

DELEDDA INTERNATIONAL SCHOOL

Subject group overview

Unit Title	Key Concepts / specified concept (BETA)	Related Concepts	Global Context and Explorations	Statement of Inquiry	Content	Objectives	ATL Beta
MYP1 (English)							
MYP 1 - LA ENGLISH 2025/26 Unit 1 Communities: Who are you and what do you do?	Communication	Phase 2 - Conventions, Structure; Phase 3 - Conventions, Structure.	Identities and relationships	People are connected through shared environments, cultures, habits, traditions and activities. Knowing more about them helps us develop relationships; to know more, we need to ask.	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. Erd person S. Use of Do/Does. The QUASI formula.	A Listening Emergent level (phase 1 and 2) i. identify explicit and implicit information (facts and/or 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 and/or opinions, messages and supporting details) ii. analyse conventions iii. analyse connections 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 or almost all the required information with a clear sense of audience and purpose to suit the context	Communication. Self-management
MYP 1 - LA ENGLISH 2025/26 Unit 2 Changes: Then and Now	Time, place and space	Phase 2 - Function, Meaning; Phase 3 - Function, Meaning.	Orientation in space and time	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.	The study of the Past/Used to, the Present and Present Perfect are essential to responding to the statement of enquiry. - Past Simple/ Present Perfect/Comparatives/Pronunciation of Past Simple/Can,May,Should Past Simple V Past Cont. Past Simple v Present Perfect Spelling rules. Hop (hopped) or hope (hoped) Present perfect Simple and Continuous Conditionals Zero, First and Second When. Used to and Would	B Reading Emergent level (phase 1 and 2) i. identify explicit and implicit information (facts and/or 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. during interaction, communicate all or almost 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 or almost all the required information with a clear sense of audience and purpose to suit the context	Communication
MYP2 (English)							

MYP 2 - LA ENGLISH 2025/26 Unit 1 "Just in Time".	Connections	Phase 2 - Meaning; Function; Phase 3 - Meaning; Function;	Orientation in space and time	Individuals and groups through thoughts, words or actions, can change society and have effects on generations to come. Expressing the connections between cause and possible past or present effect needs the right form to deliver the right meaning.	Review of MYP1 Grammar topics. Then an introduction of the Past Perfect as preparation for Reported Speech and 3rd Conditionals. WE shall look at various Relationships and how they came about, using 3rd conditionals to explain various "sliding doors" moments. 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 happened (Turning Points in History), We shall review the history of World War 2, the miracle of Dunkirk and how life might be different, had the Allies not won the war. The final part of the unit looks at how words have changed people's lives and delves into the grammar of reported speech, which is all based on the relationship between the timing of what was said, and if it is still relevant.	<p>A Listening Emergent level (phase 1 and 2)</p> <ul style="list-style-type: none"> i. identify explicit and implicit information (facts and/or opinions, messages and supporting details) ii. analyse conventions iii. analyse connections <p>B Reading Emergent level (phase 1 and 2)</p> <ul style="list-style-type: none"> i. identify explicit and implicit information (facts and/or opinions, messages and supporting details) ii. analyse conventions iii. analyse connections <p>C Speaking Emergent level (phase 1 and 2)</p> <ul style="list-style-type: none"> 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. during interaction, communicate all or almost all the required information clearly and effectively 	Communication
MYP 2 - LA ENGLISH 2025/26 Unit 2 Work it Out	Culture	Phase 2 - Context, Meaning; Phase 3 - Context, Meaning;	Personal and cultural expression	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.	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. Students will analyse, identify and use a variety of Conditional structures in a variety of literary and non-literary texts.	<p>A Listening Emergent level (phase 1 and 2)</p> <ul style="list-style-type: none"> i. identify explicit and implicit information (facts and/or opinions, messages and supporting details) ii. analyse conventions iii. analyse connections <p>B Reading Emergent level (phase 1 and 2)</p> <ul style="list-style-type: none"> i. identify explicit and implicit information (facts and/or opinions, messages and supporting details) ii. analyse conventions iii. analyse connections <p>C Speaking Emergent level (phase 1 and 2)</p> <ul style="list-style-type: none"> 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. during interaction, communicate all or almost all the required information clearly and effectively 	Social. Self-management
MYP 2 - LA ENGLISH 2025/26 Unit 3 "The Right Word for the Right Occasion".	Culture	Phase 2 - Audience, Word choice; expression Phase 3 - Audience, Word choice;	Personal and cultural expression	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.	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 formality in writing. Business letters. Writing skills.	<p>A Listening Emergent level (phase 1 and 2)</p> <ul style="list-style-type: none"> i. identify explicit and implicit information (facts and/or opinions, messages and supporting details) ii. analyse conventions iii. analyse connections <p>C Speaking Emergent level (phase 1 and 2)</p> <ul style="list-style-type: none"> 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. during interaction, communicate all or almost all the required information clearly and effectively <p>D Writing Emergent level (phase 1 and 2)</p> <ul style="list-style-type: none"> 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 or almost all the required information with a clear sense of audience and purpose to suit the context 	Research - Use an organised process for conducting research

