Course Overviews MYP English Language and Literature, UWC Thailand 2025-2026

All units taught in grades 6 to 10 are continuously being developed and improved to best meet the needs of the students at UWCT. Therefore, the following overview is only a reflection of current plans for the course. Some changes to these course overviews may occur as a result of planning done throughout the academic year.

Grade	Unit Number and Title	Books used	Key and Related Concepts	Global Context	Statement of Inquiry	Inquiry Questions	ATL Skills	Content (topics / knowledge/ subject specific skills)	Summative Assessment and MYP Criteria Assessed
6	Unit 1 **Short Stories** Realistic Fiction	Selected short stories targeted at Grade 6. Fish Cakes Eleven Cloud Busting	**Connections** Character; Theme;	Identity and Relationships	Relationships between characters guide the reader to interpret a theme and reveal how conflicts of different kinds are connected with our own personal growth and identity.	**Factual:** How are short stories structured? What is realistic fiction? **Conceptual:** How does a writer construct characters? How do structure, character and conflict help to convey a writer's theme? **Debatable:** What makes an engaging short story?	Communication Skills	Understand the elements and structure of a story. Identify different points of view in writing Reading critically and for comprehension Analyse a range of short stories, photos and literary techniques Practise visible thinking strategies and techniques Use appropriate forms of writing for different purposes Access information to be informed and inform others Describing the setting in narratives Developing and describing characters in narratives Descriptive language usage and dialogue writing Organize and depict information logically Practice editing Punctuation and purpose of dialogue Creating original works and ideas Transfer - Apply skills and knowledge from I&S geography to unfamiliar situation - realistic fiction narrative. Slide Deck	**Formative** - 1. Short Story Analysis - Plot Mountain **Criterion A** 2. Practice Short Story using complex noun groups **Criterion B** **Summative** **1.**Theme, Character, Setting Free-Write Analysis **Criterion A** **2.**Creating an original realistic fiction narrative (short story) **Criterion B** **Criterion C** **Criterion D**
6	Unit 2 **Historical Fiction**	The Night Diary	**Perspective** Genre; Setting	Orientation in space and Time	Historical fiction narratives help us understand different perspectives about events which have shaped history.	**Factual**: What is historical fiction? What are the conventions of historical fiction? **Conceptual**: How can we use fact to create fiction? How can reading historical fiction give us a better understanding of history? **Debatable**: Is historical fiction reliable or does it blur the boundaries between fiction and reality?	Thinking Skills	Conventions of historical fiction Reading critically and for comprehension Gather and organize relevant information to formulate a historical setting Describing the setting in narratives Developing and describing characters in narratives Diary writing conventions and techniques Descriptive language usage and dialogue writing (focus on sensory techniques) Slide Deck	Literature Circles Analysis of text quotes and (A) Diary Writing Criterion B, C and D Criterion D
6	Unit 3 **IDU: DocuMantaRay** **IDU -** I&S, EXP, DT, Music, Art, Manta time	Documentaries related to issues	**Communication** Audience Genre; Purpose	Globalization and Sustainability	Digital storytelling allows us to connect to our community and create solutions; empowering us to be global citizens.	**Factual:** What is a documentary? What are the different film genres? **Conceptual:** How real is the reality in a documentary? What conventions can be used to communicate to an audience in the genre of documentary? **Debatable:** Are ethical issues central to documentary filmmaking? Can digital stories create positive changes in our society?	Self-management	**Factual Knowledge:** Documentary conventions and specific features (e.g., voiceovers, interviews, archival footage) Different types of narrative structures used in documentaries Components of effective interview questions Characteristics that distinguish narrative from expository writing **Conceptual Knowledge:** Understanding how persuasive devices influence audience perception Relationships between visual and written narratives in documentary filmmaking Connection between action research methodology and expository writing How documentary features work together to convey meaning and purpose Understanding the role of different writing styles (narrative and expository) in documentary scriptwriting **Procedural Knowledge:** Analysis techniques for identifying documentary features and structures Methods for crafting effective interview questions Process of developing a documentary script that incorporates both narrative and expository elements Techniques for integrating persuasive devices into documentary writing Steps for creating and using storyboards to plan documentary production	Script Crit B, C, D Documentary Analysis Crit A Film and Reflection Journal IDU Assessment A,B,C Complete Film Crit B, C, D

