

Literature & Language Subject Group Overview

Grade & Subject	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
6 English	Descriptive Writing Concept: character, style, setting, creativity Global Context: orientation in space and time / 'interaction between writers and readers' Inquiry: Successful writers interact with their readers by using style and creativity to capture characters and settings at particular moments in time. Assessments: 1. Descriptive paragraph (Criteria C & D) 2. Personal narrative (Criteria C & D) ATL skills: Use appropriate forms of writing for different purposes and audiences; Focus on the process of creating by imitating the work of others; Make unexpected or unusual connections between objects and ideas; Create original works and ideas and use existing works and ideas in new ways; Generate metaphors and analogies. Content summary: Creating strong characters and atmospheric settings by using descriptive language and other literary tools like similes, metaphors, personification, and alliteration. Writing a short, but compelling, personal	Analytical Writing Concept: Connections purpose, structure, audience imperatives Global Context: fairness and development / 'human capability and development' Inquiry: The purpose of analytical writing is to convey one's structured arguments in a fair, developed, and organized manner that builds connections with the intended audience. Assessments: 1. PEAL paragraph (Criteria A, B, D) 2. Extended PEAL (Criteria A, B, D) ATL skills: Paraphrasing accurately and concisely; Develop new skills, techniques and strategies for effective learning; Evaluate evidence and arguments; Draw reasonable conclusions and generalisations; Practise flexible thinking – develop multiple opposing, contradictory and complementary arguments. Content summary: Studying the film <i>Esio Trot</i> and reading a number of chapters from the novel, <i>Boy</i>, by Roald Dahl. Conducting research from non-fiction books about important historical figures.	Short Stories Concept: Perspective, intertextuality, theme, genre Global Context: personal and cultural expression / 'analysis and argument' Inquiry: Short stories of different genres contain common themes that provide us with opportunities to express our varying perspectives, as well as our analysis, arguments, and personal and cultural differences. Assessments: 1. PEAL Paragraph (Criteria A, B, D) 2. Fishbowl discussion (Criteria A & D) ATL skills: Use a variety of speaking techniques to communicate with a variety of audiences; Interpret and use effectively modes of non-verbal communication; Read critically and for comprehension; Listen actively to other perspectives and ideas; Give and receive meaningful feedback; Consider ideas from multiple perspectives; Develop contrary or opposing arguments. Content summary: Analysing and exploring students' perspectives on a range of short stories. Examining various literary elements, such as characterization, conflict, plot, symbolism and setting,	The Novel Concept: Communication, point of view, context, self-expression Global Context: identities and relationships / 'attitudes, motivation, independence' Inquiry: First person accounts may emerge from a shared context, but will be individually shaped by point of view and self-expression. They are capable of communicating attitudes and motivations and certain lessons about identities and relationships with others and the natural world. Assessments: 1. Reflective diary project (Criteria C & D) 2. Reflective diary project (Criteria B, C, D) ATL skills: Use appropriate forms of writing for different purposes and audiences; Paraphrase accurately and concisely; Practise empathy; Bring necessary equipment and supplies to class; Keep a journal to record reflections; Revise understanding based on new information and evidence; Make unexpected or unusual connections between objects and/or ideas. Content summary: Undertaking a novel study of David Almond's book <i>Skellig</i>. Reading and discussing the novel and engaging in a creative writing task that requires them	

	narrative on a powerful moment in their lives. Focusing on the importance of editing one's work carefully for capitalisation, punctuation, spelling and grammar mistakes.	Learning how to quote from a text. Practising the skill of literary analysis and how to formulate arguments using the structure of a PEAL paragraph. Focusing on the importance of editing one's work carefully for capitalisation, punctuation, spelling and grammar mistakes.	Constructing literary response paragraphs with a focus on sound logic, textual evidence, and concise use of language. Organising their thinking and written expression in PEAL paragraphs. Learning how to participate and engage in a seminar and fishbowl discussion and how to give meaningful feedback to peers.	to create a diary from the perspective of the character, Mina. Students develop their skills of creative presentation and interpretation, as well as their organisational skills and independence. Alongside this, students explore the poetry of the visionary William Blake, whose ideas inspired some of the novel. Students further develop their analytical skills, as well as create visual representations of the poems. In the final weeks of the semester, students watch the film adaptation of the novel and reflect how this compares to their own interpretation, focusing on the role of imagination in literature.	
