 Name of teachers: Lara, Shang & Sarah.

Subject: English LA

Grade: MYP 3

2020 - 2021

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| **Unit Title**  ONE | **Key concept** | **Related concept(s)** | **Global context** | **Statement of inquiry** | **MYP objectives** | **ATL skills** | **Content**  **(topics, knowledge, skills)** |
| **Preparing ourselves for the future.** | **Connections** | **purpose** | **Identities and relationships** | making purposeful connections with others and making relationships help us to develop as **individuals** and as lifelong learners and build a better sustained future | Criterion D: Using language in spoken and written form  Criterion A: Comprehending spoken and visual text  B: comprehending written and visual text  C: Communicating in response to spoken, written and visual text | **Communication skills**  Write for different purposes  Read critically and for comprehension  **Research skills: Information literacy skills**  Access information to be informed and to inform others  Make connections between various sources of information  **Reflection skills**  (Re)considering the process of learning  Choosing and using ATL skills – consider ATL skill development, consider personal learning strategies, demonstrate flexibility in the selection and use  of learning strategies  **Thinking skills: Creative-thinking skills**  Use thinking and visual diagrams to generate new ideas and inquiries  Create original works and ideas  Use existing works and ideas in new ways | **Listening and speaking:**  Discuss and explore identities.  Discuss the IB learner profile, what kind of skills they have and what kind of skills they need to have to help them in future.  Share what careers interests them and how MYP helps them for a better future.  Discuss the similarities and differences among class members and what makes each one of us a unique person.  **Reading focus:**  Explore a range of strategies to support them as they read articles.  Read articles about left-brained versus right-brained myths.  **Writing focus:**  Write a paragraph about their favourite person.  Create a poster and write information about a college of their interests.  Learn how to write resumes.  Students learn more about the usage of a comma, write texts using commas in a proper way.  **Grammar focus:**  Learn more about the past tense; when and how it is used.  Write sentences using past tense. |

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| **Unit Title**  **TWO** | **Key concept** | **Related concept(s)** | **Global context** | **Statement of inquiry** | **MYP objectives** | **ATL skills** | **Content**  **(topics, knowledge, skills)** |
| **How context affects the way we speak** | **Connections** | **Audience and**  **Purpose** | **Personal and cultural expression** | The language we use is a means of **personal and cultural expression**, but for effective **communication** we need to adapt our use of words and  Phrases to suit different **contexts** and **purposes**. | Criterion B: Comprehending written and visual text  Criterion D: Using language in spoken and written form | **Communication skills**  Read critically and for comprehension  Write for different purposes  Make inferences and draw conclusions  **Research skills:** Information literacy skills  Finding, interpreting, judging and creating information  Use memory techniques to develop long-term memory  Access information to be informed and inform others  **Thinking skills: Creative thinking skills**  Practise flexible thinking—develop multiple opposing,  contradictory and complementary arguments | **Listening and speaking**:  Discuss and understand what slang language is, what register is and how it changes depending on the context.  Reflect on how street language is being evolved on a daily basis, what kind of impact it has on the society, how people manipulate and use words to change their original meaning, how slang language defines our culture, and how it is used in writing  Use formal and informal register for different purposes.  Explore the slang expressions in Kurdish language and when and how people use them.  Discuss how they feel about people who use street language. They will have different opinions to express about whether the people who use street language are educated or uneducated individuals.  Students will come up with a new slang expression daily and introduce it to other students.  **Reading focus:**  Read online articles, paragraphs and sentences written in formal and informal language. Identify the features of formal and informal language in writing  **Writing focus:**  Understand the basic structure of a paragraph, and what the features of formal writing are.  Write a descriptive paragraph to describe a character, an animal, a place, food and an object.  Write an opinion paragraph.  Learn how to maintain a cohesive paragraph that focuses on one main idea by using cohesive devices. |

