

English (MYP 1)

Unit Title	Key Concepts	Related Concept(s)	Global Context	Statement of Inquiry	MYP subject group objective(s)	ATL skills	Content (topics, knowledge, skills)
Identity Month Interdisciplinary Unit Individuals and societies	Connections Identity	Language and literature - English Self-expression Individuals and societies - Individuals and societies Identity, Perspective	Identities and relationships Transitions, Identity formation	Exploring our own narratives and those of others helps us understand our identities and make connections with others.	Language and literature - English B: Organizing i. employ organizational structures that serve the context and intention C: Producing text i. produce texts that demonstrate thought and imagination while exploring new perspectives and ideas arising from personal engagement with the creative process ii. make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience iii. select relevant details and examples to support ideas D: Using language i. use appropriate and varied vocabulary, sentence structures and forms of expression ii. write and speak in an appropriate register and style iii. use correct grammar, syntax and punctuation iv. spell (alphabetic languages), write (character languages) and pronounce with	Communication <ul style="list-style-type: none"> I. Communication skills Exchanging thoughts, messages and information effectively through interaction Negotiate ideas and knowledge with peers and teachers Social <ul style="list-style-type: none"> II. Collaboration skills Working effectively with others Practise empathy Listen actively to other perspectives and ideas 	Strategies and processes writing processes Language features, structures, and conventions presentation techniques

accuracy

Individuals and societies - Individuals and societies

- B: Investigating**
- i. explain the choice of a research question
 - ii. follow an action plan to explore a research question
 - iii. collect and record relevant information consistent with the research question
 - iv. reflect on the research process and results

- C: Communicating**
- i. communicate information and ideas with clarity
 - ii. organize information and ideas effectively for the task
 - iii. list sources of information in a way that follows the task instructions

Unit Title	Key Concepts	Related Concept(s)	Global Context	Statement of Inquiry	MYP subject group objective(s)	ATL skills	Content (topics, knowledge, skills)
The Empathy Project ("Kensuke's Kingdom" by Michael Morpago)	Perspective	Character, Structure	Identities and relationships Moral reasoning and ethical judgment Fairness and development	To understand others, we need to imagine how they see the world and, ultimately, our perspectives and opinions of others change when we try to see the world as they do.	A: Analysing i. identify and comment upon significant aspects of texts ii. identify and comment upon the creator's choices iii. justify opinions and ideas, using examples, explanations and terminology iv. identify similarities	Research • VI. Information literacy skills • Finding, interpreting, judging and creating information • Access information to be informed and inform others • Make connections between various sources of	Story/text forms, functions, and genres of text literary elements literary devices Strategies and processes reading strategies writing processes Language features, structures, and conventions

and differences in features within and between texts

B: Organizing

i. employ organizational structures that serve the context and intention
ii. organize opinions and ideas in a logical manner

iii. use referencing and formatting tools to create a presentation style suitable to the context and intention

C: Producing text

i. produce texts that demonstrate thought and imagination while exploring new perspectives and ideas arising from personal engagement with the creative process

ii. make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience

iii. select relevant details and examples to support ideas

D: Using language

i. use appropriate and varied vocabulary, sentence structures and forms of expression

ii. write and speak in an appropriate register and style

iii. use correct grammar, syntax and punctuation

iv. spell (alphabetic languages), write

information

- Understand and use technology systems
- Create references and citations, use footnotes/endnotes and construct bibliography 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)

Thinking

- IX. Creative thinking skills

- Generating novel ideas and considering new perspectives

- Consider multiple alternatives, including those that might be unlikely or impossible

- Practise visible thinking strategies and techniques

paraphrasing sentence structure and grammar

Unit Title	Key Concepts	Related Concept(s)	Global Context	Statement of Inquiry	MYP subject group objective(s)	ATL skills	Content (topics, knowledge, skills)
Changemakers: Privilege and Responsibility ("A Long Walk to Water" by Linda Park)	Connections	Context, Character	Fairness and development Social entrepreneurs, Inequality	Our true characters are revealed through the level of action we take to help others, especially those with whom we have no connections or who are from different contexts.	(character languages) and pronounce with accuracy v. use appropriate non-verbal communication techniques A: Analysing i. identify and comment upon significant aspects of texts ii. identify and comment upon the creator's choices iii. justify opinions and ideas, using examples, explanations and terminology iv. identify similarities and differences in features within and between texts B: Organizing i. employ organizational structures that serve the context and intention ii. organize opinions and ideas in a logical manner iii. use referencing and formatting tools to create a presentation style suitable to the context and intention D: Using language i. use appropriate and varied vocabulary, sentence structures and forms of expression ii. write and speak in an appropriate register and style iii. use correct grammar, syntax and punctuation	Description Communication • I. Communication skills • Exchanging thoughts, messages and information effectively through interaction • Use intercultural understanding to interpret communication • Reading, writing and using language to gather and communicate information • Read critically and for comprehension 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 • IV. Affective skills • Managing state of mind • Perseverance • Demonstrate persistence and	Story/text forms, functions, and genres of text text features literary elements literary devices techniques of persuasion Strategies and processes reading strategies writing processes Language features, structures, and conventions sentence structure and grammar conventions

iv. spell (alphabetic languages), write (character languages) and pronounce with accuracy
v. use appropriate non-verbal communication techniques

perseverance

- Emotional management
- Practise strategies to reduce stress and anxiety

Research

- VI. Information literacy skills
- Finding, interpreting, judging and creating information
- Collect, record and verify data
- Access information to be informed and inform others
- Understand and use technology systems
- Create references and citations, use footnotes/endnotes and construct bibliography 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)

