

Literature & Language Subject Group Overview

Grade & Subject	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
6 English	Global Folklore Concept: Connections, audience imperatives, setting, structure Global Context: orientation in space and time / 'interaction between writers and readers' Inquiry: Writers create connections with their audience by shaping setting and structure to reflect time and place. Assessments: 1. Script writing (Criteria B, C, D) 2. Optional extra script writing task (B, C, D) ATL skills: I can effectively structure and organise information using an appropriate format; I can maintain focus and overcome distractions. Content summary: Understanding how folklore (myths, legends, and folktales) helps us understand ourselves by making connections to others (and their histories) in the world; Reading stories and creating scripts can be a source of creativity and joy; Developing an awareness of diversity across many difficult cultures; Applying various strategies to comprehend written and oral stories and to extend	Film and Advertisements Concept: Perspective, point of view, purpose, style Global Context: fairness and development / 'imagining a hopeful future' Inquiry: Media texts use point of view, purpose, and style to influence perspectives about human progress and future possibilities. Assessments: 1. PEAL paragraph 1 (Criteria A, B, D) 2. PEAL paragraph 2 (Criteria A, B, D) ATL skills: I can conduct research ethically and with academic integrity, managing and citing sources correctly; I can demonstrate reflexivity by questioning my own assumptions and biases. Content summary: Learning to explore my own perspectives and to share / exchange perspectives with others to extend collective thinking; Understanding the importance of questioning what we hear, read, and view (in film and advertisements) in order to be an educated and engaged citizen; Applying appropriate strategies to comprehend and guide inquiry when studying film and advertisements;	Short Stories Concept: Communication, intertextuality, self-expression, theme Global Context: personal and cultural expression / 'analysis and argument' Inquiry: Understanding themes and connections between texts helps people communicate and express ideas effectively. Assessments: 1. Speech (Criteria B & D) 2. Fishbowl discussion (Criteria A & D) ATL skills: I can listen with an open mind to different perspectives and respond thoughtfully; I can engage meaningfully in discussions to explore ideas critically and creatively. Content summary: Understanding that language is used intentionally / purposefully by writers for analytical writing purposes; Understanding that exploring and sharing multiple perspectives extends thinking, helps us to understand ourselves and make connections to others and to the world; Understanding that there are different 'angles' to approach / analyse a text, and how one can examine various literary elements such as figurative language, symbolism, mood/atmosphere, narrative perspective (POV),	Novel Study Concept: Creativity, character, context, genre Global Context: identities and relationships / 'identity formation' and 'attitudes, motivation, independence' Inquiry: Exploring characters through context and genre lets writers creatively convey ideas about identity and relationships. Assessments: 1. Reflective diary project (Criteria B, C, D) 2. Audio podcast (Criteria B, C, D) ATL skills: I can apply organisational strategies to manage time and resources effectively; I can draw meaningful connections from my learning and apply them to unfamiliar contexts. Content summary: Understanding that stories and longer novels can help us understand ourselves and others in the world we live in; Understanding that reading novels can be a source of creativity and joy; Understanding that reading allows us to make meaningful connections between our self, the text, and the world in general; Understanding that diversity can come in many forms: male vs female perspectives, and the perspectives of those	

	thinking; Using the necessary features to create a script (based on a story); Thinking carefully about audience, purpose, and message; Transforming an original story (myth/legend/folktale) into a 'modernised' play script.	Recognising how different features and techniques are used in film and advertisements to reflect different purposes and messages for different audiences; Learning to think critically, creatively, and reflectively when exploring ideas within, between, and beyond different films and advertisements; Using PEAL / PETAL paragraphs to respond to a film in personal, creative, and critical ways; Using an increasing repertoire of conventions of spelling, grammar, and punctuation; Expressing and supporting an opinion with evidence using citations in the correct format.	characterisation, internal and external, and theme; Recognising that authors use various literary elements and techniques to enhance and shape meaning for various purposes, audiences, and messages; Using an increasing repertoire of conventions of spelling, grammar, and punctuation in analytical writing; Using writing and design processes to prepare step by step for a seminar or a fishbowl discussion on a particular short story; Expressing and supporting an opinion (with evidence) in a small and large group setting, in a speech or in a larger group discussion; Exchanging ideas and viewpoints in a non-combative way to extend thinking and build a shared understanding of one text or a number of similar / connecting texts.	from different societal groups; Thinking critically, creatively, and reflectively to explore the larger ideas and 'themes' that exist within a novel; Extending thinking to think 'outside of' / beyond a novel in order to, for example, compare two or more separate novels; Practising skills of organisation and independence when completing a long project-style assessment over the course of many weeks; Embracing the perspective of a character in the novel and express the opinions / viewpoints of this character through a series of diary entries; Being creative not just in writing but in 'representing' a character through use of doodles, drawings, found objects, etc. in a diary; Using and experimenting with oral storytelling processes and using audio or visual podcasts to share stories.	
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: Assessment 1: Fishbowl Discussion (Criteria A and D: Spoken)	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 (Can be Formative): My Favourite Poem Presentations (Criteria A and Criteria D- Spoken)	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 and Criteria B) Assessment 2: News Article (Criteria B, C and, D- Written).	A Monster Calls (Play) Concept: Communication Global Context: Identities and relationships Inquiry: Playwrights use the dramatic structure to communicate with their audience. Assessment: Assessment 1: Socratic Seminar. (Criteria A and D: Spoken). ATL skills: SM5: I can reflect on my strengths and areas for development, acting on feedback to grow.	