7 English	Global Short Stories Concept: Communication, Character, Setting Global Context: Orientation in Time and Space Inquiry: Writers communicate settings through their language choices and use characters to explore identity formation. Assessment: 1: Fishbowl Discussion(Criteria A and D) 2: Creation of character and setting (Criteria B, C and D) ATL skills: Communication skills - Give and receive meaningful feedback. Collaboration skills- Listen actively to other perspectives and ideas. Exercise leadership and take on a variety of roles within groups.	Exploring Poetry Concept: Communities Point of View, Structure, Style Global Context: Personal and cultural expression Inquiry: Poets employ artistry and style to craft beauty using self-expression to explore their creativity. Assessment: Assessment 1: My Favourite Poem Presentations (Criteria A and Criteria D- Spoken) Assessment 2: Writing Poems (Criteria B and C) ATL skills: Communication skills - Use a variety of speaking techniques to communicate with a variety of audiences Collaboration skills-Listen actively to other perspectives and ideas.	Refugee: A Novel Study Concept: Perspectives, Context, setting, theme Global Context: Identities and relationships Inquiry: Writers explore themes and perspectives through their characters within specific settings and contexts, to shape a hopeful future. Assessment: Assessment 1: Analysis of setting between the narratives (Criteria A with optional B or D - Spoken) Assessment 2: News Article (Criteria B, C and, D- Written) ATL skills: Communication skills - Take effective notes in class. Collaboration skills-Practise empathy. Make fair and equitable decisions. Critical thinking skills-Consider ideas from multiple perspectives. Creative thinking skills- make guesses, ask 'what if' questions	A Historical Fiction Concept: Connections Genre, Context Global Context: Orientation in space and time Inquiry: The genre of historical fiction facilitates creative connections between social histories and contemporary readers through a variety of contexts. Assessment: Assessment 1: Choice Board Writing Tasks (Criteria C/D) Assessment 2: Plot Timeline Sequence (Criteria B) Assessment 3: Character Transformation Poster (Criteria A) ATL skills: Collaboration skills - Encourage others to contribute. Organisation skills -Bring necessary equipment and supplies to class. Affective skills - Demonstrate persistence and perseverance. Reflection skills -	Kerry 27/5

	Critical-thinking skills - Gather and organise relevant information to formulate an argument. Content summary: -Reading and summarising the short story -Understanding the narrative arc -Focusing on literacy devices used by an author to convey meaning -Using the text as a conduit to debating central themes in the modern world -Close analysis of key events in the text -Contemplating the moral message in texts	Affective skills-Practise dealing with change. Content summary: -Looking at a collection of poetry for stimulus and thought provoking discussion -Using scripted creative writing activities to foster a love of poetry writing -Reading a range of authors and genres -Producing original poems -Learning, modelling and practising redrafting poems --Analysing poems exploring how poets use a range of language and structural devices to deliver meaning	and test hypotheses. Content summary: In class reading of the novel, with class discussion of plot and ideas. Complete a reading journal. Write a newspaper article. Grapple with historical and social context Explore setting, atmosphere and tension in text Develop analytical writing skills via short paragraph and extended analytical writing, peer feedback and self assessment tasks Activities focused on descriptive writing as a result of text as prompt. Use of visual stimulus to generate creative thought Complete interviewing task to develop spoken language skills Numerous quizzes and comprehension questions in relation to each chapter.	Identify strengths and weaknesses of personal learning strategies (self-assessment). Media literacy skills - Communicate information and ideas effectively to multiple audiences using a variety of media and formats. Transfer skills - Make connections between subject groups and disciplines Content summary: Explore historical and social contexts of texts Collaborate with peers in book club style forum In class reading of text with book club discussions focused on individual reader response. Activity choice board to encourage a variety of responses to the texts Consolidation of learning through creation of a study guide website Learners actively encouraged to ask questions of the text Trackers to encourage organisation and effective class notes Exploration of setting, plot, and themes in text Evaluation of character transformation across the text.	
8 English	Shakespeare's <i>Romeo & Juliet</i> Concept: Connections, Audience Imperatives, Context, Theme Global Context: Identities and Relationships Inquiry: Themes in literature connect with audience imperatives and perceptions of status. These emerge from context and ultimately shape character connections. Assessment:	EcoPoetry Concept: Style and Expression, Creativity Global Context: Globalisation and sustainability Inquiry: Poetry is a creative form for self-expression that explores human impact on the environment through stylistic choices. Assessment: 1. Producing Poetry on an environmental issue (Criteria C, D)	The Power of Language Concept: Structure, point of view, purpose, communication Global Context: Personal and cultural expression Inquiry: Persuasive communication is structured to present an argument, express points of view, and influence audience behaviour and decisions. Assessment: 1. Analysis of a persuasive article (Criteria A)	Novella Study Concept: Context, intertextuality, and character, Perspectives Global Context: Identities and relationships Inquiry: An awareness of contexts supports understanding of character within texts. Assessment: 1. Reflective Podcasts (Criteria A and D) ATL skills: Communication skills - Read critically and for	IDU (with Science) Ocean Acidification Concept: Environment, purpose Change, communication Global Context: Globalisation and sustainability - Human impact on the environment Inquiry: Purposeful communication can shape human behaviour to drive positive environmental change. Assessment: 1. Eco-poem (Ai, Bi) 2. Reflective log (Aii, Bii, Ci, Cii)