Language and literature - English
Subject Group Overview

Unit Title	Key Concepts	Related Concept(s)	Global Context	Statement of Inquiry	MYP subject group objective(s)	ATL skills	Content (topics, knowledge, skills)
The Storytellers (Myths and Legends)	Creativity	Audience imperatives, Self-expression	Personal and cultural expression Belief systems, Artistry	Crafting and orally communicating stories to illustrate principles and beliefs is an art form and a valuable skill for life. Creatively communicating ideas, concepts, and beliefs with stories is an art form.	A: Analysing ii. identify and comment upon the creator's choices iii. justify opinions and ideas, using examples, explanations and terminology iv. identify similarities and differences in features within and between texts B: Organizing i. employ organizational structures that serve the context and intention ii. organize opinions and ideas in a logical manner C: Producing text i. produce texts that demonstrate thought and imagination while exploring new perspectives and ideas arising from personal engagement with the creative process ii. make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience D: Using language i. use appropriate and varied vocabulary, sentence structures and forms of expression ii. write and speak in an appropriate register and style iii. use correct grammar,	Description Communication <ul style="list-style-type: none"> I. Communication skills Exchanging thoughts, messages and information effectively through interaction Use a variety of speaking techniques to communicate with a variety of audiences Share ideas with multiple audiences using a variety of digital environments and media Thinking <ul style="list-style-type: none"> IX. Creative thinking skills Generating novel ideas and considering new perspectives Make unexpected or unusual connections between objects and/or ideas Create original works and ideas; use existing works and ideas in new ways 	Story/text forms, functions, and genres of text text features Strategies and processes oral language strategies Language features, structures, and conventions features of oral language language varieties sentence structure and grammar presentation techniques

syntax and punctuation
 iv. spell (alphabetic languages), write (character languages) and pronounce with accuracy
 v. use appropriate non-verbal communication techniques

English (MYP 2)

Unit Title	Key Concepts	Related Concept(s)	Global Context	Statement of Inquiry	MYP subject group objective(s)	ATL skills	Content (topics, knowledge, skills)
Identity: Our Common Thread	Connections	Self-expression, Purpose	Identities and relationships Identity formation	Through the exploration and expression of our identities, we can come to better understand and connect with others.	B: Organizing i. employ organizational structures that serve the context and intention ii. organize opinions and ideas in a coherent and logical manner iii. use referencing and formatting tools to create a presentation style suitable to the context and intention C: Producing text i. produce texts that demonstrate thought, imagination and sensitivity, while exploring and considering new perspectives and ideas arising from personal engagement with the creative process ii. make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience iii. select relevant details and examples to develop ideas	Description Communication <ul style="list-style-type: none"> 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 Write for different purposes Take effective notes in class Structure information in summaries, essays and reports 	Story/text text features literary elements Strategies and processes reading strategies writing processes Language features, structures, and conventions presentation techniques

Unit Title	Key Concepts	Related Concept(s)	Global Context	Statement of Inquiry	MYP subject group objective(s)	ATL skills	Content (topics, knowledge, skills)
Identity: The Experiences that Shape Us	Connections	Self-expression, Purpose	Identities and relationships Identity formation	The exploration and expression of personal experiences helps to shape one's identity and create connections with others.	<p>D: Using language</p> <p>i. use appropriate and varied vocabulary, sentence structures and forms of expression</p> <p>ii. write and speak in an appropriate register and style</p> <p>iii. use correct grammar, syntax and punctuation</p> <p>iv. spell (alphabetic languages), write (character languages) and pronounce with accuracy</p> <p>v. use appropriate non-verbal communication techniques</p> <p>A: Analysing</p> <p>i. identify and explain the content, context, language, structure, technique and style of text(s) and the relationship among texts</p> <p>B: Organizing</p> <p>i. employ organizational structures that serve the context and intention</p> <p>C: Producing text</p> <p>i. produce texts that demonstrate thought, imagination and sensitivity, while exploring and considering new perspectives and ideas arising from personal engagement with the creative process</p> <p>iii. select relevant details and examples to</p>	<p>Description</p> <p>Communication</p> <ul style="list-style-type: none"> • 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 • Write for different purposes <p>Social</p> <ul style="list-style-type: none"> • II. Collaboration skills • Working effectively with others 	<p>Story/text literary elements</p> <p>Strategies and processes</p> <p>reading strategies</p> <p>writing processes</p> <p>Language features, structures, and conventions</p> <p>paragraphing</p> <p>syntax and sentence fluency</p> <p>conventions</p>

Unit Title	Key Concepts	Related Concept(s)	Global Context	Statement of Inquiry	MYP subject group objective(s)	ATL skills	Content (topics, knowledge, skills)
Survival 101: Holes	Communication Connections	Character, Setting	Identities and relationships Physical, psychological and social development Orientation in space and time Personal and cultural expression Fairness and development	Characters in literature can show their human will to survive in difficult environments through the way they connect and communicate with others.	develop ideas D: Using language i. use appropriate and varied vocabulary, sentence structures and forms of expression ii. write and speak in an appropriate register and style iii. use correct grammar, syntax and punctuation MYP subject group objective(s) A: Analysing i. identify and explain the content, context, language, structure, technique and style of text(s) and the relationship among texts ii. identify and explain the effects of the creator's choices on an audience iii. justify opinions and ideas, using examples, explanations and terminology iv. interpret similarities and differences in features within and between genres and texts B: Organizing i. employ organizational structures that serve the context and intention ii. organize opinions and ideas in a coherent and logical manner iii. use referencing and formatting tools to create a presentation style suitable to the	<ul style="list-style-type: none"> Practise empathy Listen actively to other perspectives and ideas Description Communication <ul style="list-style-type: none"> I. Communication skills Exchanging thoughts, messages and information effectively through interaction Use a variety of speaking techniques to communicate with a variety of audiences Use appropriate forms of writing for different purposes and audiences Use a variety of media to communicate with a range of audiences Reading, writing and using language to gather and communicate information Read critically and for comprehension Make inferences and draw conclusions 	Story/text forms, functions, and genres of text text features literary elements literary devices Strategies and processes reading strategies writing processes Language features, structures, and conventions paragraphing language varieties syntax and sentence fluency conventions presentation techniques

Unit Title	Key Concepts	Related Concept(s)	Global Context	Statement of Inquiry	MYP subject group objective(s)	ATL skills	Content (topics, knowledge, skills)
Perspectives: "Dear Canada"	Perspective	Audience imperatives, Context, Point of view	Orientation in space and time	Critical readers understand that historical context and	<p>A: Analysing</p> <p>i. identify and explain the content, context, language, structure,</p>	<p>Description</p> <p>Communication</p> <ul style="list-style-type: none"> I. Communication 	<p>Story/text text features argument Strategies and</p>

context and intention

C: Producing text

i. produce texts that demonstrate thought, imagination and sensitivity, while exploring and considering new perspectives and ideas arising from personal engagement with the creative process

ii. make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience

iii. select relevant details and examples to develop ideas

D: Using language

i. use appropriate and varied vocabulary, sentence structures and forms of expression

ii. write and speak in an appropriate register and style

iii. use correct grammar, syntax and punctuation

iv. spell (alphabetic languages), write (character languages) and pronounce with accuracy

v. use appropriate non-verbal communication techniques

- Use and interpret a range of discipline-specific terms and symbols
- Write for different purposes
- Use a variety of organizers for academic writing tasks
- Structure information in summaries, essays and reports