								Strategies for conducting and documenting action research Techniques for blending visual and written elements in documentary planning Slide Deck (2024-25)	
6	Unit 4 **Playing with words** Poetry/ Figurative Language	Curated selection of poems in Poem Reader	**Creativity** Style, Self-expression	Personal and Cultural Expression	Poetry is a creative play on words to produce meanings and feelings about any subject - however big or small.	**Factual:** What is poetry and how is it structured? What techniques and stylistic devices do poets use? **Conceptual:** In what ways can emotive techniques work on an audience? Can poetry be about anything - however big or small? **Debatable:** Why do we read poetry?	Communication,	Slide Deck Intro to Unit - What is a poem? Structures (e.g. Haikyu). Rhyme schemes Imagery (See, Smell, Taste, Sound, Touch) Figurative Language - Simile, Metaphor and Personification Write about art (ekphrastic poetry) Creating original works and ideas Poem Analysis of SWIFT features Summative Task - Poem Comparative Analysis	Formative: Poem annotation and analysis (reader). Poem mini-zine Summative: Poetry Comparative Analysis: **Criterion A, Criterion B**
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7	Unit 1 **Myths & Legends**	Various Folktales from around the world Purchased Urban Legends, Maori myths and Greek myths (digital versions for online learning) Anthology of Greek/Roman Myths (online) Greek Myth Pack	**Connections** Context, Genre, Purpose	Personal and Cultural Expression	Across diverse human cultures, myths and legends have been used to communicate the journey of individuation.	**Factual:** What are myths and legends? What are the conventions of myths and legends? **Conceptual:** What purpose do myths and legends fulfil? What can myths and legends reveal about human behaviour and culture? **Debatable:** Is there a place for myths and legends in the modern world?	**Thinking Skills** critical thinking	**Genre:** Exploring the genres of folklore and storytelling in different cultures and belief systems **Plot:** Plot mountain review + A hero's journey (for advanced students) **Characterization:** Review of PAIRS and STEAL frameworks - myth analysis with these frameworks. **Writing skills:** VENN diagram planning; Compare and contrast devices; compare and contrast essay structure Reading for comprehension Understanding how to annotate texts for comprehension and purpose. Linking culture to myths and legends. **Slide Deck**	Formative: Story analysis - plot/ character/ genre features VENN Diagram compare and contrast Comparative PEEL A D Summative Myth writing: Explain a natural phenomena through myth. B C D
7	Unit 2 **Can we guess what the future will hold?** Science Fiction/ Dystopias	***City of Ember*** ***The Giver***	**Creativity** Setting, Genre	Orientation in Space and Time	Writers of the genre of science fiction subvert our notions of space and time and creatively use futuristic settings to critique aspects of societies.	**Factual**: What is science fiction? What are the conventions of science fiction and dystopias? **Conceptual**: What is the difference between utopias and dystopias? How can writers use science fiction to critique the societies in which they live? **Debatable**: Can science fiction help predict the future?	**Self-management - organizational**	**Genre:** features and conventions of Scfi-Fi; Utopian vs Dystopian **Characterisation** - creating characters with PAIRS/STEAL framework; character hooks; an introduction to character development; describing characters using metaphors, similes, powerful adjectives/adverbs **Setting:** tools for creating imagery (appealing to senses; details; figurative language); structuring a description **Novel study**: City of Ember - weekly literature circles (see literature circle packs); weekly quick writes; weekly comprehension quizzes. **Language focus:** Will for prediction/ useful phrases for justifying Relative clauses	Formative: City of Ember/ The Giver quick writes (Crit A all) Summative Opening of a teen dystopian novel B C D