	1. Producing a narrative or epistolar piece exploring events and themes of the text (Criteria C, D - Written) 2. Written Analysis - Choice Board Response (Criteria A and B) ATL skills: Communication skills - Give and receive meaningful feedback. Affective skills - Practise focus and concentration. Critical-thinking skills - Consider ideas from multiple perspectives. Content summary: -Reading and summarising the play -Watching performances and adaptations of the play; interpreting differences/similarities -Performing scenes from the play -Debating central ideas of the play -Close analysis of key scenes - Reinterpreting the actions of the play in a piece of newspaper writing	2. Ecopoetry Award Presentations (Criteria A, B) ATL skills: Communication skills - Use appropriate forms of writing for different purposes and audiences. Critical-thinking skills - Gather and organise relevant information to formulate an argument. Transfer skills - Combine knowledge, understanding and skills to create products or solutions. Content summary: -Looking at case studies of instances where poetry has had an impact on the world -Using pre existing texts to create 'blackout' poems -Reading a range of eco poems -Producing original poems -Learning, modelling and practising redrafting poems -Debating the difference between ecopoetry and nature poetry -Analysing poems by putting forth nominations for a school eco poetry award	2. TED Talk Speeches (Criteria B, C, D) ATL skills: Communication skills - Use a variety of speaking techniques to communicate with a variety of audiences. Collaboration skills - Listen actively to other perspectives and ideas. Critical-thinking skills - Develop contrary or opposing arguments Content summary: -Class discussion and annotations of various persuasive speeches -Construction in pairs of analytical paragraphs related to persuasive writing -Numerous quizzes to check understanding of persuasive devices in glossaries -Persuasive speech analysis and presentations -Creation of advertising campaigns with a focus on ethos, logos and pathos -Analysis of Ted Talks to identify ingredients of successful presentation -Teacher and feedback during speech rehearsal process; success criterion checklist.	comprehension, Take effective notes in class. Reflection skills - Focus on the process of creating by imitating the work of others. Transfer skills - Change the context of an inquiry to gain different perspectives. Content summary: -In class reading of the novel, with class discussion of plot and ideas; regular comprehension checks. -Formative 'Learning Journal' to develop deeper interpretations of learner's personal response to the novella. -Short form questions in response to reading and video exploring historical and social context of the novel. -Use of Steinbeck's own "The Harvest Gypsies" and personal responses to his vignettes to model the creative form. -Formative creative writing pieces constructing <i>Empathetic Vignettes: The Journey of a Migrant Worker</i>. -Formative analytical writing on use of setting and foreshadowing in the novella. -Non-fiction reading on articles regarding representations of disability, learning difference, race, and gender in the novella to provide further deep thinking on reader's response. -A learning gallery walk focused on comparative literary and non-literary works to provide students with opportunities to connect their understanding of the novella with works offering similar themes, characters and voices.	ATL skills: Media literacy skills Locate, organise, analyse, evaluate, synthesise and ethically use information from a variety of sources and media (including digital social media and online networks) Creative-thinking skills Create original works and ideas; use existing works and ideas in new ways Content summary from English: Poetic features Figurative language elements What constitutes an eco-poem and how poetry can be a form of protest writing Structures of poems - How to organise poems for specific effects Different poetic forms How to create poems from informational texts (blogs)
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9 English	Novel Concept: Relationships, context Global Context: Identities and Relationships Inquiry: Novels offer a timeless exploration of human character and the fragility of societal bonds. Assessment: 1. Analytical writing (Criteria A,B, C, D) 2. Socratic Seminar (Criteria A, D) ATL skills: Communication skills- take effective notes in class Critical thinking skills- Gather and organize relevant information to formulate an argument Collaboration skills- practise empathy, make fair and equitable decisions Content summary: • Visible thinking routines • Guided analytical reading • Focused discussions and Socratic seminars • Structured writing • Creative responses in different styles	Short Stories Concept: Style, Structure Global Context: Orientation in time and space Inquiry: Narratives are purposefully constructed to achieve specific effects. Assessment: 1. Original short story writing (Criteria B, C, & D) 2. Analytical response to a story (Criteria A & D) ATL skills: Read critically and for comprehension Write for different purposes Consider ideas from multiple perspectives Use intercultural understanding to interpret communication Content summary: • Inquiry into a range of text types and genres • Original, drafted composition • Analysis of structures, language features • Responses to previously unseen texts •	Drama study (JB Priestley's An Inspector Calls) Concept: Creativity; Form Global Context: Personal and cultural expression Inquiry: Directorial and performative choices shape meaning. Assessment: 1. Creative written response (B,C,D) Extract Analysis (A) ATL skills: Critical thinking skills- Gather and organize relevant information to formulate an argument Evaluate evidence and arguments Listen actively to other perspectives and ideas Content summary: • Direct a scene / Director's notebook • Thematic extract analysis • Compare productions	Non-Literary text study Concept: Perspective; Time, Place and Space Global Context: Personal and cultural expression Inquiry: Verbal and visual texts shape and reflect our understanding of the world. Assessment: 1. Extract Analysis (A) 2. Produce a non-literary text (B,C,D) ATL skills: Evaluate evidence and arguments Use appropriate forms of writing for different purposes and audiences Give and receive meaningful feedback Content summary: • Analyse a range of text types • Identify features of text types • Structured analysis • Respond to previously unseen texts	
10 English	Short Narratives/prose extracts Concept: Connections Style, Theme Global context Identities and relationships: identity formation	Drama Concept: Character, Genre, Time, Place and Space Global Context: Identities and relationships: Moral reasoning and ethical judgement	Poetry Writing and Analysis Concept: Creativity, Form, Style, Theme Global Context: Personal and cultural Expression: our appreciation of the aesthetic	Film Concept: Communication, Perspective, Intertextuality Global Context: Personal and cultural expression: Critical literacy Inquiry: Evaluating a film involves understanding a	

