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|  | **Unit title** | **Key concept** | **Related concepts** | **Global context** | **Statement of inquiry** | **MYP subject group objectives** | **ATL skills** | **Content (topics, knowledge, skills)** |
| preMYP | Under the veil of mystery and mysticism | Creativity | Self-expression  Intertextuality  Setting  Point of view  Context | Identities and relationships | At first glance, truth does not have to be obvious. It is essential to read between the lines. | A: ii, iv  B: i, iii  D: i, ii, iv | Thinking skills | Classification of dictionaries and their usage.  Neutral and emotionally charged words.  Riddles and anecdotes.  Word formation.  Pronouns.  Static and dynamic description.  Ballads.  Detective literature. |
| preMYP | The past – a part of our present | Connections | Theme  Structure  Style | Orientation in space and time | Wisdom of our ancestors affects us even today. How does it influence us? | B: i, ii  C: i, ii, iii  D: i, iii, v | Research skills | Folklore: sayings, proverbs.  Nouns, adjectives, prepositions.  Myths and fables.  Narration and character description. |
| preMYP | The theatrical performance as a form of self-presentation | Communication | Audience imperatives  Self-expression  Point of view  Purpose | Fairness and development | The world`s a stage and all the men and women merely players. | A: i, ii, iii  C: ii  D: ii, iii, iv, v | Communication skills | Poems and songs.  Verbal and non-verbal communication.  Argumentation.  Direct speech.  Drama.  Adverbs and onomatopoeia. |
| preMYP | Around the world in a book | Perspective | Setting  Character  Genres | Personal and cultural expression | We can get to know other cultures through books, we do not need to visit the country personally. | A: i, iii, iv  B: ii, iii  C: i, iii | Social skills | Verbs.  Adventurous literature.  Internal structure of a book.  First person narration, third person narration.  Stories from children`s lives.  Parts of speech, parts of a sentence.  Simple sentence with an expressed subject and simple sentence without an expressed subject. |
| MYP1 | Does poetry unveil the beauty and versatility of life? | Connections | Style  Theme | Identities and relationships | “The love of beauty in its multiple forms is the noblest giftofthehuman cerebrum.”  AlexisCarrel | A: i, ii, iii  C: ii  D: ii, iii, iv, v | Communication skills | Setting aims, topic, means of assessment. Work with literary text, sources. Analysis of the text – content, form, linguistic devices.  Work with literary text and educational literature. Lecture, problem-solving learning. |
| MYP1 | Lexicology | Communication | Audience imperatives  Setting | Fairness and development | The more we know about how people communicate, the more human they seem. | A: ii, iv  B: i, iii  D: i, ii, iv | Thinking skills | Standard and sub-standard words.  Abbreviations in written communication.  Foreign words.  Words according to their period of usage. |
| MYP1 | What are we like? What do we look like? | Creativity | Genre  Self-expression | Personal and cultural expression | The language defines a man. | A: i, iii, iv  B: ii, iii  C: i, iii | Social skills | Artistic description (emotionally charged description) , description of a person (static and dynamic description). |
| MYP1 | Child hero in literature | Perspective | Point of view  Genre | Orientation in time and space | Insight into a child`s soul and means of solving their problems. | B: i, ii  C: i, ii, iii  D: i, iii, v | Research skills | Short story, novella, novel. Life of children now and then – comparison. |
| MYP2 | In the footsteps of famous Slovak revolutionaries. | Communities | Self-expression  Setting | Orientation in space and time | Historia magistra vitae*.* Is this Cicero`s idea valid today? | B: i, ii, iii C: i, ii D: i, ii, iii, iv | Thinking skills Research skills Self-management skills | Understand the causes and phases of Slovak National Revival through analysis.  Get to know the works of Slovak Romatic writers and their contribution to the development of language and culture of the Slovak nation. |
| MYP2 | Ľudovít Štúr and Modra | Creativity | Culture  Context | Identities and relationships | “We took up the work of the soul, so the thorny path of life we shall walk.“  Ľudovít Štúr | A: i, ii, iii, iv B: i, ii, iii C: i, ii, iii D: i, ii, iii, iv | Thinking skills Research skills Communication skills | Using knowledge from the lessons and the movie from the field trip to Modra.  Exhibition: Ľudovít Štúr Museum, Ľudovít Štúr Memorial room, Sculptural group of Ľudovít Štúr, the Cemetery – Slovak Spring (statue), Šnajdy – the place of the fatal accident |
