English (MYP 1)

Unit Title	Key Concepts	Related Concepts	Global Context & Explorations	Statement of Inquiry	Objectives	Approaches to Learning	Content
MYP1: ENG. 2020/21 UNIT 1 Communities: Who are you and what do you do?	Communication	*Phase 2* - Conventions, Structure *Phase 3* - Conventions, Structure	Identities and relationships Identity formation	People are connected through shared environments, cultures, habits or communities which shape individuals and give structure to daily activities, traditions and activities. Knowing more about them helps us develop relationships. To know more, we need to ask.	*Phase* **A Listening** Emergent level (phase 1 and 2) i. identify explicit and implicit information (facts, opinions, messages and supporting details) ii. analyse conventions iii. analyse connections Capable level (phase 3 and 4) i.identify explicit and implicit information (facts, opinions, messages and supporting details) ii.analyse conventions iii.analyse connections **B Reading** Emergent level (phase 1 and 2) i.identify explicit and implicit information (facts, opinions, messages and supporting details) ii.analyse conventions iii.analyse connections **C Speaking** Emergent level (phase 1 and 2) i.use a wide range of vocabulary ii.use a wide range of grammatical structures generally accurately iii.use clear pronunciation and intonation in	Description **First term in a new school is a great opportunity to start off good new habits, like keeping your notes in excellent condition, colourful and well-organised.** **Communication** • I. Communication skills • Reading, writing and using language to gather and communicate information • Take effective notes in class	Numbers in English. Spelling. Alphabet. Present simple/Present Continuous (for the present and future)/Going to/will/Adverbs of frequency/Prepositions/Adjectives/Short paragraphs/literacy computer/spelling (of gerunds)/Reading comprehension skills. CYCLES/Present Tenses Simple and Continuous. Future Will, Going to and present continuous for the future. Subject/object questions Word order. Prepositions Conjunctions simple to complex sentences. Paragraphs Post card writing And, but, so, or, because Adjective/Adverb order Reading/research/presentation.£rd person S. USe of Do/Does. The QUASI formula.

comprehensible manner
iv.communicate all the required information clearly and effectively

D Writing

Emergent level (phase 1 and 2)

i.use a wide range of vocabulary

ii.use a wide range of grammatical structures generally accurately

iii.organize information effectively and coherently in an appropriate format using a wide range of simple and some complex cohesive devices

iv.communicate all the required information with a clear sense of audience and purpose to suit the context

Capable level (phase 3 and 4)

i.use a wide range of vocabulary

ii.use a wide range of grammatical structures generally accurately

iii.organize information effectively and coherently in an appropriate format using a wide range of simple and complex cohesive devices

iv.communicate all the required information with a clear sense of audience and purpose to suit the context

Unit Title	Key Concepts	Related Concepts	Global Context &	Statement of Inquiry	Objectives	Approaches to	Content

Language acquisition - English
Subject Group Overview

MYP1: ENG. 2020/ 21 Unit 2 Changes: Then and Now	Creativity	*Phase 2* - Function, Meaning *Phase 3* - Function, Meaning	Personal and cultural expression	How time connects our choice of language and understanding to convey the correct meaning, allowing us to be creative and correct, expressing what we want to communicate.	*Phase* **A Listening** Emergent level (phase 1 and 2) i. identify explicit and implicit information (facts, opinions, messages and supporting details) ii. analyse conventions iii. analyse connections Capable level (phase 3 and 4) i.identify explicit and implicit information (facts, opinions, messages and supporting details) ii.analyse conventions iii.analyse connections **B Reading** Emergent level (phase 1 and 2) i.identify explicit and implicit information (facts, opinions, messages and supporting details) ii.analyse conventions iii.analyse connections Capable level (phase 3 and 4) i.identify explicit and implicit information (facts, opinions, messages and supporting details) ii.analyse conventions iii.analyse connections **C Speaking** Emergent level (phase 1 and 2) i.use a wide range of vocabulary	Description Learning how to pronounce the "ed" sound correctly by touching our throat, all part of kinesthetic learning. Using our own hands to visualise time and tenses in English, differentiating between the past simple and present perfect using the wrinkles in our hands. **Self-management** • III. Organization skills • Managing time and tasks effectively • Understand and use sensory learning preferences (learning styles)	The study of the Past/ Used to, the Present and Present Perfect are essential to responding to the statement of enquiry.

ii.use a wide range of grammatical structures generally accurately
iii.use clear pronunciation and intonation in comprehensible manner
iv.communicate all the required information clearly and effectively
Capable level (phase 3 and 4)
i.use a wide range of vocabulary
ii.use a wide range of grammatical structures generally accurately
iii.use clear pronunciation and intonation in a comprehensible manner
iv.communicate all the required information clearly and effectively
D Writing
Emergent level (phase 1 and 2)
i.use a wide range of vocabulary
ii.use a wide range of grammatical structures generally accurately
iii.organize information effectively and coherently in an appropriate format using a wide range of simple and some complex cohesive devices
iv.communicate all the required information with a clear sense of audience and purpose to suit the context

Capable level (phase 3 and 4)
i.use a wide range of vocabulary
ii.use a wide range of grammatical structures generally accurately
iii.organize information effectively and coherently in an appropriate format using a wide range of simple and complex cohesive devices
iv.communicate all the required information with a clear sense of audience and purpose to suit the context

Unit Title	Key Concepts	Related Concepts	Global Context & Explorations	Statement of Inquiry	Objectives	Approaches to Learning	Content
MYP1 IDU LA English Visual Arts 2020/21 UNIT 3: "Do the right thing" **Interdisciplinary Unit** Visual Arts	Culture	**Language acquisition - English** *Phase 2* - Purpose, Message *Phase 3* - Message, Purpose *Phase 4* - Message, Purpose **Arts - Visual Arts** Visual culture **Other**: Procedure : Learning to follow customs, requirements and rules to satisfy both the aesthetic and practical needs of the project. Why we say things in a	Personal and cultural expression Visual Arts	Learning how to transfer clear instructions and furnish information on why a procedure is important, using the norms of cultural expression, allows us to work better in teams. To do large-scale Artwork requires team work too. A task in Art also involves keeping safe and doing a good, long-lasting job, which is the principal objective of the unit: to "Do the Right Thing". By respecting Cultural norms, we also see that there is probably a good reason why things are done in a certain way.	**Arts - Visual Arts** **A: Knowing and understanding** i. demonstrate awareness of the art form studied, including the use of appropriate language ii. demonstrate awareness of the relationship between the art form and its context iii. demonstrate awareness of the links between the knowledge acquired and artwork created **B: Developing skills** i. demonstrate the acquisition and development of the skills and techniques of	Description **Learning Experiences:** **Social:** Since the benches are in the public domain, the students will have to pay particular attention to not damage the area and the objects within it with permanent gloss paint. This aspect will encourage them to help each other effectively and take responsibility for safety...something they MUST do. The students	For English: Imperatives Conditionals Modal verbs: rules and recommendations Third conditional (Phase 3 and 4) For Art: Use of colours and social convention. Key features and strengths of paints and tools to be used effectively. Appropriate methods and steps for painting outdoor wood

certain way, why we paint things a certain colour, is determined by our culture.