<p>Civilizations and social histories, Turning points and “big history”, Constraints and adaptation, Indigenous understanding</p>	<p>writers' perspectives affect readers' interpretations of literary texts and of the concept of truth.</p>	<p>technique and style of text(s) and the relationship among texts ii. identify and explain the effects of the creator's choices on an audience iii. justify opinions and ideas, using examples, explanations and terminology B: Organizing i. employ organizational structures that serve the context and intention ii. organize opinions and ideas in a coherent and logical manner iii. use referencing and formatting tools to create a presentation style suitable to the context and intention D: Using language i. use appropriate and varied vocabulary, sentence structures and forms of expression ii. write and speak in an appropriate register and style iii. use correct grammar, syntax and punctuation iv. spell (alphabetic languages), write (character languages) and pronounce with accuracy</p>	<p>skills</p> <ul style="list-style-type: none"> • Exchanging thoughts, messages and information effectively through interaction • Use intercultural understanding to interpret communication • Use appropriate forms of writing for different purposes and 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 • Write for different purposes • Paraphrase accurately and concisely • Use a variety of organizers for academic writing tasks • Organize and depict information logically • Structure information in summaries, essays and reports <p>Social</p> <ul style="list-style-type: none"> • II. Collaboration skills • Working effectively with others • Practise empathy 	<p>processes writing processes Language features, structures, and conventions features of oral language language varieties presentation techniques</p>
---	---	---	--	---

- Listen actively to other perspectives and ideas
- Thinking**
- VIII. Critical thinking skills
 - Analysing and evaluating issues and ideas
 - Gather and organize relevant information to formulate an argument
 - Evaluate evidence and arguments
 - Revise understanding based on new information and evidence
 - Consider ideas from multiple perspectives
 - X. Transfer skills
 - Utilizing skills and knowledge in multiple contexts
 - Inquire in different contexts to gain a different perspective
 - Make connections between subject groups and disciplines

Unit Title	Key Concepts	Related Concept(s)	Global Context	Statement of Inquiry	MYP subject group objective(s)	ATL skills	Content (topics, knowledge, skills)
Creative Writing: The Power of Poetry	Creativity	Genres, Intertextuality, Theme	Personal and cultural expression Artistry, Craft, Creation, Beauty	Understanding a genre's structure and style will assist a reader in exploring his or her own creative written expression.	B: Organizing i. employ organizational structures that serve the context and intention ii. organize opinions and ideas in a coherent and logical manner iii. use referencing and formatting tools to create a presentation style suitable to the	Description Communication • I. Communication skills • Exchanging thoughts, messages and information effectively through interaction • Use appropriate	Story/text forms, functions, and genres of text text features literary elements literary devices Strategies and processes reading strategies metacognitive strategies writing processes

context and intention
C: Producing text
 i. produce texts that demonstrate thought, imagination and sensitivity, while exploring and considering new perspectives and ideas arising from personal engagement with the creative process
 ii. make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience
D: Using language
 i. use appropriate and varied vocabulary, sentence structures and forms of expression
 ii. write and speak in an appropriate register and style

forms of writing for different purposes and audiences
 • Use a variety of media to communicate with a range of audiences
 • Reading, writing and using language to gather and communicate information
 • Write for different purposes

Social
 • II. Collaboration skills
 • Working effectively with others
 • Practise empathy
 • Listen actively to other perspectives and ideas

Language features, structures, and conventions
 features of oral language
 language varieties
 conventions

English (MYP 3)

Unit Title	Key Concepts	Related Concept(s)	Global Context	Statement of Inquiry	MYP subject group objective(s)	ATL skills	Content (topics, knowledge, skills)
Identity: The Masks We Wear	Connections	Purpose, Self-expression	Identities and relationships Identity formation	Exploring the challenges associated with expressing one's true identity can help to build self-confidence, empathy, and a deeper connection with others.	C: Producing text i. produce texts that demonstrate thought, imagination and sensitivity, while exploring and considering new perspectives and ideas arising from personal engagement with the creative process ii. make stylistic choices in terms of linguistic, literary and visual devices, demonstrating	Description Communication • I. Communication skills • Exchanging thoughts, messages and information effectively through interaction • Use a variety of speaking techniques to communicate with a variety of audiences	Story/text forms, functions, and genres of text text features literary elements elements of visual/graphic texts Strategies and processes reading strategies writing processes Language features, structures, and conventions multi-paragraphing

awareness of impact on an audience iii. select relevant details and examples to develop ideas D: Using language i. use appropriate and varied vocabulary, sentence structures and forms of expression ii. write and speak in an appropriate register and style iii. use correct grammar, syntax and punctuation iv. spell (alphabetic languages), write (character languages) and pronounce with accuracy v. use appropriate non-verbal communication techniques	<ul style="list-style-type: none">• Use appropriate forms of writing for different purposes and audiences• Negotiate ideas and knowledge with peers and teachers• 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• Use and interpret a range of discipline-specific terms and symbols• Write for different purposes• Paraphrase accurately and concisely• Use a variety of organizers for academic writing tasks Social <ul style="list-style-type: none">• II. Collaboration skills• Working effectively with others• Practise empathy• Help others to succeed• Take responsibility for one's own actions• Listen actively to other perspectives and ideas	language usage and context elements of style syntax and sentence fluency conventions presentation techniques
--	---	--