	Inquiry: Each writer develops their own style of communication, but because narratives help us make sense of human experience, themes often overlap. Assessment: 1. Critical essay on a short narrative (Criteria A and D) 2. Creative Pastiche based on short narrative (Criteria B & C) ATL skills: Communication: Structure information in summaries, essays and reports; Thinking, transfer skills: Combine knowledge, understanding and skills to create products or solutions Social: Practise empathy Content summary: • 'Gallery' activity to consider how cultural objects/artifacts link to our identities • Reading and exploration of "The Thing Around Your Neck", with consideration of aspects of narrative • Rereading with annotation relating to themes • Formation of essay question, involving focus on one aspect of narrative and one theme emerging from the story • Creative response to James Joyce's "Eveline"	Inquiry: A play can create, explore and examine characters, themes and the human condition, which encourage audiences to reflect upon our own moral and ethical choices. Assessment: 1. Performance of a soliloquy (Criteria D) 2. Written analysis (Criteria A & B) ATL skills: Thinking: Practise flexible thinking—develop multiple opposing, contradictory and complementary arguments Social: Give and receive meaningful feedback Self-management: Practise strategies to reduce stress and anxiety Content summary: • Introduction to cultural & historical context (King James, Scotland, witches, Gunpowder Plot) • Reading of the play, including some scenes in detail • Consideration and analysis of various performances, including evaluation of directorial choices in a modern adaptation • Dramatic workshop, considering use of voice, body language and use of space • Soliloquy for performance - annotation of	Inquiry: Creative choices and stylistic elements in poetry sharpen our perception of language and tone and inspire us in our own writing. Assessment: 1. Oral assessment - analysis of a poem (Criteria A & D) 2. Anthology of own poetry (Criteria C & D) ATL skills: Communication: Use a variety of speaking techniques to communicate with a variety of audiences Thinking: Apply skills and knowledge in unfamiliar situations Content summary: • Across the unit, students will build the content of glossaries of poetic terms • Exploration of cultural and literary contexts of a range of poetry, including Carol Ann Duffy, Robert Browning and Wordsworth • Consideration of voice, tone, structure, imagery and figurative language through a range of poems • Stylistic and thematic between poems. • Workshop and group performance of "Ozymandias", with particular focus on voice, tone and supportive body language. • Paired dramatic performance of Browning's "My Last Duchess" • Informal opportunities for creation of poetry, pastiches of style, structure and content	filmmaker's intentions and assessing their impact on audiences. This can lead to the crafting of thoughtful, critical reviews. Assessment: 1. Presentation - Analysis of a short film or moment (Criteria A & D) 2. Critical review of a film for an Empire-style film magazine (Criteria B & C) ATL skills: Communication: Write for different purposes; Thinking: Practise visible thinking strategies and techniques; Research: Compare, contrast and draw connections among (multi)media resources Content summary: • Over the unit, the development of a range of glossaries of film terms, under the categories of camera angles, editing techniques, sound and mise-en-scene. • Consideration of the short film "Paperman", with particular focus on camera angles • Consideration of the opening of "Good Morning Vietnam" and "Once Upon A Time in the West" to consider the use of diegetic and non-diegetic sound • Individual investigation of another short film, music video or advert, with analysis of camera work, sound and mis-en-scene • Social, historical appreciation of WWII, with particular focus on the Pacific conflict	
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	considering style and theme • Reading of numerous additional short narratives, including travel writing, graphic novel, opening chapter of novel etc. • Group work presenting on different short narrative • Drafting and completion of a pastiche based on one of the narratives read	speech focused on an actor's choice re. voice, body language and use of space • Rehearsal of soliloquy, structured opportunity for peer-support and feedback • Performance and summative opportunities for student feedback • Analytical thematic essay	• Workshop exploring 'ways into an unseen poem', as well as practice discussions of unseen poems in preparation for oral assessment • Oral presentation in response to a prompt, exploring themes and language of an unseen poem.	• Reading of JG Ballard novel, and consideration of the act of film adaptation • Analysis of a variety of magazine film reviews, considering aspects of form, structure and style • Structured analysis of sections of "Empire of the Sun", employing film terminology with a particular consideration of Spielberg's intentions and impact • Creation of a critical (and entertaining) review of "Empire of the Sun" for an Empire/Total Film-style film magazine	
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Grade & Subject	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
DAA6 FP9 '29	Writing a Summary of a Novel and Creating a Layout Concept: Communication, Character and structure Global Context: Personal and cultural expression (Social constructions of reality)	Reading and Writing fiction Concept: Creativity, Genre and Theme Global Context: Identities and relationships: (Human nature and dignity) Inquiry: The creative exploration of the themes and genre of a work of fiction can help us gain a deeper	Speeches and Figures of Speech Concept: Perspective, Audience imperatives and purpose Global Context: Orientation in space and time (Turning points, our place in "big history") Inquiry: Speeches, shaped by different perspectives and audience imperatives, purposefully navigating	A creative book report of the novel "Natblomst" Concept: Connections, Point of view and setting Global Context: Globalization and sustainability (Consumption, conservation and scarcity) Inquiry: Exploring the interplay between characters' point of view and the setting within a	Famous Danes Concept: Communication, Context and self-expression Global Context: Identities and relationships (Role models) Inquiry: The way people communicate, influenced by their context and self-expression, can define them as role	

	Inquiry: Understanding the characters and structure of a story can enhance our ability to communicate the social constructions of reality found within a novel. Assessment: Summary of the novel "Det levende sværd" (Criteria A&B) ATL skills: Communication skills: Interpret and use effectively modes of non-verbal communication; Make inferences and draw conclusions Organisation skills: Plan short- and long-term assignments; meet deadlines Content summary: Students will learn: To interpret and analyse a piece of fiction - To make a character analysis and reflect on character development - To communicate in written form with the purpose of summarising a novel - To organise a text with in a layout with title, picture and paragraphs	understanding of the complexities of human nature and the importance of showing respect and dignity to all living beings. Assessment: Write a piece of fiction inspired by the magical-realism novel "Sølvblomst" (Criteria C&D) ATL skills: Communication skills: Read critically and for comprehension Collaboration skills: Practise empathy Creative-thinking skills: Create original works and ideas; use existing works and ideas in new ways Content summary: Students will learn : -To interpret and analyse a piece of fiction -To recognize structure in a novel (beginning, middle and end) -To relate the themes in a novel to their own life -To identify the genre-characteristics of magical-realism	historical turning points, can provide us with insight into our place in 'big history'. Assessment: Speech (Criteria and cue card sB&D) ATL skills: Communication skills: Use a variety of speaking techniques to communicate with a variety of audiences