Similarly, rules and norms, in a democratic society, are generally formed using common sense, guiding us to "do the right thing", aligning what we have to do with what we should. The study of the language helps us to work better in teams and do more Service in our community.

the art form studied
ii. demonstrate the application of skills and techniques to create, perform and/or present art

C: Thinking creatively
i. identify an artistic intention
ii. identify alternatives and perspectives
iii. demonstrate the exploration of ideas

D: Responding
i. identify connections between art forms, art and context, or art and prior learning
ii. recognize that the world contains inspiration or influence for art
iii. evaluate certain elements or principles of artwork

First Assessment 2020

Language acquisition - English
Phase
A Listening
Emergent level (phase 1 and 2)
i. identify explicit and implicit information (facts, opinions, messages and supporting details)
ii. analyse conventions
iii. analyse connections

must bring their own protective material. During the application of the final coat in particular, the students will have to be able to overcome distractions.

Social
- II. Collaboration skills
- Working effectively with others
- Manage and resolve conflict and work collaboratively in teams

Capable level (phase 3 and 4)

i.identify explicit and implicit information (facts, opinions, messages and supporting details)

ii.analyse conventions

iii.analyse connections

B Reading

Emergent level (phase 1 and 2)

i.identify explicit and implicit information (facts, opinions, messages and supporting details)

ii.analyse conventions

iii.analyse connections

Capable level (phase 3 and 4)

i.identify explicit and implicit information (facts, opinions, messages and supporting details)

ii.analyse conventions

iii.analyse connections

C Speaking

Emergent level (phase 1 and 2)

i.use a wide range of vocabulary

ii.use a wide range of grammatical structures generally accurately

iii.use clear pronunciation and intonation in comprehensible manner

iv.communicate all the required information clearly and effectively

Capable level (phase 3 and 4)

i.use a wide range of vocabulary
ii.use a wide range of grammatical structures generally accurately
iii.use clear pronunciation and intonation in a comprehensible manner
iv.communicate all the required information clearly and effectively

D Writing
Emergent level (phase 1 and 2)
i.use a wide range of vocabulary
ii.use a wide range of grammatical structures generally accurately
iii.organize information effectively and coherently in an appropriate format using a wide range of simple and some complex cohesive devices
iv.communicate all the required information with a clear sense of audience and purpose to suit the context

Capable level (phase 3 and 4)
i.use a wide range of vocabulary
ii.use a wide range of grammatical structures generally accurately
iii.organize information effectively and coherently in an appropriate format using a wide range of

simple and complex cohesive devices
iv.communicate all the required information with a clear sense of audience and purpose to suit the context

English (MYP 2)

Unit Title	Key Concepts	Related Concepts	Global Context & Explorations	Statement of Inquiry	Objectives	Approaches to Learning	Content
MYP2 English 2020/21 Unit 1 "Just in Time".	Connections	*Phase 2* - Meaning, Function *Phase 3* - Function, Meaning *Phase 4* - Function, Meaning	Orientation in space and time Turning points and "big history"	Individuals and groups, through thoughts, words or actions, can change society and have effects on generations to come. Expressing the connections between cause and the possible past or present effect needs the right form to deliver the right meaning.	*Phase* **A Listening** Emergent level (phase 1 and 2) i. identify explicit and implicit information (facts, opinions, messages and supporting details) ii. analyse conventions iii. analyse connections Capable level (phase 3 and 4) i.identify explicit and implicit information (facts, opinions, messages and supporting details) ii.analyse conventions iii.analyse connections **B Reading** Emergent level (phase 1 and 2) i.identify explicit and implicit information (facts, opinions, messages and supporting details) ii.analyse conventions iii.analyse connections Capable level (phase 3 and 4) i.identify explicit and implicit information	Description By using timelines to understand better when events happened and what might have been their subsequent consequences, we explore ways of depicting time visually and kinaesthetically. **Communication** • I. Communication skills • Reading, writing and using language to gather and communicate information • Organize and depict information logically	Review of MYP1 Grammar topics. Then an introduction of the Past Perfect as preparation for Reported Speech and 3rd Conditionals. Review of summer reading "The Boy at the Back of the Class" focussing on Relationships. The use of Gaant charts to complement understanding of Time-lines in grammar. The production of Posters, after research, showing how X wouldn't have happened had Y not happended (Turning Points in History)

(facts, opinions, messages and supporting details)
ii.analyse conventions
iii.analyse connections

C Speaking
Emergent level (phase 1 and 2)
i.use a wide range of vocabulary
ii.use a wide range of grammatical structures generally accurately
iii.use clear pronunciation and intonation in comprehensible manner
iv.communicate all the required information clearly and effectively
Capable level (phase 3 and 4)
i.use a wide range of vocabulary
ii.use a wide range of grammatical structures generally accurately
iii.use clear pronunciation and intonation in a comprehensible manner
iv.communicate all the required information clearly and effectively

D Writing
Emergent level (phase 1 and 2)
i.use a wide range of vocabulary
ii.use a wide range of grammatical structures generally accurately
iii.organize information effectively and coherently in an

appropriate format using a wide range of simple and some complex cohesive devices
iv.communicate all the required information with a clear sense of audience and purpose to suit the context
Capable level (phase 3 and 4)
i.use a wide range of vocabulary
ii.use a wide range of grammatical structures generally accurately
iii.organize information effectively and coherently in an appropriate format using a wide range of simple and complex cohesive devices
iv.communicate all the required information with a clear sense of audience and purpose to suit the context

Unit Title	Key Concepts	Related Concepts	Global Context & Explorations	Statement of Inquiry	Objectives	Approaches to Learning	Content
MYP2 English 2020/21 Unit 2 Work It Out	Culture	*Phase 2* - Context, Meaning *Phase 3* - Context, Meaning	Personal and cultural expression Languages and linguistic systems	Trying to interpret the origin of a phrasal verb, or other vocabulary, leads to a deeper understanding of a culture and its language, which may, but not always, help us remember it better, allowing us to use our intuition to guess meaning from context.	*Phase* **A Listening** Emergent level (phase 1 and 2) i. identify explicit and implicit information (facts, opinions, messages and supporting details) ii. analyse conventions iii. analyse connections Capable level (phase 3 and 4) i.identify explicit and	Description By creating a pictionary for phrasal verbs, we explore different visual techniques to explore this wide field of study and see how we can memorise words, but sometimes learn more effectively with images, creating visuals that represent phrasal verbs.	From various sources, students will come into contact with Phrasal Verbs, then analyse their meanings, creating student-based techniques to learn and remember them. Kinaesthetic, visual, audio and other learning styles will be involved. Studying glottalisation

implicit information (facts, opinions, messages and supporting details)
ii.analyse conventions
iii.analyse connections