Unit Title	Key Concepts	Related Concept(s)	Global Context	Statement of Inquiry	MYP subject group objective(s)	ATL skills	Content (topics, knowledge, skills)
Science Fiction or Prediction? The Giver	Change Connections	Character, Setting, Theme	<p>Scientific and technical innovation</p> <p>Adaptation, Opportunity, Risk, Consequences and responsibility</p>	Although technology is rapidly advancing and changing , connections we make with literature through setting, character and theme show that the human condition remains consistent.	<p>A: Analysing</p> <p>i. identify and explain the content, context, language, structure, technique and style of text(s) and the relationship among texts</p> <p>ii. identify and explain the effects of the creator's choices on an audience</p> <p>iii. justify opinions and ideas, using examples, explanations and terminology</p> <p>iv. interpret similarities and differences in features within and between genres and texts</p> <p>B: Organizing</p> <p>i. employ organizational structures that serve the context and intention</p> <p>ii. organize opinions and ideas in a coherent and logical manner</p>	<p>• Encourage others to contribute</p> <p>Self-management</p> <p>• III. Organization skills</p> <p>• Managing time and tasks effectively</p> <p>• Plan short- and long-term assignments; meet deadlines</p> <p>• Set goals that are challenging and realistic</p> <p>• Bring necessary equipment and supplies to class</p> <p>Description</p> <p>Communication</p> <p>• I. Communication skills</p> <p>• Exchanging thoughts, messages and information effectively through interaction</p> <p>• Use a variety of speaking techniques to communicate with a variety of audiences</p> <p>• Use appropriate forms of writing for different purposes and audiences</p> <p>• Negotiate ideas and knowledge with peers and teachers</p> <p>• Reading, writing and using language to gather and communicate information</p> <p>• Read critically and</p>	<p>Story/text forms, functions, and genres of text</p> <p>text features</p> <p>literary elements</p> <p>literary devices</p> <p>Strategies and processes</p> <p>reading strategies</p> <p>oral language strategies</p> <p>metacognitive strategies</p> <p>writing processes</p> <p>Language features, structures, and conventions</p> <p>multi-paragraphing</p> <p>language usage and context</p> <p>elements of style</p> <p>syntax and sentence fluency</p> <p>conventions</p> <p>presentation techniques</p>

iii. use referencing and formatting tools to create a presentation style suitable to the context and intention

- for comprehension
- Make inferences and draw conclusions
- Use and interpret a range of discipline-specific terms and symbols
- Write for different purposes
- Paraphrase accurately and concisely
- Take effective notes in class
- Use a variety of organizers for academic writing tasks
- Find information for disciplinary and interdisciplinary inquiries, using a variety of media
- Organize and depict information logically
- Structure information in summaries, essays and reports

Thinking

- VIII. Critical thinking skills
- Analysing and evaluating issues and ideas
- Practise observing carefully in order to recognise problems
- Gather and organize relevant information to formulate an argument
- Recognise unstated assumptions and bias
- Evaluate evidence

- and arguments
- Draw reasonable conclusions and generalizations
- Revise understanding based on new information and evidence
- Formulate factual, topical, conceptual and debatable questions
- Consider ideas from multiple perspectives
- Analyse complex concepts and projects into their constituent parts and synthesise them to create new understanding
- X. Transfer skills
- Utilizing skills and knowledge in multiple contexts
- Inquire in different contexts to gain a different perspective
- Compare conceptual understanding across multiple subject groups and disciplines
- Make connections between subject groups and disciplines

Unit Title	Key Concepts	Related Concept(s)	Global Context	Statement of Inquiry	MYP subject group objective(s)	ATL skills	Content (topics, knowledge, skills)
Change Makers: I am Malala	Change	Audience imperatives, Purpose, Self-expression	Fairness and development Imagining a hopeful future, Social	We will understand that one does not need wealth or political power to create change within society, through an inquiry into democracy,	A: Analysing i. analyse the content, context, language, structure, technique and style of text(s) and the relationship among	Communication • I. Communication skills • Exchanging thoughts, messages and information	Story/text forms, functions, and genres of text text features literary elements literary devices

<p>entrepreneurs, Democracy, Inequality</p>	<p>human capability, and inequality.</p>	<p>texts</p> <p>ii. analyse the effects of the creator's choices on an audience</p> <p>iii. justify opinions and ideas, using examples, explanations and terminology</p> <p>iv. evaluate similarities and differences by connecting features across and within genres and texts</p> <p>B: Organizing</p> <p>i. employ organizational structures that serve the context and intention</p> <p>ii. organize opinions and ideas in a sustained, coherent and logical manner</p> <p>iii. use referencing and formatting tools to create a presentation style suitable to the context and intention</p> <p>C: Producing text</p> <p>i. produce texts that demonstrate insight, imagination and sensitivity while exploring and reflecting critically on new perspectives and ideas arising from personal engagement with the creative process</p> <p>ii. make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience</p> <p>iii. select relevant details and examples to</p>	<p>effectively through interaction</p> <ul style="list-style-type: none"> • Use a variety of speaking techniques to communicate with a variety of audiences • 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 • Read a variety of sources for information and for pleasure • Make inferences and draw conclusions • Write for different purposes <p>Social</p> <ul style="list-style-type: none"> • II. Collaboration skills • Working effectively with others • Practise empathy • Help others to succeed <p>Research</p> <ul style="list-style-type: none"> • VI. Information literacy skills • Finding, interpreting, judging and creating information • Collect, record and verify data • Access information to be informed and inform others • Make connections 	<p>Strategies and processes</p> <p>reading strategies</p> <p>oral language strategies</p> <p>metacognitive strategies</p> <p>writing processes</p> <p>Language features, structures, and conventions</p> <p>features of oral language</p> <p>multi-paragraphing</p> <p>language change</p> <p>elements of style</p> <p>usage</p> <p>syntax and sentence fluency</p> <p>conventions</p> <p>presentation techniques</p> <p>rhetorical devices</p>
---	--	---	--	---