7	Unit 3 **What makes a life worth learning about?**	Vignette Poetry Inside Out and Back Again- Thanha Lai	**Identity** Style, Structure, Point of View	Identities and Relationships	Sharing our stories through the style and structure of non-fiction vignettes, we can express our unique identity and point of view.	**Factual:** What are the characteristics of non-fiction texts? What is the first person perspective? **Conceptual:** Why should we read and write biographical texts? How can the style and structure of vignettes be used to impact the audience? **Debatable:** What makes a life worth writing about?	**Thinking Skills-** Generate metaphors and analogies	Different types of non-fiction texts, along with their different purposes and features (news articles, biographies, letters, diaries, etc.) -Conventions of biographies -Free verse poetry -profile writing Value of reading and writing biographical texts	Summative: Writing a collection of vignettes and author's commentary A C D

7	Unit 4 **Double-Edged Swords**	Fiction and non-fiction texts	**Perspective** Point of view	Scientific and technical innovation Consequences and Responsibility (of technologies)	Different perspectives on technology reveal different ideas about what consequences matter and who is responsible	**Factual:** What is a 'double-edged-sword'? What kind of innovations bring both opportunity and risk? What are some important emerging technologies that are often debated? **Conceptual:** What are some different points of view and perspectives about inventions? What does 'taking responsibility' mean in the context of innovation? **Debatable**: Can something that has been invented ever be 'un-invented'?	**Critical Thinking skills** Develop contrary or opposing arguments **Communication** Use a variety of speaking techniques to communicate with a variety of audiences	-Exploring consequence and responsibility through short stories -Reading and identifying perspectives on modern tech based issues, such as the banning of social media for teens in Australia -Reading and writing dialogues, as a debate skill builder and way of inhabiting different perspectives -Learning debate format: opening statement, rebuttal, conclusion -Debate skills: speaking, thinking on one's feet, shorthand note-taking	Formative: Analyzing perspectives in articles Dialogical writing Discussing issues with technology Summative: Debate about issues related to technology- Criterion B and D
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8	Unit 1 **Do you believe in Magic?**	Fantasy novel - The Gilded Ones	**Creativity** Genre; Theme, Setting	Orientation in Space and Time	Writers can use creativity to push the boundaries of time and place while exploring familiar themes.	**Factual:** What is fantasy? How is fantasy different from other genres? **Conceptual:** How does life in the fantasy world help us learn about the real world? How do authors use language and imagery to create fantasy worlds? **Debatable:** Can we use fantasy to escape?	Communication skills Self-management skills	Features of fantasy, contrast and compare with other genres Identify common fantasy tropes World-building - creating fantastical settings Review of imagery; identifying this in set text and commenting on the effect on the reader Creating engaging setting or character hooks Examine how themes reflects larger ideas about society, human nature, or morality The stages of creative writing: emphasis on planning, drafting, editing, and peer / self-review.	Formative: Quick writes Literature circles Features of Fantasy Quiz Summative: Opening to a teen fantasy novel B C D
8	Unit 2 **Power & Persuasion**	Novella: Animal Farm	**Communication** Purpose, Audience Imperatives, Bias	Personal and Cultural Expression	. Critical evaluation of communication can uncover its purpose, target audience, and bias.	**Factual:** What is the purpose of advertising, propaganda and factual news? What is bias and what does it look like? **Conceptual:** How are persuasive and stylistic techniques used when presenting information? How can we engage with, and respond to mass media communication in a more informed way? **Debatable:** Is all art a form of protest or propaganda? What is the role of the media if we cannot trust the information it gives us?	Thinking	Propaganda types and impact Creation of propaganda Impact of propaganda on a society Characterization Deconstruction of an allegory PEEL Paragraphs Analytical essay writing	Formative: Reading journal Reading quizzes Author poster/research Summative: Workbook A Analytical Essay A B D
8	Unit 3 **What do our ethical and moral choices reveal about us?**	Novel study - Lord of the Flies	**Connections** Structures, Intertextuality, Character	Identities and Relationships	We can make connections between different narrative structures that show moral and ethical dilemmas, with people's responses to these revealing aspects of their character and identity.	**Factual:** What are the intentions and effects of narrative structures? What are moral and ethical dilemmas? **Conceptual:** How does our understanding of character and our feelings towards them change throughout a novel? What connections can be made with the unit novels? What can the use of violence say about human nature? **Debatable:** Are unit novels still relevant in the 21st century? Is Lord of the Flies an appropriate book for an 8th grade curriculum?	Social	Novel study - Lord of the Flies Characterization (PAIRS/STEAL models) Vocabulary and comprehension quizzes Figurative language Setting Symbolism/Allegory Authors Intention Review of PEEL and PETA paragraphs and how to select evidence from the text. Freudian ideas id, superego, ego	Formative: Quick writes Author poster/research Reading quizzes Summative: Literature Circle Style Review/Presentation A C D