B Reading
Emergent level (phase 1 and 2)
i.identify explicit and implicit information (facts, opinions, messages and supporting details)
ii.analyse conventions
iii.analyse connections
Capable level (phase 3 and 4)
i.identify explicit and implicit information (facts, opinions, messages and supporting details)
ii.analyse conventions
iii.analyse connections

C Speaking
Emergent level (phase 1 and 2)
i.use a wide range of vocabulary
ii.use a wide range of grammatical structures generally accurately
iii.use clear pronunciation and intonation in comprehensible manner
iv.communicate all the required information clearly and effectively
Capable level (phase 3 and 4)
i.use a wide range of vocabulary
ii.use a wide range of

Research
- VI. Information literacy skills
- Finding, interpreting, judging and creating information
- Present information in a variety of formats and platforms

will help students have a better understanding of everyday English, all in preparation for the trip to the UK.

grammatical structures generally accurately

iii.use clear pronunciation and intonation in a comprehensible manner

iv.communicate all the required information clearly and effectively

D Writing

Emergent level (phase 1 and 2)

i.use a wide range of vocabulary

ii.use a wide range of grammatical structures generally accurately

iii.organize information effectively and coherently in an appropriate format using a wide range of simple and some complex cohesive devices

iv.communicate all the required information with a clear sense of audience and purpose to suit the context

Capable level (phase 3 and 4)

i.use a wide range of vocabulary

ii.use a wide range of grammatical structures generally accurately

iii.organize information effectively and coherently in an appropriate format using a wide range of simple and complex cohesive devices

iv.communicate all the

Unit Title	Key Concepts	Related Concepts	Global Context & Explorations	Statement of Inquiry	Objectives	Approaches to Learning	Content
					required information with a clear sense of audience and purpose to suit the context		
MYP2 English 2020/21 Unit 3 "The Right Word for the Right Occasion".	Culture	*Phase 2* - Audience, Word choice *Phase 3* - Word choice, Audience *Phase 4* - Audience, Word choice	Personal and cultural expression Languages and linguistic systems	Different conventions allow us to make ourselves understood by others but respecting a relative culture also means adapting to variations in those conventions so that your choice of words speaks to a particular audience.	*Phase* **A Listening** Emergent level (phase 1 and 2) i. identify explicit and implicit information (facts, opinions, messages and supporting details) ii. analyse conventions iii. analyse connections Capable level (phase 3 and 4) i.identify explicit and implicit information (facts, opinions, messages and supporting details) ii.analyse conventions iii.analyse connections **B Reading** Emergent level (phase 1 and 2) i.identify explicit and implicit information (facts, opinions, messages and supporting details) ii.analyse conventions iii.analyse connections Capable level (phase 3 and 4) i.identify explicit and implicit information (facts, opinions, messages and supporting details) ii.analyse conventions iii.analyse connections	Description By looking at the passive for formal English, we learn how to follow the correct norms for business and formal letters, using the right style for the right task, structuring our work in carefully planned paragraphs. **Communication** • I. Communication skills • Reading, writing and using language to gather and communicate information • Write for different purposes	What is "Register"? Spoken v Written English Spoken: What is Glottalisation?- Discuss: Slang-Accents-Received Pronunciation- Posh--"Ye Olde" English Preparation for Westgate: Cockney/ South Eastern Estuary English Scouse/ Geordie/Scot/Welsh/ Irish American/ Commonwealth etc. The Queen's English Common "Mistakes" There is/are lots of - Double Negatives – Football Manager English- Written English: Different Styles and Conventions for different purposes. The use of the Passive form to raise formailty in

C Speaking
Emergent level (phase 1 and 2)
i.use a wide range of vocabulary
ii.use a wide range of grammatical structures generally accurately
iii.use clear pronunciation and intonation in comprehensible manner
iv.communicate all the required information clearly and effectively
Capable level (phase 3 and 4)
i.use a wide range of vocabulary
ii.use a wide range of grammatical structures generally accurately
iii.use clear pronunciation and intonation in a comprehensible manner
iv.communicate all the required information clearly and effectively
D Writing
Emergent level (phase 1 and 2)
i.use a wide range of vocabulary
ii.use a wide range of grammatical structures generally accurately
iii.organize information effectively and coherently in an appropriate format using a wide range of simple and some complex cohesive devices

writing.

Business letters. Writing skills.

iv.communicate all the required information with a clear sense of audience and purpose to suit the context
Capable level (phase 3 and 4)
i.use a wide range of vocabulary
ii.use a wide range of grammatical structures generally accurately
iii.organize information effectively and coherently in an appropriate format using a wide range of simple and complex cohesive devices
iv.communicate all the required information with a clear sense of audience and purpose to suit the context

English (MYP 3)

Unit Title	Key Concepts	Related Concepts	Global Context & Explorations	Statement of Inquiry	Objectives	Approaches to Learning	Content
MYP3 English 2020/21 Unit 1 Perspective: Points of View	Perspective	*Phase 3* - Point of view *Phase 4* - Point of view **Other**: relationships	Personal and cultural expression Social constructions of reality	Points of view alter the interpretation and the perspective of events and issues in literature and in real-life contexts.	*Phase* **A Listening** Capable level (phase 3 and 4) ii.analyse conventions **B Reading** Emergent level (phase 1 and 2) ii.analyse conventions **C Speaking** Capable level (phase 3 and 4) iv.communicate all the required information clearly and effectively **D Writing** Capable level (phase 3	Description **Learning Experiences:** **Communication:** group work, peer review public speaking **Communication** • I. Communication skills • Exchanging thoughts, messages and information effectively through interaction	Direct and indirect characterization

and 4) iv.communicate all the required information with a clear sense of audience and purpose to suit the context

- Give and receive meaningful feedback
- Use a variety of speaking techniques to communicate with a variety of audiences
- Use appropriate forms of writing for different purposes and audiences
- Interpret and use effectively modes of non-verbal communication
- Negotiate ideas and knowledge with peers and teachers
- Share ideas with multiple audiences using a variety of digital environments and media
- Reading, writing and using language to gather and communicate information
- Read critically and for comprehension
- Read a variety of sources for information and for pleasure
- Make inferences and draw conclusions
- Write for different purposes
- Paraphrase accurately and concisely
- Take effective notes in class
- Make effective summary notes for

studying
Self-management
- III. Organization skills
- Managing time and tasks effectively
- Plan short- and long-term assignments; meet deadlines
- Keep and use a weekly planner for assignments
- Bring necessary equipment and supplies to class
- Keep an organized and logical system of information files/ notebooks
- Understand and use sensory learning preferences (learning styles)