Unit Title	Key Concepts	Related Concept(s)	Global Context	Statement of Inquiry	MYP subject group objective(s)	ATL skills	Content (topics, knowledge, skills)
Mythology: Cultural Story-telling	Perspective	Purpose, Audience imperatives, Context, Genres	Personal and cultural expression Philosophies and ways of life, Belief systems	Since stories are culturally and historically constructed, understanding the context and purpose of a text will help us become more open to differing perspectives.	<p>develop ideas D: Using language i. use appropriate and varied vocabulary, sentence structures and forms of expression ii. write and speak in a register and style that serve the context and intention iii. use correct grammar, syntax and punctuation iv. spell (alphabetic languages), write (character languages) and pronounce with accuracy v. use appropriate non-verbal communication techniques</p>	<p>between various sources of information</p> <ul style="list-style-type: none"> Understand the benefits and limitations of personal sensory learning preferences when accessing, processing and recalling information 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) Communicate information and ideas effectively to multiple audiences using a variety of media and formats 	<p>Story/text forms, functions, and genres of text text features elements of visual/graphic texts relevance, accuracy, reliability Strategies and processes oral language strategies</p>

context and intention

C: Producing text

- i. produce texts that demonstrate thought, imagination and sensitivity, while exploring and considering new perspectives and ideas arising from personal engagement with the creative process
- ii. make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience
- iii. select relevant details and examples to develop ideas

D: Using language

- i. use appropriate and varied vocabulary, sentence structures and forms of expression
- ii. write and speak in an appropriate register and style
- iii. use correct grammar, syntax and punctuation
- iv. spell (alphabetic languages), write (character languages) and pronounce with accuracy
- v. use appropriate non-verbal communication techniques

succeed

- Take responsibility for one's own actions
- Manage and resolve conflict and work collaboratively in teams
- Build consensus
- Make fair and equitable decisions
- Listen actively to other perspectives and ideas
- Negotiate effectively
- Encourage others to contribute
- Exercise leadership and take on a variety of roles within groups
- Give and receive meaningful feedback

Research Thinking

- IX. Creative thinking skills
- Generating novel ideas and considering new perspectives
- Use brainstorming and visual diagrams to generate new ideas and inquiries
- Create novel solutions to authentic problems
- Make unexpected or unusual connections between objects and/or ideas
- Create original works and ideas; use existing works and ideas in new ways
- Practise flexible

metacognitive strategies

Language features, structures, and conventions
features of oral language
language usage and context
elements of style
presentation techniques

- thinking — develop multiple opposing, contradictory and complementary arguments
- Practise visible thinking strategies and techniques
 - X. Transfer skills
 - Utilizing skills and knowledge in multiple contexts
 - Apply skills and knowledge in unfamiliar situations
 - Inquire in different contexts to gain a different perspective
 - Make connections between subject groups and disciplines

English (MYP 4)

Unit Title	Key Concepts	Related Concept(s)	Global Context	Statement of Inquiry	MYP subject group objective(s)	ATL skills	Content (topics, knowledge, skills)
Identity: The Experiences that Shape Us	Connections	Self-expression, Purpose	Identities and relationships Identity formation	The exploration and expression of personal experiences helps to shape one's identity and create connections with others.	<p>A: Analysing i. identify and explain the content, context, language, structure, technique and style of text(s) and the relationship among texts</p> <p>B: Organizing i. employ organizational structures that serve the context and intention</p> <p>C: Producing text i. produce texts that demonstrate thought, imagination and sensitivity, while exploring and considering new</p>	<p>Description</p> <p>Communication</p> <ul style="list-style-type: none"> • 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 	<p>Story/text literary elements</p> <p>Strategies and processes reading strategies writing processes Language features, structures, and conventions paragraphing syntax and sentence fluency conventions</p>

Unit Title	Key Concepts	Related Concept(s)	Global Context	Statement of Inquiry	MYP subject group objective(s)	ATL skills	Content (topics, knowledge, skills)
Making Each Moment Matter: Tuesdays with Morrie	Perspective	Context, Point of view, Theme, Character	<p>Personal and cultural expression</p> <p>Social constructions of reality, Philosophies and ways of life, Belief systems</p>	Studying the development of characters, style, and theme in literature can cause us to change our perspectives about how to live a meaningful life,	<p>perspectives and ideas arising from personal engagement with the creative process</p> <p>iii. select relevant details and examples to develop ideas</p> <p>D: Using language</p> <p>i. use appropriate and varied vocabulary, sentence structures and forms of expression</p> <p>ii. write and speak in an appropriate register and style</p> <p>iii. use correct grammar, syntax and punctuation</p> <p>A: Analysing</p> <p>i. analyse the content, context, language, structure, technique and style of text(s) and the relationship among texts</p> <p>ii. analyse the effects of the creator’s choices on an audience</p> <p>iii. justify opinions and ideas, using examples, explanations and terminology</p> <p>iv. evaluate similarities and differences by connecting features across and within genres and texts</p> <p>B: Organizing</p> <p>i. employ organizational structures that serve the context and intention</p> <p>ii. organize opinions and ideas in a sustained, coherent and logical</p>	<ul style="list-style-type: none"> Write for different purposes Social II. Collaboration skills Working effectively with others Practise empathy Listen actively to other perspectives and ideas <p>Description</p> <p>Communication</p> <ul style="list-style-type: none"> I. Communication skills Exchanging thoughts, messages and information effectively through interaction Use a variety of speaking techniques to communicate with a variety of audiences Reading, writing and using language to gather and communicate information Read critically and for comprehension Make inferences and draw conclusions Use a variety of organizers for 	<p>Story/text</p> <p>text features</p> <p>literary elements</p> <p>literary devices</p> <p>Strategies and processes</p> <p>reading strategies</p> <p>metacognitive strategies</p> <p>writing processes</p> <p>Language features, structures, and conventions</p> <p>multi-paragraphing elements of style</p> <p>usage</p> <p>syntax and sentence fluency</p>

manner

iii. use referencing and formatting tools to create a presentation style suitable to the context and intention

D: Using language

i. use appropriate and varied vocabulary, sentence structures and forms of expression
ii. write and speak in a register and style that serve the context and intention

iii. use correct grammar, syntax and punctuation

iv. spell (alphabetic languages), write (character languages) and pronounce with accuracy

v. use appropriate non-verbal communication techniques

academic writing tasks

- Structure information in summaries, essays and reports

Social

- II. Collaboration skills
- Working effectively with others
- Practise empathy
- Listen actively to other perspectives and ideas
- Encourage others to contribute
- Exercise leadership and take on a variety of roles within groups

Self-management

- III. Organization skills
- Managing time and tasks effectively
- Plan short- and long-term assignments; meet deadlines
- Bring necessary equipment and supplies to class
- Keep an organized and logical system of information files/ notebooks
- Use appropriate strategies for organizing complex information