<p>MYP 3 - ENGLISH LA 2025/26 Unit 1 Perspective: Points of View</p>	<p>Perspective</p>	<p>Phase 3 - Point of view, Message; Phase 4 - Point of view, Message.</p>	<p>Personal and cultural expression</p>	<p>Points of view alter the interpretation and the perspective of events and issues in literature and in real-life contexts.</p>	<p>Direct and indirect characterisation. Reading and discussion of War Horse by Morpurgo. Writing personal letters, journals, diaries, experimenting with POV, Listening skill development through the use of interview of authors of different genres. Students will study register, looking at texts with a variety of language styles, including slang.</p>	<p>A Listening Capable level (phase 3 and 4) i. identify explicit and implicit information (facts and/or 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 and/or opinions, messages and supporting details) ii. analyse conventions iii. analyse connections 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 iv. during interaction, communicate all or almost all the required information clearly and effectively 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 iv. communicate all or almost all the required information with a clear sense of audience and purpose to suit the context</p>	<p>Social. Self- management</p>
<p>MYP 3 - ENGLISH LA 2025/26 Unit 2 Communities: Possible worlds, possible futures</p>	<p>Communities</p>	<p>Phase 3 - Context, Function; Phase 4 - Context, Function.</p>	<p>Fairness and development</p>	<p>The future is a source of interest and concern in life and literature.</p>	<p>Students are aware that people live in groups called communities. Reading and discussion of The Giver by Lowry. Compare and contrast the movie with the book and write an essay using literary devices analyze the book using a variety of text types . Students will also learn about the vocabulary needed for technology and science; Future tenses and conditionals..wishes and regrets; Phrasal Verbs</p>	<p>A Listening Capable level (phase 3 and 4) i. identify explicit and implicit information (facts and/or 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 and/or opinions, messages and supporting details) ii. analyse conventions iii. analyse connections</p>	<p>Communication - Communicating information and ideas effectively using appropriate style (Descriptor created by us)</p>

MYP 3 - ENGLISH LA 2025/26 Unit 3 Common Humanity: Individual, Civil & Human Rights	Relationships	Phase 3 - Purpose, Empathy, Meaning; Phase 4 - Purpose, Empathy, Meaning.	Fairness and development	Exploring the conventions of civil and individual rights help us understand the purposes of laws as well as our responsibilities in societies.	After watching the film The Freedom Writers Diaries, based on the true story of Erin Gruwell, students will research the UN Human Rights related to Education, as well as some of the most famous Human Rights activists for education of recent times. Students will look into education around the world and also within Italy. Students will learn idioms related to education and vocabulary for education, law and crime.	<p>A Listening Capable level (phase 3 and 4) i. identify explicit and implicit information (facts and/or opinions, messages and supporting details) ii. analyse conventions iii. analyse connections</p> <p>B Reading Capable level (phase 3 and 4) i. identify explicit and implicit information (facts and/or opinions, messages and supporting details) ii. analyse conventions iii. analyse connections</p> <p>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 iv. during interaction, communicate all or almost all the required information clearly and effectively</p> <p>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 iv. communicate all or almost all the required information with a clear sense of audience and purpose to suit the context</p>	Research - Use an organised process for conducting research
MYP4 (English) MYP 4 - LA ENGLISH: 2025/26: unit 2: prejudice and discrimination	Connections	Phase 5 - Context, Empathy; Phase 6 - Context, Empathy.	Fairness and development	Social contexts influence individuals, their interactions and relationships between communities: inequality, discrimination and privilege create conflicts within societies and among individuals.	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 Mice and Men. New York: Penguin, 1993. Print. Rumens, Carol. "Carpet-Weavers, Morocco" present perfect and past simple Difference between stereotypes, prejudice and discrimination Protest Songs Characterization Themes Setting Context Symbols- From paragraphs to essays: planning, connecting, writing introductions and conclusions - Informational writing (news articles) - Speaking and Listening skills	<p>A Listening Proficient level (phase 5 and 6) i. identify explicit and implicit information (facts and/or opinions, messages and supporting details) ii. analyse conventions iii. analyse connections</p> <p>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. during interaction, communicate all or almost all the required information clearly and effectively</p> <p>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 appropriate format using a wide range of complex cohesive devices iv. communicate all or almost all the required information with a clear sense of audience and purpose to suit the context</p>	Communication