8	Unit 4 **Movies that Matter**	Film - The First Grader (Kenya) & Hunt for the Wilderpeople	**Perspective** Context, Theme	Fairness and Development	Through film, creators can communicate stories that bring real-world issues and human experiences to light.	**Factual Question:** What is the purpose of film? What is the purpose of an education? How do filmmakers organize scenes and events in a movie? **Conceptual Question:** How can film be used to raise awareness about real world issues? **Debatable Question:** Can films make a difference?	Communication skills	SDG 4 Quality Education / The right to education Film techniques analysis Story structure frameworks Theme and message Expository writing Historical context research Post-colonial Kenya Haiku Community Engagement Connection	Formative: Quick writes Country profile Haiku collection Summative: Scene Analysis A Movie that Matters Pitch B C D
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9	Unit 1: Virtual Realities	*The Social Dilemma* *Black Mirror: Nosedive*	Communication Innovation Point of View	Science and technology	Evolving technologies challenge our ideas of knowledge, creativity, and what it means to be human.	**Factual**: What is the role of artificial intelligence in everyday life today? How has the use of social media changed over the past decade? **Conceptual:** How does technology influence our ability to think critically and evaluate information? **Debatable:** Does social media enhance or harm our ability to connect with others? Is relying on technology for knowledge making us less intelligent?	Social Self-Management	Conventions of documentaries in *The Social Dilemma* Film techniques in *Black Mirror: Nosedive* Point of view in multimedia texts How technology shapes communication and relationships The impact of innovation on society Writing analytical PETAL paragraphs Presenting scene analyses with attention to form and meaning Comparing how different media communicate societal messages Creating a summative podcast to evaluate effectiveness Reflecting on the human and ethical implications of technology.	**Formative** Scene Presentations A: i, ii, iii, iv Practice Paragraphs A: all, B: all, D: i, ii, iii, iv **Summative** Comparative Podcast A: All C: All **Book Chats** C: i, iii D: iv
9	Unit 2: The Last Laugh	*Born a Crime*	Perspective Context Style	Fairness and Development	Humor empowers writers to reframe stories of injustice into moments of reflection, fostering awareness and change.	**Factual:** What events from Trevor Noah's childhood does he highlight in Born a Crime? What techniques does Trevor Noah use to incorporate humor into his storytelling? **Conceptual:** How does humor help writers reshape difficult or unjust experiences into meaningful stories? **Debatable**: Does humor ever risk minimizing the seriousness of injustice, or can it always empower reflection?	Communication Social	Identifying and applying conventions of memoir writing. Analyzing how humor functions as a literary device. Researching and integrating historical and social context (apartheid South Africa). Examining perspective and how it shapes narrative voice. Writing analytical PETAL paragraphs on style and humor. Engaging in Socratic seminar discussion with textual evidence. Crafting original mini-memoirs using learned conventions. Reflecting on humor as a means of empowerment and social awareness.	Formative Socratic Seminar A: i, ii, iii, iv Summative: Mini Memoir: B: All C: All D: i, ii, iii, iv
9	Unit 3: The Power of Perspective	*The Curious Incident of the Dog in the Nighttime*	Perspective Point of view Style	Identities and relationships		**Factual:** What strategies are employed by writers to express or showcase a character's 'difference'? What is neurodiversity? **Conceptual:** How might literature teach us the value of seeing the world through another's eyes? How do authors characterize secondary characters in a first person narrative? **Debatable:** Do disability narratives exploit or inform? Explain.	Thinking	Examining how first-person narration shapes understanding of a story Exploring how style and structure affect how meaning is communicated Analyzing how authors use literary devices to reveal perspective Considering how narratives challenge assumptions about identity and "normality" Reflecting on how literature can build empathy for diverse experiences Developing analytical writing to explain the impact of author choices Practicing creative writing that experiments with point of view and voice Exploring the use of symbols, patterns, and structure to convey deeper meaning Comparing the effectiveness of different storytelling forms (novel, screenplay, comic, etc.) Writing a formal analytical essay to connect author's style with societal message	Formative Creative Choice Board C: all Practice Paragraphs A: all, B: all, D: i, ii, iii, iv Summative Analytical Essay A: All B: All D: i, ii, iii, iv