Information literacy skills: Access information to be informed and inform others Content summary: Students will learn: -The role of speeches in conveying diverse perspectives -The importance of addressing audience imperatives -How speeches can become turning points that illustrate our place in "big history" by representing different points of view. -How speeches serve as powerful tools for communicating ideas, shaping historical events, and reflecting our position in the grand narrative of human history. -To use oral techniques for communicating with a specific purpose -About different figures of speech that can affect tone and style in a speech -To give and receive feedback	novel can help us understand the connections between individual choices, the environment, and global challenges of consumption, conservation, and scarcity. Assessment: Novel summary (Criteria A) Creative product (Criteria C) ATL skills: Reflection skills: Consider content Creative-thinking skills: Make unexpected or unusual connections between objects and/or ideas Content summary: -Read, analyse, compare and summarise a novel -Reflect on the connection between fiction and reality - Select important details and explain your choices - Design and make stylistic choices in a creative product	models in our global society. Assessment: Organising and presenting findings (Criteria B&C) ATL skills: Media literacy skills: Locate, organise, analyse, evaluate, synthesise and ethically use information from a variety of sources and media (including digital social media and online networks) Transfer skills: Inquire in different contexts to gain a different perspective Content summary: Student will learn: -To examine how effective communication, influenced by the context in which it occurs and the individual's self-expression, shapes individuals as role models in the broader global context. - To consider how communication can elevate someone to the status of a role model and what qualities and actions contribute to this. -To research and reference. -How to visually organise and format information. -About famous Danes or Danish companies. -About oral techniques related to presenting. -About audience imperatives -How to select and present important information, impactfully	
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DAA7 FP9 '28	Holberg Retold - Reading and Writing fiction Concept: Creativity, Intertextuality and structure Global Context: Orientation in space and time (Exchange and interaction) Inquiry: Our creative responses to another author's work can inspire meaningful exchanges and interactions, emphasising the key role of intertextuality and structure in storytelling. Assessment: Write a fictional narrative inspired by Ludvig Holberg's Niels Klim. (Criteria B, C&D) ATL skills: Creative-thinking skills: Create original works and ideas; use existing works and ideas in new ways Organisation skills: Plan short- and long-term assignments; meet deadlines Content summary: - Reading and retelling a classic story by a famous author, followed by creating a fictional narrative inspired by the original story. - Encouraging students to use their creativity, explore connections between texts, and understand the role	Poetry - Read, Analyse and Compare Concept: Communication, Context and style Global Context: Personal and cultural expression (Analysis and argument) Inquiry: The analysis and comparison of texts by two different authors, considering context and style, can empower us to construct compelling arguments about the ways in which authors communicate their ideas through their writing. Assessment: Make an oral presentation of an analysis and comparison of two poems by Tove Ditlevsen and Inger Christensen respectively (Criteria A&B) ATL skills: Communication skills: Give and receive meaningful feedback Critical-thinking skills: Gather and organise relevant information to formulate an argument Content summary: - Reading and comparing fictional texts (poems) by two different Danish authors, Tove Ditlevsen (1917-1976) and Inger Christensen (1935-2009). - Develop students' ability to analyse and	Speeches and Figures of Speech Concept: Perspective, Audience imperatives and purpose Global Context: Orientation in space and time (Turning points, our place in "big history") Inquiry: Speeches, shaped by different perspectives and audience imperatives, purposefully navigating historical turning points, can provide us with insight into our place in 'big history'. Assessment: Speech (Criteria B&D) ATL skills: Communication skills: Use a variety of speaking techniques to communicate with a variety of audiences Information literacy skills: Access information to be informed and inform others Content summary: - The role of speeches in conveying diverse perspectives - The importance of addressing audience imperatives - How speeches can become turning points that illustrate our place in "big history" by representing different points of view. - How speeches serve as powerful tools for communicating ideas, shaping historical events, and reflecting our position in the grand narrative of human history. - To use oral techniques for communicating with a specific purpose	The Boy in the Striped Pyjamas Concept: Connections, Character and point of view Global Context: Identities and relationships (Human nature and human dignity) Inquiry: The connections we form with characters through their point of view and experiences in a novel, can lead us to reflect on the complexities of human nature and the importance of human dignity. Assessment: Make a creative book report, also known as a Book Bento, for the novel, The Boy in the Striped Pyjamas. (Criteria A&C) ATL skills: Organisation skills: Bring necessary equipment and supplies to class Reflection skills: Consider content Content summary: - Reading a translated novel about the Holocaust, connecting with the characters through their point of view and experiences, and creating a creative book report. - Encourage students to connect with the characters, reflect on the complexities of human nature, and understand the importance of human dignity through the novel. - Reading and analysing the novel, exploring character perspectives and experiences, and expressing their	The Boy who Collected Words Concept: Perspective, Character and context Global Context: Fairness and development (Inequality, difference and inclusion) Inquiry: Understanding the perspectives of characters within the context of inequality and difference can inspire discussions about inclusion and empathy. Assessment: Write a person characteristic of the main character of the novel "Drengen der samlede på ord" (Criteria A, B&D) ATL skills: Collaboration skills: Practise empathy Critical-thinking skills: Recognize unstated assumptions and bias Content summary: - Reading and analysing a novel that explores the experiences of a poor boy encountering prejudice and inequality. - Developing students' ability to understand the perspectives of characters in the context of inequality, fostering discussions about inclusion, empathy, and addressing prejudice. - Reading and analyzing the novel, examining how context impacts the characters' lives, and engaging in discussions about the importance of empathy, inclusion, and addressing prejudice.	