Thinking

- VIII. Critical thinking skills
- Analysing and evaluating issues and ideas
- Gather and organize relevant information to formulate an

- argument
- Evaluate evidence and arguments
- Consider ideas from multiple perspectives
- Analyse complex concepts and projects into their constituent parts and synthesise them to create new understanding
- IX. Creative thinking skills
- Generating novel ideas and considering new perspectives
- Use brainstorming and visual diagrams to generate new ideas and inquiries
- Make unexpected or unusual connections between objects and/or ideas
- Create original works and ideas; use existing works and ideas in new ways
- X. Transfer skills
- Utilizing skills and knowledge in multiple contexts
- Inquire in different contexts to gain a different perspective

Unit Title	Key Concepts	Related Concept(s)	Global Context	Statement of Inquiry	MYP subject group objective(s)	ATL skills	Content (topics, knowledge, skills)
Power of Communication: Who Killed Hae Min Lee?				What we choose to include or omit in our communication with other people can dramatically affect what			

they perceive to be the "truth."

Unit Title	Key Concepts	Related Concept(s)	Global Context	Statement of Inquiry	MYP subject group objective(s)	ATL skills	Content (topics, knowledge, skills)
Change Makers: I am Malala	Change	Audience imperatives, Purpose, Self-expression	Fairness and development Imagining a hopeful future, Social entrepreneurs, Democracy, Inequality	We will understand that one does not need wealth or political power to create change within society, through an inquiry into democracy, human capability, and inequality.	A: Analysing i. analyse the content, context, language, structure, technique and style of text(s) and the relationship among texts ii. analyse the effects of the creator's choices on an audience iii. justify opinions and ideas, using examples, explanations and terminology iv. evaluate similarities and differences by connecting features across and within genres and texts B: Organizing i. employ organizational structures that serve the context and intention ii. organize opinions and ideas in a sustained, coherent and logical manner iii. use referencing and formatting tools to create a presentation style suitable to the context and intention C: Producing text i. produce texts that demonstrate insight, imagination and sensitivity while exploring and reflecting critically on new perspectives and ideas	Communication <ul style="list-style-type: none"> I. Communication skills Exchanging thoughts, messages and information effectively through interaction Use a variety of speaking techniques to communicate with a variety of audiences 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 Read a variety of sources for information and for pleasure Make inferences and draw conclusions Write for different purposes Social <ul style="list-style-type: none"> II. Collaboration skills Working effectively with others Practise empathy Help others to succeed Research	Story/text forms, functions, and genres of text text features literary elements literary devices Strategies and processes reading strategies oral language strategies metacognitive strategies writing processes Language features, structures, and conventions features of oral language multi-paragraphing language change elements of style usage syntax and sentence fluency conventions presentation techniques rhetorical devices

- arising from personal engagement with the creative process
- ii. make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience
- iii. select relevant details and examples to develop ideas
- D: Using language**
- i. use appropriate and varied vocabulary, sentence structures and forms of expression
- ii. write and speak in a register and style that serve the context and intention
- iii. use correct grammar, syntax and punctuation
- iv. spell (alphabetic languages), write (character languages) and pronounce with accuracy
- v. use appropriate non-verbal communication techniques
- VI. Information literacy skills
 - Finding, interpreting, judging and creating information
 - Collect, record and verify data
 - Access information to be informed and inform others
 - Make connections between various sources of information
 - Understand the benefits and limitations of personal sensory learning preferences when accessing, processing and recalling information
 - 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)
 - Communicate information and ideas effectively to multiple audiences using a variety of media and formats

Language and literature - English
Subject Group Overview

Unit Title	Key Concepts	Related Concept(s)	Global Context	Statement of Inquiry	MYP subject group objective(s)	ATL skills	Content (topics, knowledge, skills)
Creativity: When I Make My Masterpiece	Creativity	Context, Intertextuality, Self-expression, Style	Personal and cultural expression Artistry, Craft, Creation, Beauty	Creative expressions enhance relationships between the maker, the audience and the environment or context.	A: Analysing i. analyse the content, context, language, structure, technique and style of text(s) and the relationship among texts ii. analyse the effects of the creator's choices on an audience iii. justify opinions and ideas, using examples, explanations and terminology iv. evaluate similarities and differences by connecting features across and within genres and texts B: Organizing i. employ organizational structures that serve the context and intention ii. organize opinions and ideas in a sustained, coherent and logical manner iii. use referencing and formatting tools to create a presentation style suitable to the context and intention C: Producing text i. produce texts that demonstrate insight, imagination and sensitivity while exploring and reflecting critically on new perspectives and ideas arising from personal engagement with the creative process	Description Research <ul style="list-style-type: none"> • VI. Information literacy skills • Finding, interpreting, judging and creating information • Collect, record and verify data • Access information to be informed and inform others • Make connections between various sources of information • Understand the benefits and limitations of personal sensory learning preferences when accessing, processing and recalling information • Use memory techniques to develop long-term memory • Present information in a variety of formats and platforms • Collect and analyse data to identify solutions and make informed decisions • Process data and report results • Evaluate and select information sources and digital tools based on their appropriateness to 	Story/text forms, functions, and genres of text text features Strategies and processes reading strategies oral language strategies Language features, structures, and conventions features of oral language language change elements of style usage syntax and sentence fluency conventions connotation and denotation

- ii. make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience
 - iii. select relevant details and examples to develop ideas
- D: Using language**
- i. use appropriate and varied vocabulary, sentence structures and forms of expression
 - ii. write and speak in a register and style that serve the context and intention
 - iii. use correct grammar, syntax and punctuation
- specific tasks
- Understand and use technology systems
 - Use critical literacy skills to analyse and interpret media communications
 - Understand and implement intellectual property rights
 - Create references and citations, use footnotes/endnotes and construct bibliography according to recognised conventions
 - Identify primary and secondary sources
- Thinking**
- IX. Creative thinking skills
 - Generating novel ideas and considering new perspectives
 - Use brainstorming and visual diagrams to generate new ideas and inquiries
 - Consider multiple alternatives, including those that might be unlikely or impossible
 - Create novel solutions to authentic problems
 - Make unexpected or unusual connections between objects and/or ideas
 - Design

