry Questions)	GLOBAL CONTEXT(S)	Summative Assessment Task(s) (Criteria)	UNIT CONTENT
Substance Abuse	A2, A3, A4 C1, C6	Collaboration, thinking, reflection, organization, information literacy	Students will understand that our choice of relationships affect our character.	What are the consequences of my actions?	Health and social education: Students will understand that environments have an impact on our choices.	Criteria: A and C PERSUASIVE ESSAY	Week 1 and 2: Talk about personal experience or pre-knowledge about substance abuse. Reading short stories and oral and written interpretation. Week 3 and 4: Watching videos campaigning against substance abuse among teens. Scene and plot writing and video-recording. Text analysis test on the chapters 8-11. Week 5 and 6: Look into components and techniques of/in a persuasive essay and its techniques. Timed essay writing.
Poetry Racism	A6, C1	Information Literacy, Thinking	Students will understand perspective through	What is cultural identity?	Environments: Students will understand that there are various	Criteria: A and C Poetry	Week 1 and 2: Watch a documentary on racism and analysis.

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			the study of characters.		perspectives to approach an issue.		Week 3 and 4: Poetry reading and interpretation Week 5 and 6: Poetry writing techniques and poetry writing
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English - MYP 3 - TERM 2

UNIT TITLE	MYP OBJECTIVES	ATL SKILLS	CONCEPT STATEMENT (Statement of Inquiry)	UNIT QUESTION (Inquiry Questions)	GLOBAL CONTEXT(S) AOI Understanding Taking Action Reflecting	Summative Assessment Task(s) (Criteria)	UNIT CONTENT
Never Forget	A1, 3, 6; B2; C1, 5	Research	Students will understand that choice of genre affects our collective memory	How do we document our collective memories?	Health and Social Education: Students will understand and reflect on what journalist, anthropologists and historians choose to document and what they leave out.	Criterion A and B Oral Response to Literature	Week 1 – word study; Week 2 and 3 – lessons on delivering a commentary orally, text rendering protocol; Week 4 and 5 – comparing different texts of a story;
We Shall Overcome	B1, 2, 3	Collaboration	Students will understand that forms are a connection between creativity and context in social movements	To what extent have the arts affected social movement around the world?	Community and Service: Students will understand the role the arts have played in various social movements around the world (civil rights movement, apartheid, Arab Spring, etc.)	Criterion B Multimedia Presentation	Week 1 – word study; quick writes Week 2 and 3 – lessons on the 6 areas of multimedia presentation; Week 4 and 5 – readings of activist poetry, song, chants, spoken word, etc.;
The master	A4, B1, C2, 3, 4, 5	Thinking	Students will	Who are the	Human Ingenuity:	Criteria A and C	Week 1 –

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of my fate			understand that systems of have different forms	experts and why do they matter?	Students will understand and reflect upon the relationship between knowledge and agency	- Oral Individual - Speech	word study Week 2 and 3 – Element of a good speech; presentation skills, Week 4 and 5 – techniques and rhetorical devices,
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UNIT TITLE	MYP OBJECTIVES	ATL SKILLS	CONCEPT STATEMENT (Statement of Inquiry)	UNIT QUESTION (Inquiry Questions)	GLOBAL CONTEXT(S) AOI Understanding Taking Action Reflecting	Summative Assessment Task(s) (Criteria)	UNIT CONTENT
Justice and Injustice	A3, B2, C2	Reflection, Communication	Students will understand that perspective can change communities.	How are we influenced by injustice and justice?	Community and service: Students will reflect on the fact that different perspectives can be important when approaching a problem.	Criteria A, B, and C: Narrative essay	Week 1 and 2: Watch a movie and prepare a presentation on the injustices that takes place in the movie and how these injustices could have avoided. Week 3 and 4: Oral presentation on the injustices taking place in the movie “Les Miserables”. Week 5 and 6: Look into usage of and

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							what are the components of a narrative essay. Narrative essay writing.
What's your problem	A4, B2, C3	Thinking, Transfer	Students will understand that conflict promotes growth and change.	How can I grow as a result of conflict?	Human ingenuity: Students will understand that environments affect their personal growth.	Criteria: A and B: Oral Presentation: Personal Response to Literature,	Week 1 and 2: Watching videos on conflicts that affect our personal growth. Text reading and analysis reg. conflicts and environments. Week 3 and 4: Preparing presentation on a situation where environments have/had deep impact on people's personal growth. Week 5 and 6: Oral presentation.
Human and Nature	A, B3	Thinking, Collaboration	The students will understand that when the purpose is to protect and preserve nature global interaction is required.	Why is environment/nature important for our survival?	The students will understand and reflect on nature's importance for our civilization and in our daily lives.	A written speech at the UN meeting on an environmental crisis.	Week 1 and 2: Environmental terminology and Visual Interpretation. Week 3 and 4: Focusing on persuasive writing skills and techniques, including vocabulary, repetition and sentence structure. Week 5 and 6: Preparing a persuasive speech and giving it in front of an audience.

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English - MYP 4 - TERM 1

UNIT TITLE	MYP OBJECTIVES	ATL SKILLS	CONCEPT STATEMENT (Statement of Inquiry)	UNIT QUESTION (Inquiry Questions)	GLOBAL CONTEXT(S) AOI Understanding Taking Action Reflecting	Summative Assessment Task(s) (Criteria)	UNIT CONTENT
Substance Abuse	A2, A3, A4 C1, C6	Collaboration, thinking, reflection, organization, information literacy	Students will understand that our choice of relationships affect our character.	What are the consequences of my actions?	Health and social education: Students will understand that environments have an impact on our choices.	Criteria: A and C PERSUASIVE ESSAY	Week 1 and 2: Talk about personal experience or pre-knowledge about substance abuse. Reading short stories and oral and written interpretation. Week 3 and 4: Watching videos campaigning against substance abuse among teens. Scene and plot writing and video-recording. Text analysis test on the chapters 8-11. Week 5 and 6: Look into components and techniques of/in a persuasive essay and its techniques. Timed essay writing.
Poetry Racism	A6, C1	Information Literacy, Thinking	Students will understand perspective through	What is cultural identity?	Environments: Students will understand that there are various	Criteria: A and C Poetry	Week 1 and 2: Watch a documentary on racism and analysis.