Unit Title	Key Concepts	Related Concepts	Global Context & Explorations	Statement of Inquiry	Objectives	Approaches to Learning	Content
MYP3: English 2020/21 Unit 2 Communities: Possible worlds, possible futures	Communities	*Phase 3* - Context, Function *Phase 4* - Context, Function	Fairness and development Imagining a hopeful future, Inequality, Difference and inclusion, Authority, Security and freedom	The future is a source of interest and concern in life and literature.	*Phase 3* **A: Comprehending spoken and visual text** i. show understanding of information, main ideas and supporting details, and draw conclusions ii. understand conventions **B: Comprehending written and visual text** ii. understand basic conventions including aspects of format and style, and author's purpose for writing **C: Communicating in response to spoken**	Description **Communication** - I. Communication skills - Exchanging thoughts, messages and information effectively through interaction - Collaborate with peers and experts using a variety of digital environments and media - Reading, writing and using language to gather and communicate information - Make inferences and	Students are aware that people live in groups called communities. They have identified different communities at school and have investigated what it means to live together during a pandemic.

and/or written and/or visual text
iii. express ideas and feelings, and communicate information in familiar and some unfamiliar situations
iv. communicate with a sense of audience and purpose
D: Using language in spoken and/or written form
ii. organize information and ideas and use a range of basic cohesive devices
iii. use language to suit the context
Phase 4
A: Comprehending spoken and visual text
iii. engage with the spoken and visual text by identifying ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions
B: Comprehending written and visual text
ii. interpret basic conventions including aspects of format and style, and author's purpose for writing
iii. engage with the written and visual text by identifying ideas, opinions and attitudes

draw conclusions
Social
Self-management
Research
Thinking
• VIII. Critical thinking skills
• Analysing and evaluating issues and ideas
• Recognise unstated assumptions and bias
• Evaluate evidence and arguments
• Draw reasonable conclusions and generalizations

and by making a response to the text based on personal experiences and opinions
C: Communicating in response to spoken and/or written and/or visual text
iv. communicate with a sense of audience and purpose
D: Using language in spoken and/or written form
ii. organize information and ideas into a structured text; use a wide range of cohesive devices
iii. use language to suit the context

Unit Title	Key Concepts	Related Concepts	Global Context & Explorations	Statement of Inquiry	Objectives	Approaches to Learning	Content
MYP3: ENGLISH 20/21 Unit 3 Relationships: Individual, Civil & Human Rights	Relationships	*Phase 3* - Conventions, Point of view *Phase 4* - Point of view, Conventions	Fairness and development Rights, Law, Civic responsibility and the public sphere	Exploring civil and individual rights helps us understand our history as well as our responsibilities.	*Phase* **A Listening** Capable level (phase 3 and 4) i.identify explicit and implicit information (facts, opinions, messages and supporting details) ii.analyse conventions iii.analyse connections **B Reading** Capable level (phase 3 and 4) i.identify explicit and implicit information (facts, opinions, messages and supporting details) ii.analyse conventions iii.analyse connections	Description **Communication** • I. Communication skills • Exchanging thoughts, messages and information effectively through interaction • Use intercultural understanding to interpret communication • Use appropriate forms of writing for different purposes and audiences • Use a variety of media to communicate with a	Students read the book and watch the film 'The Book Thief'. They will also research the UN Human Rights as well as some of the most famous Human Rights activists of recent times

C Speaking
Capable level (phase 3 and 4)
i. use a wide range of vocabulary
ii. use a wide range of grammatical structures generally accurately
iii. use clear pronunciation and intonation in a comprehensible manner

D Writing
Capable level (phase 3 and 4)
i. use a wide range of vocabulary
ii. use a wide range of grammatical structures generally accurately
iii. organize information effectively and coherently in an appropriate format using a wide range of simple and complex cohesive devices

- range of audiences
- Negotiate ideas and knowledge with peers and teachers
- Reading, writing and using language to gather and communicate information
- Read critically and for comprehension
- Make inferences and draw conclusions
- Use and interpret a range of discipline-specific terms and symbols
- Paraphrase accurately and concisely
- Structure information in summaries, essays and reports

Social
- II. Collaboration skills
- Working effectively with others
- Help others to succeed
- Make fair and equitable decisions
- Negotiate effectively
- Encourage others to contribute
- Advocate for one's own rights and needs

Self-management
Research
Thinking

English (MYP 4)

Unit Title	Key Concepts	Related Concepts	Global Context & Explorations	Statement of Inquiry	Objectives	Approaches to Learning	Content
MYP 4: Eng: 2018/ 19: unit 1:	Culture	*Phase 5* - Audience,	Identities and	Culture, attitudes, choice of point of view,	*Phase* **A Listening**	Description	Conan Doyle, Arthur.

Perspectives

Point of view

Phase 6 - Audience, Point of view

relationships

Attitudes

and audience influence message, content and style. Beliefs, values and cultures influence both the production and the interpretation of texts.

Proficient level (phase 5 and 6)
i.identify explicit and implicit information (facts, opinions, messages and supporting details)
ii.analyse conventions
iii.analyse connections
B Reading
Proficient level (phase 5 and 6)
i.identify explicit and implicit information (facts, opinions, messages and supporting details)
ii.analyse conventions
iii.analyse connections
C Speaking
Proficient level (phase 5 and 6)
i.use a wide range of vocabulary
ii.use a wide range of grammatical structures generally accurately
iii.use clear pronunciation and intonation in a comprehensible manner
iv.communicate all the required information clearly and effectively
D Writing
Proficient level (phase 5 and 6)
i.use a wide range of vocabulary
ii.use a wide range of grammatical structures generally accurately
iii.organize information effectively and coherently in an

Learning Experiences:

Self-Management

Organisation:

Use appropriate strategies for organizing complex information:

- think-puzzle-explore routine for visual representation of ideas

- Coggle.it a mindmapping tool: you will include keywords and summaries of the information you find from your research (no copy and paste) and you will include your source in mla under that piece of information)

- Word document for an annotated bibliography

Research

Information Literacy:

students access information to be informed and inform others, and seek a range of perspectives from multiple and varied sources (videos: documentaries, interviews; websites, online encyclopedia

"How It Happened" in Stories of Ourselves. New Delhi: Cambridge UP, 2008

Bradbury, Ray. "There Will Come Soft Rains" in Stories of Ourselves. New Delhi: Cambridge UP, 2008

Windham, John. "Meteor" in Stories of Ourselves. New Delhi: Cambridge UP, 2008

Brown, Frederick. "Sentry." www.lupinworks.com/glit6756/informant/sai3/sentry.pdfFrost,

Robert. "Fire and Ice." http://www.poetryfoundation.org/poem/173527. D. O. A. September 3, 2014.

Frost, Robert. "The Road Not Taken" http://www.poetryfoundation.or... D.O. A. September 3, 2014

History of the Cherokee -- Samuel Cloud's Memory.