- improvements to existing machines, media and technologies
- Design new machines, media and technologies
- Make guesses, ask “what if” questions and generate testable hypotheses
- Apply existing knowledge to generate new ideas, products or processes
- Create original works and ideas; use existing works and ideas in new ways
- Practise flexible thinking — develop multiple opposing, contradictory and complementary arguments
- Practise visible thinking strategies and techniques
- Generate metaphors and analogies
- X. Transfer skills
- Utilizing skills and knowledge in multiple contexts
- Utilize effective learning strategies in subject groups and disciplines
- Apply skills and knowledge in unfamiliar situations
- Inquire in different contexts to gain a different perspective

- Compare conceptual understanding across multiple subject groups and disciplines
- Make connections between subject groups and disciplines
- Combine knowledge, understanding and skills to create products or solutions
- Transfer current knowledge to learning of new technologies
- Change the context of an inquiry to gain different perspectives

Subject specific skills, knowledge and understandings

English (MYP 5)

Unit Title	Key Concepts	Related Concept(s)	Global Context	Statement of Inquiry	MYP subject group objective(s)	ATL skills	Content (topics, knowledge, skills)
Is the future friendly? (Short stories and "Fahrenheit 451" by Ray Bradbury)	Perspective	Context, Genres, Self-expression	Scientific and technical innovation Opportunity, Risk, Modernization	We will understand that writing is a powerful tool to identify, process, and criticize social problems and changes through an inquiry into technological modernization.	A: Analysing i. analyse the content, context, language, structure, technique and style of text(s) and the relationship among texts ii. analyse the effects of the creator's choices on an audience iii. justify opinions and ideas, using examples, explanations and terminology iv. evaluate similarities and differences by connecting features	Communication • I. Communication skills • Exchanging thoughts, messages and information effectively through interaction • Use a variety of speaking techniques to communicate with a variety of audiences • Negotiate ideas and knowledge with peers and teachers • Share ideas with	Text forms and genres Strategies and processes reading strategies metacognitive strategies writing processes Language features, structures, and conventions elements of style exploration of voice usage and conventions literary elements and devices

across and within genres and texts

B: Organizing

- i. employ organizational structures that serve the context and intention
- ii. organize opinions and ideas in a sustained, coherent and logical manner

C: Producing text

- i. produce texts that demonstrate insight, imagination and sensitivity while exploring and reflecting critically on new perspectives and ideas arising from personal engagement with the creative process
- ii. make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience
- iii. select relevant details and examples to develop ideas

D: Using language

- i. use appropriate and varied vocabulary, sentence structures and forms of expression
- ii. write and speak in a register and style that serve the context and intention
- iii. use correct grammar, syntax and punctuation
- iv. spell (alphabetic languages), write (character languages) and pronounce 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
- Make inferences and draw conclusions

Thinking

- VIII. Critical thinking skills
- Analysing and evaluating issues and ideas
- Consider ideas from multiple perspectives
- Develop contrary or opposing arguments
- IX. Creative thinking skills
- Generating novel ideas and considering new perspectives
- Make unexpected or unusual connections between objects and/or ideas
- Create original works and ideas; use existing works and ideas in new ways

Unit Title	Key Concepts	Related Concept(s)	Global Context	Statement of Inquiry	accuracy MYP subject group objective(s)	ATL skills	Content (topics, knowledge, skills)
Anti-Social Leadership ("Macbeth" by William Shakespeare)	Creativity	Audience imperatives, Character, Genres	Identities and relationships Human nature and human dignity, Status, Affiliation and leadership	Creative expression is an effective means of warning and instructing about timeless truths about human nature, specifically the human desire for higher social status and power.	<p>A: Analysing</p> <p>i. analyse the content, context, language, structure, technique and style of text(s) and the relationship among texts</p> <p>ii. analyse the effects of the creator's choices on an audience</p> <p>iii. justify opinions and ideas, using examples, explanations and terminology</p> <p>iv. evaluate similarities and differences by connecting features across and within genres and texts</p> <p>B: Organizing</p> <p>i. employ organizational structures that serve the context and intention</p> <p>ii. organize opinions and ideas in a sustained, coherent and logical manner</p> <p>iii. use referencing and formatting tools to create a presentation style suitable to the context and intention</p> <p>D: Using language</p> <p>i. use appropriate and varied vocabulary, sentence structures and forms of expression</p> <p>ii. write and speak in a register and style that serve the context and intention</p> <p>iii. use correct grammar,</p>	<p>Communication</p> <ul style="list-style-type: none"> • I. Communication skills • Exchanging thoughts, messages and information effectively through interaction • Use appropriate forms of writing for different purposes and 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 • Structure information in summaries, essays and reports <p>Self-management</p> <ul style="list-style-type: none"> • III. Organization skills • Managing time and tasks effectively • Plan short- and long-term assignments; meet deadlines • Keep and use a weekly planner for assignments <p>Thinking</p> <ul style="list-style-type: none"> • VIII. Critical thinking skills • Analysing and evaluating issues and 	Text forms and genres Strategies and processes reading strategies oral language strategies metacognitive strategies writing processes Language features, structures, and conventions usage and conventions literary elements and devices literal meaning and inferential meaning citation techniques

Unit Title	Key Concepts	Related Concept(s)	Global Context	Statement of Inquiry	MYP subject group objective(s)	ATL skills	Content (topics, knowledge, skills)
Unrestrained Passion ("Romeo and Juliet" by William Shakespeare) Interdisciplinary Unit Design	Communication	Language and literature - English Purpose, Audience imperatives Design - Design Collaboration, Perspective	Personal and cultural expression Artistry, Creation Design	Directors and producers create films to position audiences to respond in a particular way and to communicate specific perspectives on life.	syntax and punctuation iv. spell (alphabetic languages), write (character languages) and pronounce with accuracy Language and literature - English A: Analysing i. analyse the content, context, language, structure, technique and style of text(s) and the relationship among texts ii. analyse the effects of the creator's choices on an audience iii. justify opinions and ideas, using examples, explanations and terminology iv. evaluate similarities and differences by connecting features across and within genres and texts B: Organizing i. employ organizational	ideas <ul style="list-style-type: none"> Practise observing carefully in order to recognise problems Gather and organize relevant information to formulate an argument Evaluate evidence and arguments X. Transfer skills Utilizing skills and knowledge in multiple contexts Inquire in different contexts to gain a different perspective Description Self-management <ul style="list-style-type: none"> III. Organization skills Managing time and tasks effectively Plan short- and long-term assignments; meet deadlines Create plans to prepare for summative assessments (examinations and performances) Keep and use a weekly planner for assignments Set goals that are challenging and realistic Plan strategies and take action to achieve personal and academic goals IV. Affective skills 	Text forms and genres Strategies and processes reading strategies writing processes design processes Language features, structures, and conventions language features usage and conventions literary elements and devices literal meaning and inferential meaning citation techniques

