Name of teachers:

Subject: English LA

Grade: MYP 1+2

2020 - 2021

| MYP | year 1 |
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| **Unit title** | **Key concept** | **Related concept(s)** | **Global Context** | **Statement of inquiry** | **Objectives** | **ATL skills** | **Content** |
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| **Unit 1**  Friends and Family | Connections | Context; purpose | Identities and relationships | The connections we have with friends and families often depend on context which gives meaning and a sense of purpose to our unique identities and relationships. | **A**: Comprehending spoken and visual text.  **B**: comprehending written and visual text.  **C**: communicating in response to spoken, written and visual text.  **D**: using language in spoken and written form. | **Communication skills;**  • Read critically and for comprehension  • Write for different purposes  • Organize and depict information logically  • Structure information in summaries, essays and reports  • Give and receive meaningful feedback  • Paraphrase accurately and concisely  **Reflection skills;**  • (Re)considering the process of learning; choosing and using ATL skills  •Develop new skills, techniques and strategies for effective learning  •Demonstrate flexibility in the selection and use of learning strategies  •Focus on the process of creating by imitating the work of others  **Organization skills;**  • Use appropriate strategies for organizing complex information  •Understand and use sensory learning preferences (learning styles). •Select and use technology effectively and productively. | Explore what friendship is and what makes a good friendship.  Difference between friends and acquaintances, the importance of quality over quantity, personality traits.  Reflect on the role of the family, what makes a family and their impact on us.  Family terms  Family types  Describe photos in details  Grammar and writing focus:  Personal pronouns  Possessive adjectives Articles Simple nouns and adjectives  Structure of simple sentences  Present simple  Present continuous  Simple adjectives Interrogative words  Use of the negative form  Reading focus:  The Cat That Walked by Himself  Fables  The Boy in the Striped Pyjamas |
| **Unit 2**  Food and Its Factors | Culture | Message; context | Personal and cultural expression | what we eat is influenced by our culture and the context in which we live, and might send messages about who we are. | **A**: Comprehending spoken and visual text.  **B**: comprehending written and visual text.  **C**: communicating in response to spoken, written and visual text.  **D**: using language in spoken and written form. | **Communication skills**  •Read critically and for comprehension.  • Writing for different purposes  •Make inferences and draw conclusions  •Take effective notes in class  •Read a variety of sources for information and for pleasure  **Critical-thinking skills**  • Identify trends and forecast possibilities  •Identify obstacles and challenges  •Gather and organize relevant information to formulate an argument  Draw reasonable conclusions and generalizations  **Research skills**  •Locate, organize, analyse, evaluate, synthesize and ethically use information from a variety of sources and media (including digital social media and online networks)  •Understand the impact of media representations and modes of presentation | Understand origins and productions of food.  Organic and processed food.  Where their food comes from.  The effects of food on our health.  Evaluate food waste, production of local food, balanced diets, world hunger  Food and culture.  How to make notes  Idioms and sayings  Instructional writing  Past simple  Past continuous  Simile  Descriptive writing  Rhetorical question  Repetition of grammatical structure |
| **Unit 3**  Mapping & Directions | connections | context | Orientation in space and time | Exploration allows us to better understand our orientation in space and time, and make connections to others through experiencing the context of their lives. | **A**: Comprehending spoken and visual text.  **B**: comprehending written and visual text.  **C**: communicating in response to spoken, written and visual text.  **D**: using language in spoken and written form. | **Communication skills**  •Make interferences and draw conclusions  •Write for different purposes  •Take active notes in the class  •Read critically and for comprehension  •Use appropriate form of writing for different purposes and audiences | How to find our way when we’re lost  Using technology to find my way  Synonyms  Use of thesaurus  Animal idioms  Conditionals  Facts and opinions  Declarative sentence  Imperatives  Modal auxiliary  Reflect on the advantages of getting lost and the impact of artificial intelligence on our lives  Take action on staying safe when lost  Identify methods to use if lost |
| **Unit 4**  Letters | communication | Purpose; conventions | Identities and relationships | A carefully written letter can communicate a message to an audience that can help strengthen our identities and relationships. | **A**: Comprehending spoken and visual text.  **B**: comprehending written and visual text.  **C**: communicating in response to spoken, written and visual text.  **D**: using language in spoken and written form. | **Communication skills**  • Make inferences and draw conclusions  •Use appropriate forms of writing for different purposes and audiences  •Write for different purposes  •Read critically and for comprehension  •Structure information in summaries, essays and reports  **Critical thinking skills**  •Revise understanding based on new information and evidence | What writing letters can teach us?  Conventions of a well written letters.  Writing formal and informal letters  Persuasive writing  How letters create a strong bond between people  Personification  The influence of letters on arts and culture.  The past continuous tense  What is debate?  Understand why letters are written, the crucial role of the letter in keeping relationships |
| **Unit 5**  Poetry | creativity | Conventions; stylistic choices | Personal and cultural expression | Poetry is a uniquely creative form of personal and cultural expression that leaves much room for an audience to interpret meaning. | **A**: Comprehending spoken and visual text.  **B**: comprehending written and visual text.  **C**: communicating in response to spoken, written and visual text.  **D**: using language in spoken and written form. | **Communication skills**  •Negotiate ideas and knowledge with peers and teachers  •Read critically for comprehension  •Preview and skim texts to build understand  •Make inferences and draw conclusion  •give receive meaningful feed back  •Use appropriate forms of writing foe different purposes and audiences; structure information in summaries, essays and reports  **Creative-thinking skills:**  •Make unexpected or unusual connections between objects and/or ideas  •Create original works and ideas; use existing works and ideas in new way  Critical thinking skills  • Practice visible thinking strategies and techniques | Poem introduction  Conventions of poems  Rhythm and rhyme  Repetition  Imagery  Stylistic choices  Understanding stanzas  Verse and lines  How to spot simile  Sound in poetry  Onomatopoeia  Alliteration  Metaphor  Sonnet  The Warm and the Cold by Ted Hughes  Daffodils by William Wordsworth  The Owl and the Pussy-cat  Haiku  Summarize poetry related texts |