Private J. G. Burnett, Mounted Infantry, Cherokee Indian Removal, 1838-39

The Indian Problem from a History Website

appropriate format using a wide range of complex cohesive devices
iv.communicate all the required information with a clear sense of audience and purpose to suit the context

resources, etc) to widen their understanding and consider multiple perspectives about other cultures and their histories

sts. use appropriate referencing style MLA with Citation Machine http://www.citationmachine.net/ or easybib http://www.easybib.com/ or MLA guide

students present in groups to their peers using media for research and presentation, organizing and dividing work and reflecting on their own perception and strategies to interest the audience. They will use coggle.it to visually organize their ideas after researching

Social
Self-management
- III. Organization skills
- Managing time and tasks effectively
- Use appropriate strategies for organizing complex information

Research
- VI. Information literacy skills
- Finding, interpreting,

Andrew Jackson (US President 1829-1837): Address to Congress (Messages and Papers of the Presidents, vol. 2, in Native American Voices: A History and Anthology, ed. Steven Mintz (St. James, New York: Brandywine P, 1995) 115-116.

Students will revise and refine their understanding of genre, audience, purpose from the previous unit (Text-types).

Students already know the technical definitions related to point of view. In this unit they will reflect on possible effects.

Students already know the technical definition of setting and conntext, they will now apply their knowledge to identify how context and setting have an effect on the reader.

Paragraphs: organization, format, cohesion and connectives.

The students learn about multiple intelligences

judging and creating information
- Collect, record and verify data
- Create references and citations, use footnotes/endnotes and construct abibliography according to recognised conventions
- VII. Media literacy skills
- Interacting with media to use and create ideas and information
- Locate, organize, analyse, evaluate, synthesise and ethically use information from a variety of sources and media (including digital social media and online networks)
- Seek a range of perspectives from multiple and varied sources

Unit Title	Key Concepts	Related Concepts	Global Context & Explorations	Statement of Inquiry	Objectives	Approaches to Learning	Content
MYP4: Eng: 2019/ 2020: Unit 1a: Text Types	Creativity	*Phase 5* - Purpose, Audience *Phase 6* - Purpose, Audience	Personal and cultural expression Creation	The creation of a text involves adopting specific text type conventions to suit one's purpose in order to express ideas, feelings and values.	**First Assessment 2014** *Phase 5* **D: Using language in spoken and/or written form** i. write and/or speak using a range of vocabulary, complex	Description **Learning Experiences:** **Social:** In the library, each group must decide how to collaborate to achieve the objective of covering all 6	GENRE, AUDIENCE, PURPOSE : Students learn about text types as categories which allow them to identify general features and conventions. They understand and reflect on the way in which language changes as a consequence.

grammatical structures and conventions; when speaking, use intonation and fluency
ii. organize information and ideas; use a wide range of cohesive devices
iii. use language to suit the context

First Assessment 2020
Phase
B Reading
Proficient level (phase 5 and 6)
i.identify explicit and implicit information (facts, opinions, messages and supporting details)
ii.analyse conventions
iii.analyse connections
C Speaking
Proficient level (phase 5 and 6)
i.use a wide range of vocabulary
ii.use a wide range of grammatical structures generally accurately
iii.use clear pronunciation and intonation in a comprehensible manner
iv.communicate all the required information clearly and effectively

categories. A text-type checker makes sure the decision made by one student about text type is correct. They encourage each other to reach their objective. They help each other find conventions and appropriate text.

SOCIAL SKILLS: How are you going to use this tool during the preparation of your poster and your oral presentation to respect and consider contribution from others?

Tool: L.I.S.T.E.N

Research:

Examples of text types are selected , analysed and verified in line with their conventions

the texts' source is recorded and referenced following MLA conventions (GUIDE and easybib)

RESEARCH (Information Literacy):

What tool/resource/ strategy helped you in the identification of the right text type during

 Sts. learn that author's purpose (together with audience and context) determines the type of conventions that are more appropriate for a certain text type.

They learn textual and visual features of 6 text type categories (information, persuasion, argument, instruction, explanation, recount).

your research in the library?

What tool/strategy helped you to correctly create y

Social
- II. Collaboration skills
- Working effectively with others
- Delegate and share responsibility for decision-making

Research
- VI. Information literacy skills
- Finding, interpreting, judging and creating information
- Collect, record and verify data
- Create references and citations, use footnotes/endnotes and construct abibliography according to recognised conventions

Unit Title	Key Concepts	Related Concepts	Global Context & Explorations	Statement of Inquiry	Objectives	Approaches to Learning	Content
MYP 4: Eng: 2018/ 19: unit 2: prejudice and discrimination	Connections	*Phase 5* - Context, Empathy *Phase 6* - Context, Empathy	Fairness and development Power and privilege, Difference and inclusion	Social contexts influence individuals, their interactions and relationships between communities: inequality, discrimination and privilege create conflicts within societies and among individuals.	*Phase* **A Listening** Demonstrate understanding of explicit and implicit spoken information in multimodal texts What is the content of the text? What details in the spoken language relate to the big ideas and explicit features of the multimodal text?	Description **Learning Experiences:** **Thinking:** **Reflection on C&S activity centering on their assumptions, feelings and people's reaction during CALAM day**	Feature articles, news reports and their conventions Angelou, Maya. "Caged Bird" Belloc, Hillaire. "The Justice of Peace" La Guma, Alex. "The Lemon Orchard" Steinbeck, John. Of

(message: literal (explicit) and implicit)
Demonstrate understanding of conventions
What language conventions can be heard? For example, form of address, greetings.
What behavioural conventions can be seen? For example, dress code, gestures—shaking hands, bowing.
Demonstrate understanding of relationships between the various components of the multimodal text
What are the relationships between the various components of the multimodal text?
Do they share the same context?
Does the text link to the student's personal world?
Proficient level (phase 5 and 6)
i.identify explicit and implicit information (facts, opinions, messages and supporting details)
ii.analyse conventions
iii.analyse connections
B Reading
Demonstrate understanding of explicit and implicit written information in multimodal texts

and the importance of empathy and scientific knowledge in this context

Thinking
- VIII. Critical thinking skills
- Analysing and evaluating issues and ideas
- Recognise unstated assumptions and bias
- X. Transfer skills
- Utilizing skills and knowledge in multiple contexts
- Apply skills and knowledge in unfamiliar situations

Mice and Men. New York: Penguin, 1993. Print.

Rumens, Carol. "Carpet-Weavers, Morocco"

present perfect and past simple

Difference between stereotypes, prejudice and discrimination

Characterization

Themes

Setting

Context

Symbols

What is the text type?
What is the content?
What details in the written language relate to the big ideas and explicit features of the multimodal text? (message: literal/explicit, implicit)
Demonstrate understanding of conventions
What are the language conventions used in the multimodal text? For example, formal and informal language, punctuation, word choice.
What is the communicative purpose of the text?
Who is the intended audience?
What text conventions are used in the multimodal text? For example, use of colour, structure, format—layout and physical organization of the text.
Demonstrate understanding of relationships between the various components of the multimodal text
Do they share the same context?
Does the text link to the student's personal world?
Proficient level (phase 5 and 6)
i.identify explicit and

implicit information (facts, opinions, messages and supporting details)
ii.analyse conventions
iii.analyse connections
D Writing
Use written language to communicate with others
What is the role of the student/writer?
Who is the audience?
What is the purpose of the written text?
What is the message?
Demonstrate accurate use of language conventions
How accurately is the language used?
To what extent is the language comprehensible?
Organize information in writing
Does the student use an appropriate format?
To what extent are the cohesive devices used in the organization of the text?
Communicate information with a sense of audience and purpose.
How are the relevant information and ideas communicated?
How well does the student communicate such that the text makes sense to the reader?
Proficient level (phase 5

and 6)
i.use a wide range of vocabulary
ii.use a wide range of grammatical structures generally accurately
iii.organize information effectively and coherently in an appropriate format using a wide range of complex cohesive devices
iv.communicate all the required information with a clear sense of audience and purpose to suit the context