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	of structure in storytelling. -Reading a retelling of a classic story, analysing the story's structure and themes, creating a fictional narrative inspired by the author's work, and engaging in meaningful exchanges and interactions with peers to discuss and share their creative responses.	compare texts, considering context and style, and construct compelling arguments about the ways authors communicate their ideas. - Reading texts by two different authors, exploring how context and style influence the communication of ideas, and practising constructing persuasive arguments based on analysis.	- About different figures of speech that can affect tone and style in a speech	understanding through creative book reports.		
DAA8 FP9 '27	Ludvig Holberg Retold Concept: Creativity, Intertextuality and structure Global Context: Orientation in space and time (Exchange and interaction) Inquiry: Our creative responses to another author's work can inspire meaningful exchanges and interactions, emphasising the key role of intertextuality and structure in storytelling. Assessment: Write a fictional narrative taking place in modern time inspired by either Ludvig Holberg's "Jeppe på bjerget" or "Erasmus Montanus"(Criteria B, C&D) ATL skills: Organisation skills:	Novels and Graphic novels Concept: Perspective, Aesthetics, Genres, Character Global Context: Identities and relationships (Identity formation) Inquiry: When working with the same novel as a written text and a graphic novel the different genres open up for new ways of understanding the characters and their identity formation. The aesthetics of a graphic novel make us wonder about the perspectives and positions from which we observe and understand situations, ideas and opinions. Assessment: 1.. Written task inspired by "Liv på spil"(Criteria B, C, D)	Speeches Concept: Communication, Purpose, structure, audience imperative Global Context: globalization and sustainability (Integration of news from different sources) Inquiry: Communication of an oral text with a purpose - e.g. making a speech - is strengthened through the way we structure it, the way we integrate news and knowledge from different sources, and the way we choose to address it to an audience. Assessment: Nytårstalen - The New Year's Speech (Criteria B, C, D) ATL skills: Communication skills: Use a variety of speaking techniques to communicate with a variety of audiences; Interpret and use effectively modes of non-verbal communication	Canonised Danish Authors Concept: Connections, Self-expression, Point of view, Theme Global Context: Personal and cultural expression (Artistry, craft, creation, beauty) Inquiry: Studying the connections between ideas and themes as well as artistry, craft, creation and beauty expressed by canonised Danish authors shape our ability to understand different points of view, and to express ourselves when reading canonised texts aloud to an audience. Assessment: 1. Analysing the chosen text (Criteria A) 2. Oral presentation (Criteria C & D) ATL skills: Affective skills: Practise focus and concentration Reflection skills: Develop new skills, techniques and strategies for effective	Modern Danish Youth Literature and short films Concept: Perspectives, Settings, Context Global Context: Identities and relationship (Identity formation) Inquiry: When working with Modern Danish Youth literature and short films it is important to focus on and discuss the settings and the context wherein a fictional story takes place in order to understand the broader perspectives of the story and support us to acknowledge different types of identity formations. Assessment: 1: Fishbowl Discussion (Criteria A and D) 2: Creation of character and setting (Criteria B, C and D) 3. Write a piece of short prose inspired by "Grænsebørn" (Criteria B, C and D) ATL skills:	

	Plan short- and long-term assignments; meet deadlines Creative-thinking skills: Create original works and ideas; use existing works and ideas in new ways Content summary: -Reading and retelling a classic story by a famous author, followed by creating a fictional narrative inspired by the original story. -Encouraging students to use their creativity, explore connections between texts, and understand the role of structure in storytelling. -Reading a retelling of a classic story, analysing the story's structure and themes, creating a fictional narrative inspired by the author's work, and engaging in meaningful exchanges and interactions with peers to discuss and share their creative responses.	2. Picture Analysis from "Louis Armstærk" (Criteria A, B & D) ATL skills: Collaboration skills: Delegate and share responsibility for decision-making; Take responsibility for one's own actions; Manage and resolve conflict and work collaboratively in teams; Listen actively to other perspectives and ideas Organization skills: Create plans to prepare for summative assessments Transfer skills: Compare conceptual understanding across multiple subject groups and disciplines; Combine knowledge, understanding and skills to create products or solutions Content summary: -Reading the novel "Liv på spil" -Focus on character development and themes -Read a graphic version of the novel - Consider similarities and differences between -Analysing images by Søren Jessen -Reading graphic novel "Louis Armstærk" -Focus on character development and themes	Information literacy skills: Use critical-literacy skills to analyse and interpret media communications; Access information to be informed and inform others; Make connections between various sources of information Content summary: Students will learn: -The role of speeches in conveying diverse perspectives -The importance of addressing audience imperatives -How speeches can become turning points that illustrate our place in "big history" by representing different points of view. -How