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			the study of characters.		perspectives to approach an issue.		Week 3 and 4: Poetry reading and interpretation Week 5 and 6: Poetry writing techniques and poetry writing
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Danish – MYP 4 – Term 1

UNIT TITLE	MYP OBJECTIVES	ATL SKILLS	CONCEPT STATEMENT (Statement of Inquiry)	UNIT QUESTION (Inquiry Questions)	GLOBAL CONTEXT(S) AOI Understanding Taking Action Reflecting	Summative Assessment Task(s) (Criteria)	UNIT CONTENT
Substance Abuse	A2, A3, A4 C1, C6	Collaboration, thinking, reflection, organization, information literacy	Students will understand that our choice of relationships affect our character.	What are the consequences of my actions?	Health and social education: Students will understand that environments have an impact on our choices.	Criteria: A and C PERSUASIVE ESSAY	Week 1 and 2: Talk about personal experience or pre-knowledge about substance abuse. Reading short stories and oral and written interpretation. Week 3 and 4: Watching videos campaigning against substance abuse among teens. Scene and plot writing and video-recording. Text analysis test on the chapters 8-11. Week 5 and 6: Look into components and techniques of/in a persuasive essay and its techniques. Timed essay writing.
Poetry	A6, C1	Information	Students will	What is cultural	Environments:	Criteria: A and C	Week 1 and 2:

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Racism		Literacy, Thinking	understand perspective through the study of characters.	identity?	Students will understand that there are various perspectives to approach an issue.	Poetry	Watch a documentary on racism and analysis. Week 3 and 4: Poetry reading and interpretation Week 5 and 6: Poetry writing techniques and poetry writing
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English – MYP 4 – Term 2

UNIT TITLE	MYP OBJECTIVES	ATL SKILLS	CONCEPT STATEMENT (Statement of Inquiry)	UNIT QUESTION (Inquiry Questions)	GLOBAL CONTEXT(S) AOI Understanding Taking Action Reflecting	Summative Assessment Task(s) (Criteria)	UNIT CONTENT
Justice and Injustice	A3, B2, C2	Reflection, Communication	Students will understand that perspective can change communities.	How are we influenced by injustice and justice?	Community and service: Students will reflect on the fact that different perspectives can be important when approaching a problem.	Criteria A, B, and C: Narrative essay	Week 1 and 2: Watch a movie and prepare a presentation on the injustices that takes place in the movie and how these injustices could have avoided. Week 3 and 4: Oral presentation on the injustices taking place in the movie “Les Miserables”. Week 5 and 6: Look into usage of and what are the components of a narrative essay. Narrative essay writing
What’s your problem	A4, B2, C3	Thinking, Transfer	Students will understand that conflict promotes growth and change.	How can I grow as a result of conflict?	Human ingenuity: Students will understand that environments affect their personal growth.	Criteria: A and B: Oral Presentation: Personal Response to Literature,	Week 1 and 2: Watching videos on conflicts that affect our personal growth. Text reading and analysis reg. conflicts and environments.

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							<p>Week 3 and 4: Preparing presentation on a situation where environments have/had deep impact on people's personal growth.</p> <p>Week 5 and 6: Oral presentation.</p>
Dreams and goals	A1,B4	Thinking and reflection	The students will understand that relationships affect our point of view.	<p>Why do we have dreams? What are your dreams and goals?</p>	The students will understand the necessity of meaning of dreams and dreams are not necessarily material goods.	Criteria A and B: Literary writing	<p>Week 1 and 2: Formulation of past and current dreams and goals. Definition of dreams and why do we have dreams.</p> <p>Week 3 and 4: Text analysis and response to literature</p> <p>Week 5 and 6: Focus on what is literary writing? Techniques and content. Timed Literary writing in class.</p>

Danish MYP 4 - TERM 2

UNIT TITLE	MYP OBJECTIVES	ATL SKILLS	CONCEPT STATEMENT (Statement of Inquiry)	UNIT QUESTION (Inquiry Questions)	GLOBAL CONTEXT(S)	Summative Assessment Task(s) (Criteria)	UNIT CONTENT
Justice and Injustice	A3, B2, C2	Reflection, Communication	Students will understand that perspective can change communities.	How are we influenced by injustice and justice?	Community and service: Students will reflect on the fact that different perspectives can be important when approaching a problem.	Criteria A, B, and C: Narrative essay	Week 1 and 2: Watch a movie and prepare a presentation on the injustices that takes place in the movie and how these injustices could have avoided. Week 3 and 4: Oral presentation on the injustices taking place in the movie “Les Miserables”. Week 5 and 6: Look into usage of and what are the components of a narrative essay. Narrative essay writing.

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What's your problem	A4, B2, C3	Thinking, Transfer	Students will understand that conflict promotes growth and change.	How can I grow as a result of conflict?	Human ingenuity: Students will understand that environments affect their personal growth.	Criteria: A and B: Oral Presentation: Personal Response to Literature,	Week 1 and 2: Watching videos on conflicts that affect our personal growth. Text reading and analysis reg. conflicts and environments. Week 3 and 4: Preparing presentation on a situation where environments have/had deep impact on people's personal growth. Week 5 and 6: Oral presentation.
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