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| **Unit Title**  THREE | **Key concept** | **Related concept(s)** | **Global context** | **Statement of inquiry** | **MYP objectives** | **ATL skills** | **Content**  **(topics, knowledge, skills)** |
| **What does it take to be a great leader?** | **communication** | **Point of view, empathy** | **Identities and relationships** | Our **identity** is affected by the **relationships** we form; building relationships requires good **communication** and **empathy** for others’ **points of view.** | Criterion C: Communicating in response to spoken, written and visual text  Criterion D: Using language in spoken and written form  Criterion B: Comprehending written and visual text  A: Comprehending spoken and visual text | **Thinking skills: Creative-thinking skills**  Use thinking and visual diagrams to generate new ideas and inquiries  **Transfer skills**  Inquire in different contexts to gain a different perspective  Apply skills and knowledge in unfamiliar situations  **Thinking skills: Critical-thinking skills**  Draw reasonable conclusions and generalizations  **Collaboration skills:**  Exercise leadership and take on a variety of roles within groups  Take responsibility for one’s own actions  Negotiate effectively  Build consensus | Listening and speaking:  Understand what a leader is, and what a void is by watching videos and discussing their opinions.  Discuss what leadership is and how people acquire leadership skills, what choices do they have to make to become effective leaders, what kind of challenges do they face.  Explore what it is like to become a leader, what kinds of leaderships are there and when are we supposed to take risks.  Grow in confidence as young leaders.  Learn new skills that will help us obtain a personality for leadership.  Watch videos about citation and plagiarism.  Watch short films of some celebrities who have become great leaders to help themselves and their communities and what kinds of circumstances encouraged them to be leaders.  **Writing focus**:  Learn to write an essay.  Learn to write a word-account.  Use conjunctions, connectives, pronouns and transition words to maintain a coherent essay.  Use colon and semicolon properly in their sentences and writings.  Learn about some common citation rules and use reference in their writing assignments to avoid plagiarism.  **Reading focus:**  Read articles about extreme sports and the risk associated with them, and then answer a series of questions about the articles. |

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| **Unit Title**  FOUR | **Key concept** | **Related concept(s)** | **Global context** | **Statement of inquiry** | **MYP objectives** | **ATL skills** | **Content**  **(topics, knowledge, skills)** |
| **Can we travel through writing?** | **creativity** | **Conventions, Point of view, Purpose, Audience** | **Orientation in space and time** | Travelling to new places allows us to express our **creativity** and gives us access to other **points** **of** **view**; the **conventions** of travel writing serve the **purpose** of allowing us to share our experiences with **audiences** from around the world and develop a sense of our **orientation in space and time.** | Criterion C: Communicating in response to spoken, written and visual text  Criterion D: Using language in spoken and written form  B: comprehending written and visual text | **Communication skills**  Make inferences and draw conclusions  Read critically and for comprehension  Write for different purposes  **Research skills: Information literacy skills**  Access information to be informed and inform others  Evaluate and select information sources and digital tools based on their appropriateness for specific tasks  **Thinking skills: Creative-thinking skills**  Write for different purposes  Make unexpected or unusual connections between objects and/or ideas  Create original works and ideas | Listening and speaking:  Understand the conventions of travel  Writing and what a travel journal is.  Discuss the goals of travel writing are, how it has evolved, how it benefits us and how it improves individuals.  Share ideas related to travel writing.  Understand what audience and purpose are, and how to choose a specific audience for a single piece of writing.  Debate how travelling can affect our environments.  Understand what a literary device is. Read example sentences and discuss what kind of literary device is used.  Reading focus:  Read a variety of travel blogs to explore the tone of blogging and what features we need to include in a blog layout.  Reading articles to explore examples of travel writing from different time periods, and identify the similarities and differences in the type of travel writing.  Writing focus:  Learn how to write blogs using informal language to talk about their favourite places that they have visited.  Use an online tool to create a brochure for their favourite city, including images and writing descriptions.  Students conduct research on some places and use their researches to create a piece of travel writing for the places.  Write and Compare their own culture with another culture that interests them.  Grammar focus:  Learn more about future continuous tense.  Plan for a tour around the world in their minds, then write sentences using future continuous tense. |