speeches serve as powerful tools for communicating ideas, shaping historical events, and reflecting our position in the grand narrative of human history. - To use oral techniques for communicating with a specific purpose -About different figures of speech that can affect tone and style in a speech	learning; Consider personal learning strategies Critical-thinking skills Consider ideas from multiple perspectives Content summary: - Reading selected tests from HCA (students choice) -Analysing the text -Reading aloud -Interpreting the text	Communication skills - Give and receive meaningful feedback. Collaboration skills - Listen actively to other perspectives and ideas. - Exercise leadership and take on a variety of roles within groups. Critical-thinking skills - Gather and organise relevant information to formulate an argument. Content summary: -Introduction to modern literature for young people - Read and discuss different types of literature for young people -Analyse and interpret these stories in light of contextual and historical settings. -Watch shortfilms "Dykkerdrengen" and "Beast"	
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DAA9 FP9 '26	Romanticism in Literature and art Concept: Connections, Context, genre Global Context: Orientation in space and time Focus exploration: The past and the future Inquiry: Studying the connections between context and genres from a specific time period in Danish literature can support us in understanding different aspects of the past and the future. Assessment: 1. Novel or painting analysis (Criteria A, B, D) 2. Dictation (Criteria D) 3. Reading comprehension (Criteria A) ATL skills: Communication skills: Read critically and for comprehension Reflections skills: Keep a journal to record reflections Critical-Thinking skills: Draw reasonable conclusions and generalisations Content summary: -Knowledge of the time period, the writing style, its authors and painters -Special knowledge of Danish history and H. C. Andersen	Novel study Concept: Perspective, Point of view, Intertextuality, Self-expression Global Context: Identities and Relationships Focus exploration: Identity formation Inquiry: Studying the perspectives of a novel's point of view and intertextuality supports us in understanding identity formation within the novel, and supports us in expressing ourselves in writing. Assessment: 1. Analytical writing (Criteria A,B, C, D) 2. Dictation (Criteria D) 3. Reading comprehension (Criteria A) ATL skills: Communication skills: Use intercultural understanding to interpret communication Collaboration skills: Practice empathy Affective skills: Practice focus and concentration Critical-thinking skills: Identity obstacles and challenges Content summary: -Reading the novel "Oh Romeo" - Analysing the characters and themes -Identify intertextual references	News and what it looks like in 2023 Concepts: Global interactions, Communication, Audience imperatives, Theme Global Context: Fairness and development Focus exploration: Power and privilege Inquiry: Focusing on global interactions and communication as well as audience imperatives and themes when reading and watching the news can support us in understanding what power and privilege look like in our time (2023/2024) Assessments: 1. Analysing newspaper articles - online and offline (Criteria A) 2. Writing an article (Criteria B,C & D) ATL skills: Media literacy skills: Locate, organize, analyse, evaluate, synthesize and ethically use information from a variety of sources and media (including digital social media and online networks) Demonstrate awareness of media interpretations of events and ideas (including digital social media) Make informed choices about personal viewing experiences Understand the impact of media representations and modes of presentation Seek a range of perspectives from multiple and varied sources	The realism and naturalism in literature and art in Denmark (1870-1915) Concept: Connections, Context, genre Global Context: Orientation in space and time Focus exploration: The past and the future Inquiry: Studying the connections between context and genres from a specific time period in Danish literature can support us in understanding different aspects of the past and the future. Assessment: 1. Novel or painting analysis (Criteria A, B, D) 2. Dictation (Criteria D) 3. Reading comprehension (Criteria A) ATL skills: Communication skills: Read critically and for comprehension Reflections skills: Keep a journal to record reflections Critical-Thinking skills: Draw reasonable conclusions and generalisations Content summary: -Knowledge of the time period, the writing style, its authors and painters -Special knowledge of Danish history and Herman Bang -Understanding and taking a critical stance on identity and relationships - including women's position in society	Visual texts Concept: Creativity, Audience imperatives, Purpose, Global Context: Globalization and sustainability Focus exploration: Aesthetic, consumption and commercialization Inquiry: Working with visual texts in the light of creativity and the audience imperatives can help us understand the purpose of the texts and support us in discussions about aesthetic, consumption and commercialization Assessment: 1. Analytical oral presentations (Criteria A, B, C) 2. Dictation (Criteria D) 3. Reading comprehension (Criteria A) ATL skills: Communication skills: Share ideas with multiple audiences using a variety of digital environments and media; Find information for disciplinary and interdisciplinary inquiries, using a variety of media Collaboration skills: Encourage others to contribute Affective skills: Practise "bouncing back" after adversity, mistakes and failures; Practise "failing well" Information literacy skills: Identify primary and secondary sources	War and the aftereffects Concept: Perspective, Setting and structure Global Context: Personal and cultural