| MYP2 | Book – man`s best friend | Perspective | Character  Setting  Structure | Fairness and development | “The company of books can be chosen more easily than the company of people. That is why you should choose a book to be your friend for life.” Seneca | B: i,ii,iii  C: i,ii,iii  D: i, ii, iii, iv, v | Thinking skills  Communication skills | Novel as an epic genre.  Types of novels based on the content.  Structure: internal and external.  The hero – characteristics. |
| MYP2 | What am I like? What does family mean to me? | Connections | Self-expression  Context  Creativity | Personal and cultural expression | What am I like? How do others see me? Do I know myself? Do I know my family? What is my relationship with my parents like? What do they mean to me, what I value and admire about them? What is my sibling like? Do I know him/her well? What does family mean to me? Language as means of expression in written and spoken form. | A: i, ii, iii, iv B: i, ii C: i, ii D: i, ii, iii, iv, v | Communication skills  Thinking skills Self-management skills | Learn to work with a literary text.  Know how to search for traits of direct and indirect description.  Using vocabulary bank – similes, epithets, metaphors.  Revision of traits of narration for direct and indirect description.  Composition of characteristics. |
| MYP3 | Essay | Communication | Self-expression  Style | Personal and cultural expression | “Home is the hands into which you can weep.” Miroslav Válek | A: i, ii, iii B: i, ii D: i, ii, iii, iv | Social skills  Communication skills | Understand and explain content, subjective and objective aspects of literary text.  Essay as subjective-objective genre, traits and structure.  Traits of explanatory composition style. |
| MYP3 | Why do we remember? | Connections | Culture,  Development | Identities and relationships | “The nation in whose soul respect towards the rights of each and every human being is deeply rooted and for which it is a matter of course that all people are equal, carries in its heart love towards a man and does not differentiate between people.”  Ľudovít Štúr | A: i, ii B: i, ii, iii C: i, ii D: i, iii, iv, v | Self-management skills  Communication skills  Social skills  Thinking skills | Slovak National Revival.  The third generation of forming of the modern Slovak nation and its literary works.  History of codification of the standard Slovak language. |
| MYP3 | Why do we have to remember? | Perspective | Context,  Theme,  Purpose | Identities and relationships | “Will all people be brothers?”  Johannes Mario Simmel | A: i,iii  B: i, ii, iii  C: i, ii, iii  D: i, ii, iii, iv, v | Communication skills  Thinking skills | Learn about holocaust in the historical context.  Jewish codex in Slovakia.  Journal as a literary genre.  Authentic and fictitious story.  Visual communication. |
| MYP3 | Who am I what am I like? What do I want to be like? | Identity | Self-expression | Personal and cultural expression | Knowing one`s self is the way to the future. | A: i, ii, iii B: i, ii, iii C: i, ii, iii D: i, ii, iii, iv | Self-management skills  Thinking skills | Work with literary and administrative text, searching for traits and language devices.  Making abstracts and formulating found facts.  How to make a CV?  How to write an autobiography. |
| MYP4 | Figures of speech | Creativity | Aesthetics  Self-expression  Genre | Personal and cultural expression | “The greatest thing by far is to be a master of metaphor; it is the one thing that cannot be learnt from others; and it is also a sign of genius, since a good metaphor implies an intuitive perception of the similarity in the dissimilar.” Aristotle | A: i, ii  C: i, ii  D: i, ii, iii | Thinking skills  Social skills  Communication skills  Self-management skills  Research skills | Figures of speech and their identification in genres of lyric, epic and drama.  Usage of new knowledge from literary theory when making one`s own poetry. |
| MYP4 | Communication ethics | Communication | Audience imperatives  Purpose | Fairness and development | “Peace cannot be kept by force. It can only be achieved by understanding.” Albert Einstein | A: iii, iv  B: ii  C: iii  D: i, ii, iv, v | Thinking skills  Social skills  Communication skills  Self-management skills  Research skills | Language communication, language and speech.  Types of communication and distinguishing various communication situations, cultivating of communication skills and extending one`s register. |