| MYP | year 2 |
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| **Unit 1**  My Neighborhood | Connections | Structure; empathy | Globalization and sustainability | The conventions and structure of our different communities connect us to the world, allowing us to share different interests and values. | A: Comprehending spoken and visual text.  B: comprehending written and visual text.  C: communicating in response to spoken and/or written and/or visual text.  D: using language in spoken and/or written form. | **Communication skills**  •organize and depict information logically. •Structure information in summaries, essays and reports. •Negotiate ideas and knowledge with peers and teachers.  • Use a variety of speaking techniques to communicate with a variety of audiences.  • Make inferences and draw conclusion  •Use intercultural understanding to interpret communication  •Organize and depict information logically  •write for different purposes  • Read critically and for comprehension  **Organization skills**  •Use appropriate strategies for organizing complex information  •Select and use technology effectively and productively  **Reflection skills**  •Develop new skills, techniques and strategies for effective learning •Demonstrate flexibility in the selection and use of learning strategies  •Focus on the process of creating by imitating the work of others | Community and neighborhood  Careful reading  Writing focus  Reading focus  Listening focus  Vocabulary related to places and buildings  Pronunciation  Making picture dictionary  Structure of present simple tense  Photo captions  Acrostic poem  What communities are they part of?  Giving feedback |
| **Unit 2**  **How do you pass the time?** | Creativity | Word choice; purpose | Personal and cultural expression | Hobbies and leisure activities allow individual creativity for personal and cultural expression and have a purpose to enhance physical and emotional well-being. Talking about your hobbies and interests by making the appropriate word choices can help us connect with others. | A: Comprehending spoken and visual text.  B: comprehending written and visual text.  C: communicating in response to spoken and/or written and/or visual text.  D: using language in spoken and/or written form. | **Communication skills**  • Organize and depict information logically  • Give and receive meaningful feedback  • Negotiate ideas and knowledge with peers and teachers  • Write for different purposes  • Structure information in summaries, essays and reports  • Read critically and for comprehension  • Make inferences and draw conclusions  **Information literacy skills**  • Make connections between various sources of information  • Use memory techniques to develop long-term memory  • Present information in a variety of formats and platforms  • Access information to be informed and inform others | Differences between a hobby and an interest.  What do our interests say about us.  Self-improvement  Adverbs of frequency  Types of questions:  Yes/no questions  Either/or  Question word.  Noun  Pronoun  Verb  Adjectives  Article  Adverb  Preposition  Conjunctions  Interjection  Writing to inform  Summarizing  Synonyms  Way to agree/disagree and partially agree. |
| **Unit 3**  The Benefits of Language. | Communication | Message | Identities and relationships | Being able to speak more than one language allows us to communicate a familiar message in a new and can give us the means to develop relationships with others as well as preserve our individual and collective identities. | A: Comprehending spoken and visual text.  B: comprehending written and visual text.  C: communicating in response to spoken and/or written and/or visual text.  D: using language in spoken and/or written form. | **Communication skills**  • Interpret and use effectively modes of non-verbal communication  • Negotiate ideas and knowledge with peers and teachers  • Read critically and for comprehension  • Make inferences and draw conclusions  **Reflection skills**  • Develop new skills, techniques and strategies for effective learning  • Consider personal learning strategies  **Media literacy skills**  •Interacting with media to use and create ideas and information  **Transfer skills**  •Apply skills and knowledge in unfamiliar situations | Understand what language is and the benefits of it  Explore languages spoken around the world, the advantages and the difficulties of being plurilingual  Mother tongue  Idioms  Capital letters  Comparative and superlative adjectives  Borrowed words  Abstract nouns  Use technology to investigate other languages  Reflect on how being a bilingual can be helpful in communicating in new ways. |