expression Focus exploration: Respect of "the other" Inquiry: Focusing on and discussing the different perspectives, settings and structures of war and the aftereffects of war - as we meet them in literature, press photos and the news - can help us understand what's going on in the world in respect of "the Other" 1. Analytical writing and oral presentations (Criteria A,B, C, D) 2. Dictation (Criteria D) 3. Reading comprehension (Criteria A) ATL skills: Communication skills: Give and receive meaningful feedback Collaboration skills: Practise empathy Affective skills: Practise focus and concentration Reflection skills: Consider ethical, cultural and environmental implications Information literacy skills: Access information to be informed and inform others Media literacy skills: Demonstrate awareness of media interpretations of events and ideas (including digital social media) Content summary -Analysis of various press photos Short stories and
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	-Understanding and taking a critical stance on identity and relationships - including women's position in society - The good, the true and the beautiful = Romantic ideal		Communicate information and ideas effectively to multiple audiences using a variety of media and formats Compare, contrast and draw connections among (multi)media resources Content summary: -Field trip: participate in the workshop "In the Service of the Truth" in DR-byen -Read different news articles -Source criticism -Differences between online news and paper newspapers Write a background article or a report	-The 3 k's: church, gender and class	Critical-thinking skills: Use models and simulations to explore complex systems and issues Transfer skills: Inquire in different contexts to gain a different perspective Content summary: -Raskin's 7 parameters for short film analysis -Analysis of various short films -The AIDA model for advertising analysis -Analysis of different advertisements Intertextual reference	essays with a focus on war -News articles with a focus on the essence of war
MYP Danish grade 10 FP9 '25	Gadens stemmer, mixed genres Concept: Perspective Related Concept: Theme, setting, context Global Context: Personal & Cultural Expression Inquiry: Understanding lives in a variety of cultural contexts (from courtly/bourgeois to popular/folk culture) through a range of text types Assessment: 1. Comparative analysis (A,D) ATL skills: Communication, negotiate ideas and knowledge with peers and	Ungdommens folkemøde Concept: Culture, perspective Related Concept: Audience imperatives, Self-expression Global Context: Personal and cultural expression Inquiry: The activity furthers civic engagement through immersing oneself in democratic processes and through active participation in political debates Assessment: 1. Oral and written task: speech (B,C,D) ATL skills: Write for different purposes, Use critical-literacy skills to analyze and interpret media communications	International literature Concept: Communication and Form Related Concept: Intertextuality, structure, style Global Context: personal and cultural expression Inquiry: What are the challenges when adapting narratives or cultural norms from one language to another, and how does this raise cultural awareness? Assessment: 1. Socratic Seminar (A, D) 2. Fish Bowl (B,C) ATL skills: Use intercultural understanding to interpret communication Read critically and for comprehension, draw reasonable conclusions and generalizations, make guesses, ask	Canon writers, Individuall novels Concept: Perspective Related Concept: Context, point of view, style Global Context: Orientation in space and time Inquiry: Critical readers understand that cultural context and authors' perspectives affect readers' interpretations of literary texts. Assessment: 1. Analytical writing (A,B, C, D) ATL skills: Demonstrate persistence and perseverance, Use and interpret a range of discipline-specific terms and symbols, structure information in summaries, essays and reports	Journalism Concept: Communication Related Concept: Point of view, structure, purpose Global Context: Orientation in Space & Time Inquiry: Our understanding of contemporary events are shaped by linguistic choices by journalists and media sources. Assessment: 1. Audio recording of scene plus podcast discussion (Criteria A, C & D) ATL skills: ATL skills: Communication skills - Use a variety of speaking techniques to communicate with a variety of audiences. Collaboration skills - Listen actively to other perspectives and ideas.	Graphic Novel Concept: Identities and Relationships Related Concept: Self-expression, Point of view Global Context: Character, Point of View, Intertextuality Inquiry: Approaching key themes (coming of age / Holocaust) through a genre that experiments with text and image in innovative ways, appreciating various techniques that serve to articulate these ideas Assessment: 1. Argumentative article (Criteria B, C, D) ATL skills: Demonstrate flexibility in the selection and use of learning strategies, consider content, recognize

	teachers, make effective summary notes for studying, read critically and for comprehension Content summary: Short story, painting, documentary, news article on different themes	Content summary: Participating in Ungdommens folkemøde Interview af NGO, ungdomspartier	“what if” questions and generate testable hypotheses Content summary: Variety of short stories translated to Danish and articles debating the “lost in translation” aspect.	Content summary: A variety of Danish Canon writers chosen by students individuelle	Critical-thinking skills - Develop contrary or opposing arguments Content summary: Focus on Puk Damsgaard and her communication skills both as a journalist and author and documentarian.	unstated assumptions and bias Content summary: Reading “Lejren” a graphic novel
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