	Assessment 2: Creation of character and setting (Criteria B, C and D) ATL skills: C2: I can express clear, concise, and relevant ideas using subject-specific language. S2: I can build relationships and work effectively with diverse peers. 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	Assessment 2: Writing Poems (Criteria B and C) ATL skills: T1: I can explore concepts and develop solutions with curiosity and creativity . 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	ATL skills: R3: I can think critically about how search tools and algorithms shape what I access online. T3: I can draw meaningful connections from my learning and apply them to unfamiliar contexts. 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.	R1: I can formulate effective questions and prompts for research. Content summary: Understanding dramatic elements and techniques Exploring characterisation Learners actively encouraged to ask questions of the text Learners actively encouraged to ask questions of the text Exploration of setting, plot, and themes in text Collaborate with peers to perform scenes from the play Connect the themes of the play to non-literary works through a study of statues that visually represent grief, loneliness, and isolation Explore how texts present issues of mental health to an audience Formative Assessment Choice Board: 1. The Fourth Tale: Learners write a fourth tale from the perspective of the monster. The story should build on the ideas in the play, but teach Conor a new lesson about life. 2. Storyboard the Nightmares: Have students visually map the evolution of Conor's terrifying "true nightmare" and how his perspective of the nightmare shifts by the end of the novel. 3. Monologue: Students write and perform a 1-minute monologue from the perspective of Conor's mother, father, or Harry (the bully), reacting to an interaction they had with Conor.	
8 English	IDU (with Science) Ocean Acidification with The Power of Language	Love and Hate - Drama Concept: Connections	Novel in verse- The Long Way Down Concept: Style and Expression,	Memoir- I am Malala Concept: Perspective	