Unit Title	Key Concepts	Related Concepts	Global Context & Explorations	Statement of Inquiry	Objectives	Approaches to Learning	Content
MYP 4: Eng: 2018/19: unit 3: Mixed media	Communication	*Phase 5* - Purpose, Stylistic choices *Phase 6* - Purpose, Stylistic choices	Personal and cultural expression Craft	The function of a text is to deliver a message: often messages are best delivered when artist use their craft to incorporate elements from other media and forms of art	*Phase* **A Listening** Demonstrate understanding of explicit and implicit spoken information in multimodal texts What is the content of the text? What details in the spoken language relate to the big ideas and explicit features of the multimodal text? (message: literal (explicit) and implicit) Demonstrate understanding of conventions What language conventions can be heard? For example, form of address, greetings. Demonstrate understanding of	Description **Learning Experiences:** **Communication:** Students write in the form of a group literary essay for poetry analysis, and annotate and plan using a worksheet as a basis for the analysis of the lyrics. Students use previously acquired and new skills to analyze "traditional" poetry. They then use these skills for a less traditional end: analyzing lyrics and reflecting on their tastes and on differences between different media and tools for analysis.	Lindsay, Vachel. "The Flower-Fed Buffaloes" in *Songs of Ourselves: The University of Cambridge International Examinations Anthology of Poetry in English*. New Delhi: Foundation, 2005. Print. Clare, John. "First Love" in *Songs of Ourselves: The University of Cambridge International Examinations Anthology of Poetry in English*. New Delhi: Foundation, 2005. Print. Scott, Dennis. "Marrysong" in *Songs of Ourselves: The University of Cambridge International*

relationships between the various components of the multimodal text
What are the relationships between the various components of the multimodal text? Do they share the same context?
Proficient level (phase 5 and 6)
i.identify explicit and implicit information (facts, opinions, messages and supporting details)
ii.analyse conventions
iii.analyse connections
B Reading
Demonstrate understanding of explicit and implicit written information in multimodal texts
What is the text type?
What is the content?
What details in the written language relate to the big ideas and explicit features of the multimodal text? (message: literal/explicit, implicit)
Demonstrate understanding of conventions
What are the language conventions used in the multimodal text? For example, formal and informal language, punctuation, word choice.
What is the communicative purpose

Students interpret the use of visual features to convey meaning in posters

Communication
- I. Communication skills
- Exchanging thoughts, messages and information effectively through interaction
- Give and receive meaningful feedback
- Interpret and use effectively modes of non-verbal communication
- Negotiate ideas and knowledge with peers and teachers
- Reading, writing and using language to gather and communicate information
- Read critically and for comprehension
- Structure information in summaries, essays and reports

Examinations Anthology of Poetry in English. New Delhi: Foundation, 2005. Print.

Curnow, Allen. "Time" in *Songs of Ourselves: The University of Cambridge International Examinations Anthology of Poetry in English*. New Delhi: Foundation, 2005. Print.

Cumming, E. E. "l(a" https://allpoetry.com/l(a...-(a-leaf-falls-on-loneliness)

Yorke, Thom. "Creep" in Pablo Honey. Oxfordshire: Parlophone, 1993.

Wyclef Jean, Brown, M., Duplessis, "Te Bass," Jerry and Cadet, K. "911" in The Ecleftic: 2 Sides II a Book. Australia: Columbia Records, 2000.

of the text?
Who is the intended audience?
What text conventions are used in the multimodal text? For example, use of colour, structure, format—layout and physical organization of the text.
Demonstrate understanding of relationships between the various components of the multimodal text
Do they share the same context?
Does the text link to the student's personal world?
Proficient level (phase 5 and 6)
i.identify explicit and implicit information (facts, opinions, messages and supporting details)
ii.analyse conventions
iii.analyse connections
D Writing
Use written language to communicate with others
Who is the audience?
What is the purpose of the written text?
What is the message?
Demonstrate accurate use of language conventions
How accurately is the language used?
To what extent is the language

comprehensible?
Organize information in writing
Does the student use an appropriate format?
To what extent are the cohesive devices used in the organization of the text?
Communicate information with a sense of audience and purpose.
How are the relevant information and ideas communicated?
How well does the student communicate such that the text makes sense to the reader?
Proficient level (phase 5 and 6)
i.use a wide range of vocabulary
ii.use a wide range of grammatical structures generally accurately
iii.organize information effectively and coherently in an appropriate format using a wide range of complex cohesive devices
iv.communicate all the required information with a clear sense of audience and purpose to suit the context

English (MYP 5)

Unit Title	Key Concepts	Related Concepts	Global Context & Explorations	Statement of Inquiry	Objectives	Approaches to Learning	Content
MYP 5: English: 2018/19: unit 1: Writing for different purposes	Creativity	*Phase 4* - Conventions, Purpose *Phase 5* - Purpose, Stylistic choices *Phase 6* - Purpose, Stylistic choices	Personal and cultural expression Critical literacy, Languages and linguistic systems	Creativity allows the adaptation of content to different purposes and audiences, generating new meaning and effects. Creativity requires awareness of conventions, context, purposes and audience.	*Phase 5* **A: Comprehending spoken and visual text** i. analyse and draw conclusions from information, main ideas and supporting details iii. engage with the spoken and visual text by analysing ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions from a global perspective **B: Comprehending written and visual text** i. analyse and draw conclusions from information, main ideas and supporting details ii. analyse basic conventions including aspects of format and style, and author's purpose for writing iii. engage with the written and visual text by analysing ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions from a global perspective **C: Communicating in response to spoken**	Description st. work on reviews and different types of essays (argumentative, discursive, explanation essays) and understand how purpose affect content, organisation of ideas and language choices sts. organise ideas logically in their writing sts. read texts and work on songs discussing their meaning to prepare for their final written production **Communication** • I. Communication skills • Exchanging thoughts, messages and information effectively through interaction • Use appropriate forms of writing for different purposes and audiences • Reading, writing and using language to gather and communicate information • Read critically and for comprehension • Organize and depict information logically	Students will revise and refine their understanding of genre, audience, purpose. Students will read and analyze different types of texts to understand genre-specific conventions and reflect on the differences in texts from the same genre. Students will analyze the differences in style and reflect on the ways different elements are influenced by audience, purpose, authors' contexts and personality. Students will revise conditional forms and practise their use in grammar exercises and in a text related to technology

and/or written and/or visual text
i. respond appropriately to spoken and/or written and/or visual text
ii. engage in rehearsed and unrehearsed exchanges to share ideas on a range of topics of personal and global significance
iii. express ideas, opinions and feelings, and communicate information in a wide range of situations
iv. communicate with a sense of register, purpose and style
D: Using language in spoken and/or written form
i. write and/or speak using a range of vocabulary, complex grammatical structures and conventions; when speaking, use intonation and fluency
ii. organize information and ideas; use a wide range of cohesive devices
iii. use language to suit the context
Phase 6
A: Comprehending spoken and visual text
ii. interpret the author's choice of style, format and ideas to suit an intended audience and purpose

iii. engage with the spoken and visual text by evaluating ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions from a global perspective