MYP 4 - LA ENGLISH: 2025/26: unit 3: Mixed media	Communication	Phase 5 - Purpose, Stylistic choices; Phase 6 - Purpose, Stylistic choices.	Personal and cultural expression	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	<p>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.</p> <p>Clare, John. "First Love" in Songs of Ourselves: The University of Cambridge International Examinations Anthology of Poetry in English. New Delhi: Foundation, 2005. Print.</p> <p>Scott, Dennis. "Marrysong" in Songs of Ourselves: The University of Cambridge International Examinations Anthology of Poetry in English. New Delhi: Foundation, 2005. Print.</p> <p>Curnow, Allen. "Time" in Songs of Ourselves: The University of Cambridge International Examinations Anthology of Poetry in English. New Delhi: Foundation, 2005. Print.</p> <p>Cumming, E. E. "I(a" https://allpoetry.com/I(a...(a-leaf-falls-on-loneliness)</p> <p>Yorke, Thom. "Creep" in Pablo Honey. Oxfordshire: Parlophone, 1993.</p> <p>Wyclef Jean, Brown, M., Duplessis. "Te Bass." Jerry and Cadet, K. "911" in The Eclectic: 2 Sides II a Book. Australia: Columbia Records, 2000.</p> <p>World Vision UK. Dirty Water. 2009 https://www.youtube.com/watch?...</p> <p>Dove. "Evolution". 2006 https://www.youtube.com/watch?...</p> <p>Dove. "Onslaught" 2008</p> <p>Greenpeace. "Onslaught(er)" 2008</p> <p>TrackSafeEducation, Rail Safety for School. https://tracksafeeducation.com...</p> <p>New York Times. What's going on in this picture. https://www.nytimes.com/column... - in-depth exploration of the use and effects of imagery, mood, visual and musical elements and sound patterns in poetry</p> <p>- organization: literary analysis in paragraphs, annotating strategies, planning</p>	<p>B Reading Proficient level (phase 5 and 6)</p> <ol style="list-style-type: none"> identify explicit and implicit information (facts and/or opinions, messages and supporting details) analyse conventions analyse connections <p>C Speaking Proficient level (phase 5 and 6)</p> <ol style="list-style-type: none"> use a wide range of vocabulary use a wide range of grammatical structures generally accurately use clear pronunciation and intonation in a comprehensible manner during interaction, communicate all or almost all the required information clearly and effectively <p>D Writing Proficient level (phase 5 and 6)</p> <ol style="list-style-type: none"> use a wide range of vocabulary use a wide range of grammatical structures generally accurately organize information effectively and coherently in an appropriate format using a wide range of complex cohesive devices communicate all or almost all the required information with a clear sense of audience and purpose to suit the context 	Communication
MYP 4 - LA ENGLISH: 2025/26: Unit 1a: Text Types	Creativity	Phase 5 - Purpose, Audience; Phase 6 - Audience, Purpose.	Personal and cultural expression	The creation of a text involves adopting specific text type conventions to suit one's purpose in order to express ideas, feelings and values.	<p>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.</p> <p>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.</p> <p>They learn textual and visual features of 6 text type categories (information, persuasion, argument, instruction, explanation, recount).</p>	<p>C: Producing text</p> <ol style="list-style-type: none"> make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience select relevant details and examples to develop ideas 	Social. Research - Use an organised process for conducting research

MYP 4 – LA ENGLISH
2025/26: unit 1: Points of
view

Culture

Phase 5 - Identities and
Audience, relationships
Phase 6 -
Audience,
Point of view.

Culture, attitudes, choice of point of view, and audience influence message, content and style. Beliefs, values and cultures influence both the production and the interpretation of texts.