	Concept: Communication Global Context: Globalisation and sustainability - Human impact on the environment Inquiry: Purposeful communication can shape human behaviour to drive positive change. Assessment: 1. Analysis of a persuasive article (Criteria A) 2. TED Talk Speeches (Criteria B, C, D) ATL skills: R5: I can conduct research ethically and with academic integrity, managing and citing sources correctly. T5: I can critically evaluate ideas and decisions with attention to ethics and sustainability. 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	Global Context:Orientation in time and space Inquiry:Context shapes the way in which classic texts are appropriated over time. Assessment: 1.Multimodal, comparative presentation (Criteria A, C, D) ATL skills: C5: I can effectively structure and organise information using an appropriate format. T3: I can draw meaningful connections from my learning and apply them to unfamiliar contexts. Content summary: -In class reading of the play alongside scenes from Baz Lurham's film and stage performances (accessed through Digital Theatre). - Introduction to author and text, social, cultural, historical context -Film language: Introduction of film terms with teacher-led analysis of scene, followed by group and then individual analysis -Retrieval activities: Shakespearean and film language -Creative responses to thematic concerns - love, power, hate	Global Context: Globalisation and sustainability Inquiry:Stories reveal how identity is shaped by community rules and personal choices, and how individuals can challenge cycles of violence through perspective and reflection. Assessment: 1.Creative Reflection – Monologue or Short Story (Criteria B, C, D) 2. Character Perspective Portfolio (Criteria A, B) ATL skills: C1: I can listen actively to understand information and ideas. SM3: I can apply organisational strategies to manage time and resources effectively. Content summary: -In class reading of the text with class discussion around issues of educational deprivation, violence and poverty. Introduction to author and text -Intertextuality- Queen Latifah and Maya Angelou- song and poem analysis -Understanding verse form -The 'Code of the streets' video and article -Revenge versus Justice debate -Short film 'New Boy' -Author interview 'The Power of Narrative'	Global Context: Fairness and development Inquiry: How individual voice can challenge injustice, using personal narratives to understand and act on issues like human rights and gender equality Assessment: 1. Analytical essay (Criteria A, B and D) ATL skills: S1: I can listen with an open mind to different perspectives and respond thoughtfully. T2: I can interpret, analyse, and synthesise information to form evidence-based conclusions. Content summary: -In class reading of the memoir, with class discussion of events and ideas; regular comprehension checks. -Formative Analytical exploration of specific extracts to develop deeper interpretations of learner's personal response to the memoir. -Young Activists Research task and presentation. -Youth voices for change- creative blog. -Formative analytical writing on use of setting and contrast in the memoir. -Non-fiction reading of articles regarding gender bias, Taliban rule, Sharia Law and Fundamentalism to provide further deep thinking social and political context surrounding the memoir.	
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9 English	Novel Study Concept: Communication Global Context: Fairness and Development Inquiry: The exploration of human character and the fragility of societal bonds is a timeless theme in literature. Assessment: 1. Analytical writing (Criteria A & B) ATL skills: C3: I can engage meaningfully in discussions to explore ideas critically and creatively. T2: I can interpret, analyse, and synthesise information to form evidence-based conclusions. Content summary: - Visible thinking routines - Guided analytical reading - Focused discussions and Socratic seminars - Structured writing - Creative responses in different styles	Short Stories Concept: Creativity Global Context: Orientation in time and space Inquiry: Short narratives are purposefully constructed to achieve specific effects. Assessment: 1. Rewriting Endings (Criteria B, C, & D) ATL skills: C2: I can express clear, concise, and relevant ideas using subject-specific language. SM4: I can set ambitious goals and stay motivated and resilient during setbacks. Content summary: - Inquiry into a range of text types and genres - Original, drafted composition - Analysis of structures, language features - Responses to previously unseen texts - Understanding types of irony	Drama Study (J.B. Priestley's An Inspector Calls) Concept: Creativity; Perspective Global Context: Fairness and Development Inquiry: Theatre can be a creative agent for social change promoting fairness and development. Assessment: 1. Choice Board Essay (Criteria A & B) ATL skills: S4: I can consider and take responsibility for the impact of my actions on others. Content summary: - Consider form and genre of the play - Authorial voice and audience imperatives - Understand theatrical elements - Analyse structure, language, and theatrical elements	Non-Fiction (Travel Writing) Concept: Perspective Global Context: Globalization and Sustainability Inquiry: Texts both shape and reflect our understanding of the world. Assessment: 1. Producing Individual Travel Narratives (Criteria C & D) ATL skills: R2: I can access a variety of credible sources, evaluating for bias, accuracy, and reliability. Content summary: - Analyse a range of travel narratives - Identify features of text types - Explore tone, atmosphere, perspective and purpose - Construct personal travel narratives	
10 English	Poetry Concept: Creativity, Global Context: Personal and cultural Expression: our appreciation of the aesthetic	Drama Concept: Character, Genre, Time, Place and Space Global Context: Identities and relationships: Moral reasoning and ethical judgement	Comparative Prose Study Concept: Connections Style, Theme Global context Identities and relationships: identity formation Inquiry: Each writer develops their own style of	Non-Literary (Introduction to) Concept: Communication, Perspective, Intertextuality Global Context: Personal and cultural expression: Critical literacy Inquiry: Evaluating a film involves understanding a	

	Inquiry: Creative choices in style and self-expression deepen our appreciation of poetry's aesthetic qualities and inspire our own writing. Assessment: 1. Oral assessment - comparison of a poem and non-literary text of choice (A and D) 2. Creative response to chosen poem in choice of text type (C and D) ATL skills: SM1: I can maintain focus and overcome distractions.. T1: I can explore concepts and develop solutions with curiosity and creativity. 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 • Consideration of voice, tone, structure, imagery and figurative language through a range of poems • Stylistic and thematic between poems. • Close reading and textual analysis, learning to construct evidence-based interpretations of how stylistic choices shape meaning, mood, and theme. • Oral communication	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: C4: I can give and respond to feedback with awareness of others' feelings and perspectives. SM5: I can reflect on my strengths and areas for development, acting on feedback to grow. 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 voice, body language and use of space • Soliloquy for performance - annotation of speech focused on	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: R1: I can formulate effective questions and prompts for research. S2: I can build relationships and work effectively with diverse peers. 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" 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	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: R4: I can extract, summarise, and organise key points from research sources. S3: I can support others to participate and succeed through inclusive and productive collaboration. 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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	skills, learning to structure and deliver a clear, organised multimodal presentation that connects a literary text to a non-literary text. • Creative writing skills: experiment with style, form, and self-expression to produce an original piece that responds to a studied poem.	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	Drafting and completion of a pastiche based on one of the narratives read	• 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: Perspective, 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, Individual 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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