B: Comprehending written and visual text

i. evaluate and draw conclusions from information, main ideas and supporting details

ii. interpret the author's choice of style, format and ideas to suit an intended audience and purpose

iii. engage with the written and visual text by evaluating ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions from a global perspective

C: Communicating in response to spoken and/or written and/or visual text

i. respond appropriately to spoken and/or written and/or visual text

ii. engage in unrehearsed and complex exchanges on a wide range of topics of personal and global

significance
iii. express a wide range of ideas, opinions and feelings, and communicate information in a wide range of social and academic contexts
iv. communicate with a sense of register, purpose and style
D: Using language in spoken and/or written form
i. write and/or speak using a wide range of vocabulary, complex grammatical structures and conventions; when speaking, use oratory technique
ii. organize information and ideas; use a wide range of cohesive devices
iii. use language to suit the context

Unit Title	Key Concepts	Related Concepts	Global Context & Explorations	Statement of Inquiry	Objectives	Approaches to Learning	Content
extra							

Unit Title	Key Concepts	Related Concepts	Global Context & Explorations	Statement of Inquiry	Objectives	Approaches to Learning	Content
MYP 5: Eng: 2018/ 19: unit 2:Global and Diverse	Connections	*Phase 5* - Point of view, Context *Phase 6* - Context, Point of view	Personal and cultural expression Social constructions of reality, Philosophies and ways of life, Belief systems	Global actions affect the diversity of local contexts (communities, cultures and ecosystems). The way in which reality, values and beliefs are perceived and communicated depend have consequences on people's connections (with others and with	*Phase 5* **A: Comprehending spoken and visual text** iii. engage with the spoken and visual text by analysing ideas, opinions and attitudes and by making a response to the text based on personal experiences and	Description **Learning Experiences:** **Thinking:** Students are encouraged to identify unstated opinion and implied points of view. Students are asked to	Student will keep working on text analysis. In this unit the stress will be on implied information and points of view. Students will reflect on conflicting points of view and the concept of relationship in a world

their local contexts) and point of view.

opinions from a global perspective

B: Comprehending written and visual text
i. analyse and draw conclusions from information, main ideas and supporting details
ii. analyse basic conventions including aspects of format and style, and author's purpose for writing
iii. engage with the written and visual text by analysing ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions from a global perspective

C: Communicating in response to spoken and/or written and/or visual text
iii. express ideas, opinions and feelings, and communicate information in a wide range of situations
iv. communicate with a sense of register, purpose and style

D: Using language in spoken and/or written form
ii. organize information and ideas; use a wide range of cohesive devices
iii. use language to suit the context

consider different, and at times contrasting, points of view

Thinking
- VIII. Critical thinking skills
- Analysing and evaluating issues and ideas
- Recognise unstated assumptions and bias
- Consider ideas from multiple perspectives

that is both global and local using texts from popular science, articles and short stories.

Phase 6
A: Comprehending spoken and visual text
iii. engage with the spoken and visual text by evaluating ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions from a global perspective
B: Comprehending written and visual text
i. evaluate and draw conclusions from information, main ideas and supporting details
ii. interpret the author's choice of style, format and ideas to suit an intended audience and purpose
iii. engage with the written and visual text by evaluating ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions from a global perspective
C: Communicating in response to spoken and/or written and/or visual text
iii. express a wide range of ideas, opinions and feelings, and communicate information in a wide

range of social and academic contexts
iv. communicate with a sense of register, purpose and style
D: Using language in spoken and/or written form
ii. organize information and ideas; use a wide range of cohesive devices
iii. use language to suit the context

Unit Title	Key Concepts	Related Concepts	Global Context & Explorations	Statement of Inquiry	Objectives	Approaches to Learning	Content
MYP5 Physics English 2020/21 IDU: Shape the wave **Interdisciplinary Unit** English	Communication	**Sciences - Sciences** Form **Language acquisition - English** *Phase 5* - Audience *Phase 6* - Audience	Scientific and technical innovation Systems, Models, Methods, Processes and solutions	Effective communication of science methods, processes and forms through the selection of appropriate textual conventions and stylistic choices enhances audience engagement in understanding technical innovation.	**Sciences - Sciences** **A: Knowing and understanding** i. explain scientific knowledge ii. apply scientific knowledge and understanding to solve problems set in familiar and unfamiliar situations iii. analyse and evaluate information to make scientifically supported judgments **C: Processing and evaluating** i. present collected and transformed data ii. interpret data and explain results using scientific reasoning iii. evaluate the validity of a hypothesis based on the outcome of the scientific investigation iv. evaluate the validity	Description **Learning Experiences:** **Communication:** Strategies include a focus on the terms and techniques used to adapt to context and audience (both in disciplinary and interdisciplinary classes). A discussion of how the use of different sources (both online and peer-to-peer interviews, websites, online articles) helps to generate new inquiries with a focus both on content and style (form) Thinking routines will be used explicitly:	English: students learn about newsworthiness in news reporting and practise with the conventions of news reports (informative/ explanatory text type; use of headlines; inverted pyramid) Grammar: use of tenses (present perfect/simple past; reporting verbs and indirect speech) Science journalism is introduced and contrasted with general news reporting. Students analyse sample authentic articles from "science news for students". Conventions: headlines, different leads (surprise, narrative, bullet leads), content based on background research

of the method
v. explain improvements or extensions to the method

First Assessment 2020

Language acquisition - English

Phase
A Listening
Demonstrate understanding of explicit and implicit spoken information in multimodal texts
What is the content of the text? What details in the spoken language relate to the big ideas and explicit features of the multimodal text? (message: literal (explicit) and implicit)
Demonstrate understanding of relationships between the various components of the multimodal text
Does the text link to the student's personal world?
Proficient level (phase 5 and 6)
i.identify explicit and implicit information (facts, opinions, messages and supporting details)
iii.analyse connections
D Writing

- Headlines (they will play with a card game to generate effective headlines and learn about headline features)

- Connect, extend, challenge (Connection making, identifying new ideas, raising questions, from different media collected)

Research:

a) Strategies include a lab report format with annotations. Feedback from peers and from teacher is given in formative tasks (given as homework).

b) Research, selection and evaluation of sources by applying reliability criteria such as authority, currency, accuracy, objectivity with content related to the topic of waves. Written feedback on appropriateness of sources is given as part of criterion C of English (see description of task above).