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| **Unit Title**  FIVE | **Key concept** | **Related concept(s)** | **Global context** | **Statement of inquiry** | **MYP objectives** | **ATL skills** | **Content**  **(topics, knowledge, skills)** |
| **How can traditions lead to conflict?** | **Culture** | **Voice, Argument, Message** | **Fairness and development** | Traditions are an important part of any **culture**, but some can be harmful to certain groups of people. To promote **fairness and development** across the globe, we must allow those without a **voice** to present an **argument** and spread their own **message** about the place of such traditions in the  Modern world. | Criterion B: Comprehending written and visual text  Criterion D: Using language in spoken and written form  C: Communicating in response to spoken, written and visual text | **Communication skills**  Organize and depict information logically  Read critically and for comprehension  Make inferences and draw conclusions  **Research skills: Information literacy skills**  Access information to be informed and inform others  Present information in a variety of formats and platforms  **Thinking skills: 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 ways  **Thinking skills: Critical-thinking skills**  Evaluate evidence and arguments  Develop contrary or opposing arguments  Gather and organize relevant information to formulate an argument | listening and speaking:  Discuss what a tradition is and how they are practised among people of different cultures.  Discuss and introduce different types of traditions and which ones are important to maintain and which ones cause harmful effects and prevent progress.  Having debatable conversations about how superstitions shape traditions.  Watch TED Talk videos of people who worked hard to change negative traditions. Then answer and ask questions.  Reading focus:  Explore some traditions that endanger animals by reading and researching.  Read online articles about the importance of a tradition and answer questions related to the content of the articles.  Conduct research about clothing and why each culture has its own traditional clothes.  Each student reads about a certain tradition and introduce it to other students to learn about different types of traditions.  Read texts to identify the type of voice used in the text.  Writing focus:  Demonstrate an understanding of essay structure.  Write an argumentative essay talking about a particular tradition practiced in their culture to argue for or against the tradition.  Summarizing statements about traditions and use the statement to write an argumentative essay.  Grammar focus:  Learn more about passive voice and active voice and learn how and when to use them in sentences.  Explain the gerunds and verbals |

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| **Unit Title**  SIX | **Key concept** | **Related concept(s)** | **Global context** | **Statement of inquiry** | **MYP objectives** | **ATL skills** | **Content**  **(topics, knowledge, skills)** |
| **How to make the world a more inclusive place for the disabled people.** | **communication** | **Point of view, Empathy, Bias** | **Scientific and technical innovation** | **Scientific and technical** **innovation** has allowed us to understand how our brain function enables us to learn through **communication**, to **empathise**  With others, and to understand how their **way of seeing the world** may differ from our own. | Criterion B: Comprehending written and visual text  D: using language in spokenand/or wtitten form  C: Communicating in response to spoken, written and visual text  A: comprehending spoken and visual text | **Thinking skills: Critical-thinking skills**  Evaluate evidence and arguments  Draw reasonable conclusions and generalizations  Communication skills  Make inferences and draw conclusions  Negotiate ideas and knowledge with peers and teachers  Read critically and for comprehension  Use appropriate forms of writing for different purposes and audiences  Find information for disciplinary and interdisciplinary inquiries, using a variety of media  **Collaboration skills**  Delegate and share responsibility for decision-making  Listen actively to other perspectives and ideas  Practise empathy  **Research skills: Information literacy**  Evaluate and select information sources and digital tools based on their appropriateness to specific tasks  Access information to be informed and to inform others | Listening and speaking:  Discuss what a disability is and other related ideas.  Discuss on how to raise awareness to make our school a more inclusive environment for the disabled students.  Explore the different types of disabilities; such as, physical, mental, intellectual … etc.  Watch videos about how disabled people maintain their livesand how they overcome challenges.  Watch videos and discuss how human brain functions.  Debate on how people treat the mentally disabled children and how we can change our attitudes toward them.  Reading focus:  Read stories about brain transplantation and discuss ideas.  Read online articles to learn more about mental health issues and how many people are affected.  Students learn more about evaluating online sources, they will read two different articles from two different websites and decide which one is more reliable.  Read poems about mental illness.  Writing focus:  Explain and learn more about contrasts and how and when we use them in writing.  Conduct research to learn about a certain mental health and create a leaflet or brochure to write about a mental health.  Students learn about the basic characteristics and strategies of an open letter.  Learn to write an open letter.  Grammar focus:  Explain and learn about different modal verbs.  Use modal verbs in sentences. |

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