| MYP4 | Precious heritage of the past | Connections | Setting  Context | Orientation in space and time | “On the road to art a man is not alone, not even if he wished it. Our artistic thoughts, attitudes and actions have their ancestors, their fathers, many of whom died thousands of years ago. Were we not the descendants of Homer, we would have no way of understanding neither his language, nor his stories.”  Vladimír Godár | A: i, ii, iii, iv  B: i, ii, iii  D: i, ii, iii, iv | Thinking skills  Social skills  Communication skills  Self-management skills  Research skills | Importance of history of literature from the ancient era up to the present.  The birth of European identity on the basis of works of Antiquity and Christian tradition.  Identification of traits of Ancient literature in individual genres.  Description and characteristics of a literary character. |
| MYP4 | Invention, education and progress | Perspective | Point of view  Structure | Scientific and technical innovation | “Gutenberg's invention of printing is the greatest event – the mother of revolution.” Victor Hugo | A: i, ii, iii, iv  B. i, ii, iii  C: i, ii, iii,  D: i, ii, iv, v | Thinking skills  Social skills  Communication skills  Self-management skills  Research skills | Humanism as ideological, social and artistic movement.  Life and educational program of Humanism.  Invention of the printing press – breakthrough in development of literacy.  Advancements that changed the world and their impact on literature.  Literary discussion about works of William Shakespeare. |
| MYP5 | Interpretation of a literary work | Connections | Self-expression  Point of view  Intertextuality | Personal and cultural expression | “Books are not made to be believed, but to be subjected to inquiry. When we consider a book, we mustn't ask ourselves what it says but what it means.” Umberto Eco | A: i, ii, iii, iv  B. i, ii, iii  C: i, ii, iii,  D: i, ii, iii, iv | Thinking skills  Social skills  Communication skills  Self-management skills  Research skills | Literary work and its importance.  Connections between the author, the work and the reader via interpretation of a literary work.  Structure and context of a literary work.  Author`s depiction of reality.  Types of readers.  Critical reading – respecting the literary text and the author`s intention. |
| MYP5 | Global communication | Communication | Audience imperatives  Purpose  Style | Globalization and sustainability | “We already have - thanks to technology, development, skills, the efficiency of our work - enough resources to satisfy all human needs. But we don't have enough resources, and we are unlikely ever to have, to satisfy human greed.” Zygmunt Bauman | B: i, ii, iii  C: i, ii, iii  D: i, ii, iii, iv | Thinking skills  Social skills  Communication skills  Self-management skills  Research skills | Scientific and academic communication. Academic writing style, its aims and domain of use.  Traits, genres and means of expression of academic writing. Composition and organisation of academic writing.  Usage of composition styles in academic writing.  Essay as a genre. Usage of knowledge about academic writing when preparing a contribution to a discussion and when writing an essay.  Practice of argumentative skills. Systemisation of the knowledge in a form of a mind map. |
| MYP5 | The age of heroes and geniuses | Creativity | Character  Self-expression | Orientation in space and time | “This is the highest wisdom that I own; freedom and life are earned by those alone who conquer them each day anew.” Johann Wolfgang von Goethe | A: i, ii, iii, iv  B: ii, iii  C: i, ii, iii  D: i, ii, iv, v | Thinking skills  Social skills  Communication skills  Self-management skills  Research skills | Romanticism and its traits in literature. Fight for the freedom of man and nation. Strong individual, hero and genius as a new concept of idealist philosophy.  Self-expression of a romantic literary hero. Literary walks around the world I. – project presentations. |
| MYP5 | The truth of life | Perspective | Point of view  Character  Theme | Identities and relationships | “The most important knowledge is that which guides the way you lead your life.” Lev Nikolayevich Tolstoy | A: i, ii, iii, iv  B: ii, iii  C: i, ii, iii  D: i, ii, iv, v | Thinking skills  Social skills  Communication skills  Self-management skills  Research skills | Realism and the influence of positivism. Everyday life and struggle for a exact depiction in social and psychological novel. Development of a literary character in the course of the plot and the depiction of interpersonal relationships from various perspectives.  Literary walks around the world II. – project presentations. |