Thinking:

At the beginning of the unit a mindmap is

and interviews with experts in the field.

Students learn that science journalism articles for a general audience contain factual knowledge, which is the result of background research (use of reliable sources) and detailed information resulting from the scientist's discovery/experiment. They then work on the creation of interviews based on videos with scientific content (tsunamis, gravitational waves) that they have to use for their own article, by applying the conventions discussed in class.

Students carry out their own experiments in the Physics lab about a topic of their choice and are interviewed by their classmates who will then use this content for their final articles. The roles will then be swapped, so that all students actively experience both roles.

The content which is incorporated from **Physics** is the following:

- Factual knowledge

Use written language to communicate with others
What is the role of the student/writer?
Who is the audience?
What is the purpose of the written text?
What is the message?
Demonstrate accurate use of language conventions
How accurately is the language used?
To what extent is the language comprehensible?
Organize information in writing
Does the student use an appropriate format?
To what extent are the cohesive devices used in the organization of the text?
Communicate information with a sense of audience and purpose.
How are the relevant information and ideas communicated?
How well does the student communicate such that the text makes sense to the reader?
Proficient level (phase 5 and 6)
i.use a wide range of vocabulary
ii.use a wide range of grammatical structures generally accurately
iii.organize information

created on the board to make connections between the concepts (key and related) between different subjects and are then guided to consider the connections between Physics and English thanks to a visible thinking routine called: Think, puzzle, explore

Students receive oral feedback. At the end of the unit, in the final reflection (IDU summative criterion D) students reflect on the connections between disciplines and receive a written comment on this ATL.

Communication
- I. Communication skills
- Reading, writing and using language to gather and communicate information
- Use and interpret a range of discipline-specific terms and symbols
- Find information for disciplinary and interdisciplinary inquiries, using a variety of media

Research
- VI. Information

- Vibrations and restoring forces
- Longitudinal and transverse waves
- Sound waves and light waves
- speed of light in a vacuum
- Conceptual knowledge
- What is a wave and how it transfers
- The important features to describe a wave
- What happens when a wave meets a boundary
- The Electromagnetic waves and their peculiarities
- Procedural knowledge
- New Instrumentation: The frequency generator and the signal generator to produce waves
- Method: A mobile app to measure the frequency of a wave
- Method: Hands on experience with a spring to understand waves' properties using a spring
- Sciences specific skill: data processing and evaluating strands are revised
- Method: Experimental approach in finding the relationship between wavelength and period of a wave and in finding the speed of light in air

effectively and coherently in an appropriate format using a wide range of complex cohesive devices

iv.communicate all the required information with a clear sense of audience and purpose to suit the context

literacy skills
- Finding, interpreting, judging and creating information
- Collect, record and verify data
- Make connections between various sources of information
- Create references and citations, use footnotes/endnotes and construct abibliography according to recognised conventions

Thinking
- X. Transfer skills
- Utilizing skills and knowledge in multiple contexts
- Make connections between subject groups and disciplines
- Combine knowledge, understanding and skills to create products or solutions

Unit Title	Key Concepts	Related Concepts	Global Context & Explorations	Statement of Inquiry	Objectives	Approaches to Learning	Content
MYP 5: Eng: 2018/19: unit 3: conflicts	Culture	*Phase 5* - Argument, Stylistic choices *Phase 6* - Argument, Stylistic choices	Personal and cultural expression Belief systems	Feelings and ideas about conflicts often depend on belief systems and cultures and are expressed through different stylistic choices**,** including argument and persuasion, that affect the way in which the audience reacts.	*Phase 5* **B: Comprehending written and visual text** i. analyse and draw conclusions from information, main ideas and supporting details ii. analyse basic conventions including aspects of format and style, and author's	Description **Learning Experiences:** **Social:** Students read texts about different contexts and conflicts including sensitive current issues; students are	Greene, Graham. "The Destructors" in Stories of Ourselves. New Delhi: Cambridge UP, 2008Miller, Arthur. Borden, Deal. "The Taste of Watermelon" in Stories of Ourselves. New Delhi: Cambridge UP, 2008Miller, Arthur.

purpose for writing

C: Communicating in response to spoken and/or written and/or visual text
iii. express ideas, opinions and feelings, and communicate information in a wide range of situations
iv. communicate with a sense of register, purpose and style

D: Using language in spoken and/or written form
ii. organize information and ideas; use a wide range of cohesive devices
iii. use language to suit the context
Phase 6

B: Comprehending written and visual text
i. evaluate and draw conclusions from information, main ideas and supporting details
ii. interpret the author's choice of style, format and ideas to suit an intended audience and purpose

C: Communicating in response to spoken and/or written and/or visual text
iii. express a wide range of ideas, opinions and feelings, and communicate information in a wide range of social and

encouraged to reflect on other people's realities, reactions, and feelings. Students share ideas in group discussion and collaborative tasks (including shared proof-reading) to help each other improve.

Social
- II. Collaboration skills
- Working effectively with others
- Delegate and share responsibility for decision-making
- Manage and resolve conflict and work collaboratively in teams
- Listen actively to other perspectives and ideas

Miller, Arthur. The Crucible: A Play in Four Acts. Harmondsworth, Eng.: Penguin, 1976. Print.Clarke, Gillian.

Clarke, Gillian. "Lament" in Songs of Ourselves: The University of Cambridge International Examinations Anthology of Poetry in English. New Delhi: Foundation, 2005. Print.

Owen, Wilfred. "Anthem to Doomed Youth" Stories of Ourselves. New Delhi: Cambridge UP, 2008

Yeats, W. B. "An Irish Airman Foresees His Death" in Poets.org. Academy of American Poets, n.d. Web. 26 Oct. 2016.

King, Martin Luther. "I Have a Dream". Washington, 1963

Obama, Barack. "Victory Speech". Chicago, 2008.

World Vision UK. 'Water for All'. 2009.

Dove. "Evolution". 2006.

Dove. "Onslaught" 2008

Greenpeace. "Onslaught(er)" 2008

academic contexts
iv. communicate with a sense of register, purpose and style
D: Using language in spoken and/or written form
ii. organize information and ideas; use a wide range of cohesive devices
iii. use language to suit the context

British Red Cross. "Help" 2001.

Terminology: imagery, appeal to senses, structure, register, style, diction, context and setting,

Rhetoric and the language of persuasion (lines of appeal and their effects on audience)

Resources- learning environments and teaching materials:

Students use the computer for collaborative writing.

Teachers employ a variety of supports (worksheet, texts, PPT presentations). Managebac is used to share, plan and organize content and material.

The unit employ a variety of texts of varying complexity (both in terms of language and concepts), text types and media. Students are encouraged to consider real-life examples and experiences of the students themselves and of others to make

inquiry meaningful and transferable.

The unit includes concepts that can be applied to many contexts, both personal and cultural. The teacher uses the students' different backgrounds to enrich class discussions.