| **Unit 4**  Beauty and the Social Norms. | Culture | Point of view;  Message | Personal and cultural expression | For centuries, we have used clothing, make-up and accessories as a vehicle for personal and cultural expression. In today’s world, however, teenagers are being constantly bombarded with messages about how they should look and dress, and are under immense pressure to conform to certain points of view about beauty. | **A**: Comprehending spoken and visual text.  **B**: comprehending written and visual text.  **C**: communicating in response to spoken, written and visual text.  **D**: using language in spoken and written form. | **Collaboration skills**  •Build consensus  • Listen actively to other perspectives and ideas  **Affective skills**  •Emotional management – Practise strategies to overcome impulsiveness and anger – Practise strategies to prevent and eliminate bullying – Practise strategies to reduce stress and anxiety  **Information literacy skills**  •Access information to be informed and inform others; make connections between various sources of information  •Use critical-literacy skills to analyse and interpret media communications | Students will find out what beauty is and how our idea of beauty vary from culture to culture.  Personal expression through appearances.  Raise awareness of some of the dangerous consequences of the pursuit of beaty.  Analyzing  Synonyms  Definition of vocabularies  Writing to argue |
| **Unit 5**  What’s Your Story? | Creativity | Point of view; voice | Orientation in space and time | The conventions of story writing not only allow writers to express their creativity, but also give them a voice through which they can express a certain point of view and create empathy for others. The act of reading and sharing stories can help us better understand our orientation in space and time. | **A**: Comprehending spoken and visual text.  **B**: comprehending written and visual text.  **C**: communicating in response to spoken, written and visual text.  **D**: using language in spoken and written form. | **Critical-thinking skills**  • Consider ideas from multiple perspectives  • Evaluate evidence and arguments  **Creative-thinking skills**  • Create original works and ideas; use existing works and ideas in new ways  **Information literacy skills**  •Access information to be informed and inform others  •Collect and analyse data  **Communication skills**  •Read critically and for comprehension  •Give and receive meaningful feedback  •Make inferences and draw conclusions  • Use appropriate forms of writing for different purposes and audiences | What is a story?  The conventions of story writing.  The reasons why people write stories.  What do we gain from reading stories?  Encourage others to read, write and share stories.  Building a story  Important elements of a good story  Point of view  Fictional story  Non-fictional story  Dialogue  Stylistic device  Flash fiction  Biography |
| **Unit 6**  Climate Change | communication | Message; purpose | Globalization and sustainability | In today’s world, there is a need for us to communicate a new message: as members of a global community, it is our responsibility to sustain our environment by taking a stand against climate change. | **A**: Comprehending spoken and visual text.  **B**: comprehending written and visual text.  **C**: communicating in response to spoken, written and visual text.  **D**: using language in spoken and written form. | **Communication skills**  • Make inferences and draw conclusions  •Read critically and for comprehension  • Structure information in summaries, essays and reports  **Information Literacy**  •Process data and report results  •Access information to be informed and to inform others; •Make connections between various sources of information  •Understand and implement intellectual property rights  **Creative-thinking skills**  •Create original works and ideas  •Using existing works and ideas in new ways  **Critical-thinking skills**  •Evaluate evidence and arguments | The effect of weather on our emotions.  Experiencing different of weathers  Weather idioms  Weather in literature and art work  Abstract nouns  Use technology to find out the difference between weather and climate  Climate change  The effects of weather on our emotional state |