9	3: Medium Matters	Poetry Frost Plath Hughes Duffy	Creativity Self-expression Purpose	Personal and Cultural expression	Self Expression Theme	**Factual**: What techniques are specific to poetry, visual art, music, and theater productions? How do they communicate meaning? **Conceptual**: How does the choice of medium influence the way an audience interprets a creative work?	Communication	Exploring how poetic form, structure, and sound shape meaning Analyzing how poets use literary devices to communicate emotion and ideas Examining how imagery, symbolism, and figurative language create deeper meaning in poetry Considering how different poets express personal and cultural identity through their work Reflecting on how poetry communicates complex ideas in condensed and powerful ways Developing analytical writing to explain the impact of poetic techniques and author choices	Formative Poem analysis presentation Summative Poetry portfolio C: all D: all Final Exam A: All B: All

						Debatable: Is one artistic medium more powerful than another in expressing complex ideas, or does impact depend entirely on the creator and context?		Practicing creative writing that experiments with poetic form, voice, and imagery Exploring how patterns such as rhyme, rhythm, and repetition influence interpretation Comparing how meaning is communicated across different artistic media (poetry, visual art, music, and performance) Writing a formal analytical essay connecting poetic style and medium to a broader message or theme	D: i, ii, iii, iv
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10	1:Coming of Age	Graphic novel	Identity Genre Self-expression	Personal and cultural expression	An author's choice of genre and techniques is a form of self-expression and a reflection of their identity.	**Factual:** What are key elements of the graphic novel genre? What competing values and ideologies created conflict in 20th century Iran? **Conceptual:** How do authors represent their 'self' in autobiographical works? How do visual and lexical modes effectively complement each other? **Debatable:** How effective are graphic novels at communicating purpose, compared to more 'traditional' literary forms?	Communication Research	Students will learn about the competing geopolitical and social values that affected life in Iran in the 20th century (and continue to influence it now). Students will learn key elements of the graphic novel genre and page layout. They will learn about concepts related to comics and using visual methods of expression. Students will discuss, debate and reach conclusions about the 'self' in an autobiographical work and discuss an author's representation of their 'self' in their own work. Students will research alternative opinions and ideas about literary texts and engage in academic-level reading and research and begin to incorporate these ideas in their analytical writing. Students will continue to develop their awareness of authorial choices (both lexical and visual) and continue to explore their meaning. Students will continue to develop their analytical writing skills through developing depth and complexity and incorporating others' opinions in their writing.	<u>Formative: PETAL paragraph</u> A - Analyzing i, ii, iii D - Using Language i, ii, iii, iv <u>Summative: Written analysis of the literary text.</u> A - Analyzing i, ii, iii B - Organizing i, ii, iii D - Using Language i, ii, iii, iv
10	2: Be Persuaded The course parallels content and assessments with I&S and EXP units	Analysis of adverts	Communication Audience imperatives Purpose	Personal and Cultural Expression Students will explore the purpose of creative expression in relation to persuasion: persuading an audience to laugh, believe, to agree or to buy.	It is important for a text's creative expression and communication to closely correspond with its intended purpose and audience.	**Factual:** What are common techniques used to persuade audiences? What Is a signature brand story and what are the ingredients of a good one? **Conceptual:** How do texts *inspire*? Can we use the persuasive devices used to sell products to sell an idea for social change? **Debatable:** Where does the balance between "what" and "why" lie in persuading?	