Conan Doyle, Arthur. "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.pdf
Frost, Robert. "Fire and Ice"
Frost, Robert. "The Road not Taken"
Private J. G. Burnett, Mounted Infantry, Cherokee Indian Removal, 1838-39
The Indian Problem from a History Website
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.
Excerpts from Follow the Rabbit Proof Fence by Doris Pilkington (Nugi Garimara)
Video clips from the movie Rabbit-Proof Fence directed by Philip Norris
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 context, 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
Students will exercise different uses of language for different purposes: essay writing vs. creative writing (interviews, opinion pieces, recounts).
Students analyze three different science fiction short stories to then write their own.- Sentence structure
- The students learn MLA referencing (format for in-text citations and bibliography)
- Tenses
- 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 work on the drafting process for different

A Listening

Proficient level (phase 5 and 6)

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

ii. analyse conventions

iii. analyse connections

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 appropriate format using a wide range of complex cohesive devices

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

Communication
Communicating
information and
ideas effectively
using
appropriate
style ; Thinking
consider ideas
from multiple
perspectives

MYP5 (English)

MYP 5 - LA - ENGLISH: 2025/26: unit 1: Communicating for different purposes	creativity	Phase 5 - Purpose, Stylistic choices; Phase 6 - Purpose, Stylistic choices.	Personal and cultural expression	Creativity and an awareness of conventions and stylistic choices as part of a linguistic system allow the adaptation of content to different purposes, to generate new meaning and effects in different audiences and contexts .	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.	<p>A Listening Proficient level (phase 5 and 6) i. identify explicit and implicit information (facts and/or opinions, messages and supporting details) ii. analyse conventions iii. analyse connections</p> <p>B</p> <p>Reading Proficient level (phase 5 and 6) i. identify explicit and implicit information (facts and/or opinions, messages and supporting details) ii. analyse conventions iii. analyse connections</p> <p>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. during interaction, communicate all or almost all the required information clearly and effectively</p> <p>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 appropriate format using a wide range of complex cohesive devices iv. communicate all or almost all the required information with a clear sense of audience and purpose to suit the context</p>	Communication
MYP 5 - LA ENGLISH 2025/26: unit 3: conflicts	culture	Phase 5 - Argument, Stylistic choices; Phase 6 - Argument, Stylistic choices.	Personal and cultural expression	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.	<p>Greene, Graham. "The Destructors" in Stories of Ourselves. New Delhi: Cambridge UP, 2008. Miller, Arthur. Borden, Deal. "The Taste of Watermelon" in Stories of Ourselves. New Delhi: Cambridge UP, 2008. Miller, Arthur. The Crucible: A Play in Four Acts. Harmondsworth, Eng.: Penguin, 1976. Print. 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. Suzuki, Severn. Speech at UN Conference on Environment and Development. Rio de Janeiro, Brazil. 1992 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.</p>	<p>B Reading Proficient level (phase 5 and 6) i. identify explicit and implicit information (facts and/or opinions, messages and supporting details) ii. analyse conventions iii. analyse connections</p> <p>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 appropriate format using a wide range of complex cohesive devices iv. communicate all or almost all the required information with a clear sense of audience and purpose to suit the context</p>	Social

MYP 5 - LA ENGLISH: Change
2025/26: unit 2: Global and
Diverse

Phase 5 - Personal and
Context, cultural
Point of view; expression
Phase 6 -
Context,
Point of view.

Global actions affect the
diversity of local contexts
(communities, cultures and
ecosystems). The way in
which reality, values and
beliefs are perceived and
communicated depends
have consequences on
people's connections (with
others and with their local
contexts) and point of view.

Literary texts:

Story-telling Snippets from Kimmerer's Braiding Sweetgrass-
Skywoman Falling (story of creation)

Non-literary texts:

news articles from different sources

How to develop critical thinking to recognise fake news,
dis/misinformation: <https://www.getbadnews.com/#intro>
satire vs authentic news reports (www.theonion.com)

Students will reflect on conflicting points of view and the
concept of relationship in a world that is both global and
local.

Students will work on text analysis with a focus on implied
information, bias and points of view. They get to experience
contexts in which fake news leads to disinformation and its
consequences. By using a variety of non-fiction texts (news
articles, social media posts, photographs), they will be
challenged to identify fake news and real news and learn
about bias techniques, fact vs opinion/speculation/gossip as
they consider text type conventions and sources to
distinguish between fake from real. Students consider the
consequences/impact on a local/global community of the
way information is communicated to suit the purpose(s) of
an individual/group/institution in order to elicit a certain
response in readers/listeners 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 that is both global and
local using texts from popular science, articles and short
stories.

B Reading

Proficient level (phase 5 and 6)

- i. identify explicit and implicit information (facts and/or 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. during interaction, communicate all or almost 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 appropriate format using a wide range of complex cohesive devices
- iv. communicate all or almost all the required information with a clear sense of audience and purpose to suit the context

Social