Self-management Research	Students will further develop their understanding of persuasion in texts according to different purposes and audiences. Students will spend a significant time analysing the techniques of persuasion utilised in advertisements. Emphasis will be specifically be placed on underlying messages of motivation or inspiration. They will compare and contrast different types of advertisements, from those that appear more as public service announcements to those that directly target the purchase of a product. Students will discover and practise effective oral communication skills and appropriate, professional presentation skills. Students will create their own texts that correspond to their entrepreneurship project in EXP. They will work in a group to create persuasive presentations for a dragon's den scenario. They will work individually to produce posters to promote their product or stall at the Festival of LIght. Students will select persuasive texts to compare and analyse and will produce an oral analysis of two texts with similar purposes and audiences.	<u>Dragon's Den presentation</u> <u>Digital marketing campaign for Festive Fair</u> A - Analysing i, ii, iii, iv B - Organising i, ii, iii C- Producing Text I, ii, iii D - Using Language I, ii, iii, iv, v
10	3: World Literature: the universal and the unique through poetry	Poetry: 'Nothing's Changed' 'Search for my Tongue' 'Half Caste'	Culture Self expression Theme	Orientation in Time and Space	Themes are often universal but culture and context means writing from individual cultures has definite unique qualities.	**Factual:** What is the effect of figurative language/poetic devices on a reader's understanding of a text? **Conceptual:** How does cultural context affect the creation of and response to a text? **Debatable:** To what degree is literature universal?	Communication Thinking	Students will explore personal experience and try different ways of expressing these ideas, applying different language techniques. Students will further develop analytical skills in relation to literature analysis, particularly poetry.. Students will compare and contrast their own work to other literary works, using this as an opportunity to grow their skills.	<u>Comparative analysis of two poems</u> A - Analysing I, ii, iii, iv B - Organising I, ii, iii D - Using Language I, ii, iii, iv
10	4: Drama Study: <u>A View from the Bridge</u>	Play	Connections Character	Personal and Cultural Development	Playwrights consciously draw on key elements of genre to		Communication Thinking	Students learn about the socio historical context of working class immigration to America. They will explore attitudes towards coming of age, freedom and independence and justice and respect.	<u>Creative task: Amendment or alternate ending to the play</u>

			Theme		convey character and themes.	Factual question: what are the key elements of tragedy? Conceptual question: how do playwrights consciously draw on key elements of the genre to convey pathos? How far does good drama have to mind the conventions of traditional literary forms? Debatable question: do tragedies suggest that we are responsible for our own fates?		Students will learn about aspects of Greek theatre incorporated by Arthur Miller. Students will learn about structuring an oral presentation about a key issue from the play, and select an important extract, which focuses on a key element of the play.	C- Producing Text I, ii, iii D - Using Language I, ii, iii, iv, v
10	5: Analyzing unseen texts	Instagram campaigns, NGO fundraising	Communication Purpose Audience imperatives	Fairness and development	Effective communication requires a thoughtful consideration of audience and purpose.	Factual: What specific visual and linguistic techniques are commonly used in social media campaigns to convey their message? Conceptual: How do media campaigns on social platforms shape audience perceptions and inspire action? Debatable: To what extent is it ethical for humanitarian organizations to use emotional manipulation in their social media campaigns to raise awareness and funds?	Communication Thinking	Students gain foundational knowledge of communication concepts—audience, purpose, and campaign—and understand NGOs' roles and objectives on social media, including awareness-raising and fundraising. They identify key visual and textual techniques in Instagram campaigns, such as imagery, hashtags, captions, calls to action, and storytelling, while also recognizing Instagram's features and limitations for NGOs, including engagement metrics like likes, comments, and shares. Conceptually, students explore how messages are tailored for different audiences, how visual and textual choices shape perception and engagement, and the ethical implications of NGO campaigns in promoting social justice.	<u>Written analysis of an unseen text</u> A - Analyzing i, ii, iii B - Organizing i, ii, iii D - Using Language i, ii, iii, iv