- structures that serve the context and intention
- ii. organize opinions and ideas in a sustained, coherent and logical manner
- iii. use referencing and formatting tools to create a presentation style suitable to the context and intention
- C: Producing text**
- i. produce texts that demonstrate insight, imagination and sensitivity while exploring and reflecting critically on new perspectives and ideas arising from personal engagement with the creative process
- ii. make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience
- iii. select relevant details and examples to develop ideas
- D: Using language**
- i. use appropriate and varied vocabulary, sentence structures and forms of expression
- ii. write and speak in a register and style that serve the context and intention
- iii. use correct grammar, syntax and punctuation
- iv. spell (alphabetic languages), write (character languages)
- Managing state of mind
- Perseverance
- Demonstrate persistence and perseverance
- Practise delaying gratification
- V. Reflection skills
- (Re-)considering the process of learning; choosing and using ATL skills
- Consider personal learning strategies
- What can I do to become a more efficient and effective learner?
- How can I become more flexible in my choice of learning strategies?
- What factors are important for helping me learn well?

and pronounce with accuracy
v. use appropriate non-verbal communication techniques

Design - Design

B: Developing ideas

- i. develop a design specification, which clearly states the success criteria for the design of a solution
- ii. develop a range of feasible design ideas, which can be correctly interpreted by others
- iii. present the chosen design and justify its selection
- iv. develop accurate and detailed planning drawings/diagrams and outline the requirements for the creation of the chosen solution

C: Creating the solution

- i. construct a logical plan, which describes the efficient use of time and resources, sufficient for peers to be able to follow to create the solution
- ii. demonstrate excellent technical skills when making the solution
- iii. follow the plan to create the solution, which functions as intended
- iv. fully justify changes made to the chosen design and plan when

Unit Title	Key Concepts	Related Concept(s)	Global Context	Statement of Inquiry	MYP subject group objective(s)	ATL skills	Content (topics, knowledge, skills)
<p>The Persuaders ("To Kill a Mockingbird" & "Girl Rising" and Human Rights Watch Global Report 2021)</p> <p>Interdisciplinary Unit Individuals and societies</p>	<p>Communication</p>	<p>Language and literature - English Audience imperatives, Purpose, Self-expression</p>	<p>Fairness and development Inequality, Rights</p>	<p>We will understand that persuasive communication requires an understanding of the intended audience and a clear sense of purpose, through an inquiry into inequality and rights.</p>	<p>making the solution</p> <p>Language and literature - English A: Analysing i. analyse the content, context, language, structure, technique and style of text(s) and the relationship among texts ii. analyse the effects of the creator's choices on an audience iii. justify opinions and ideas, using examples, explanations and terminology iv. evaluate similarities and differences by connecting features across and within genres and texts B: Organizing i. employ organizational structures that serve the context and intention ii. organize opinions and ideas in a sustained, coherent and logical manner iii. use referencing and formatting tools to create a presentation style suitable to the context and intention C: Producing text i. produce texts that demonstrate insight, imagination and sensitivity while</p>	<p>Communication</p> <ul style="list-style-type: none"> I. Communication skills Exchanging thoughts, messages and information effectively through interaction Give and receive meaningful feedback Use a variety of speaking techniques to communicate with a variety of audiences Reading, writing and using language to gather and communicate information Paraphrase accurately and concisely <p>Research</p> <ul style="list-style-type: none"> VI. Information literacy skills Finding, interpreting, judging and creating information Access information to be informed and inform others Create references and citations, use footnotes/endnotes and construct bibliography according to recognised conventions <p>Thinking</p> <ul style="list-style-type: none"> VIII. Critical thinking 	<p>Text features and structures narrative structures found in First Peoples texts Strategies and processes reading strategies oral language strategies metacognitive strategies writing processes Language features, structures, and conventions language features elements of style exploration of voice usage and conventions literary elements and devices citation techniques</p>

Unit Title	Key Concepts	Related Concept(s)	Global Context	Statement of Inquiry	MYP subject group objective(s)	ATL skills	Content (topics, knowledge, skills)
The Storytellers ("The Truth about Stories" by Thomas King and "Serial: Season 1" by PBS)	Connections	Audience imperatives, Style	Identities and relationships Personal and cultural expression Artistry, Craft	The ability to tell an engaging story is both an art and a craft and allows the speaker to connect with an audience in a personal way.	<p>exploring and reflecting critically on new perspectives and ideas arising from personal engagement with the creative process</p> <p>ii. make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience</p> <p>iii. select relevant details and examples to develop ideas</p> <p>D: Using language</p> <p>i. use appropriate and varied vocabulary, sentence structures and forms of expression</p> <p>ii. write and speak in a register and style that serve the context and intention</p> <p>iii. use correct grammar, syntax and punctuation</p> <p>iv. spell (alphabetic languages), write (character languages) and pronounce with accuracy</p> <p>v. use appropriate non-verbal communication techniques</p> <p>B: Organizing</p> <p>i. employ organizational structures that serve the context and intention</p> <p>ii. organize opinions and ideas in a sustained, coherent and logical manner</p> <p>iii. use referencing and</p>	<p>skills</p> <ul style="list-style-type: none"> Analysing and evaluating issues and ideas Draw reasonable conclusions and generalizations <p>Communication</p> <ul style="list-style-type: none"> I. Communication skills Exchanging thoughts, messages and information effectively through interaction Use intercultural 	<p>Text features and structures</p> <p>narrative structures found in First Peoples texts</p> <p>protocols related to ownership of First Peoples oral texts</p>

formatting tools to create a presentation style suitable to the context and intention

C: Producing text

i. produce texts that demonstrate insight, imagination and sensitivity while exploring and reflecting critically on new perspectives and ideas arising from personal engagement with the creative process

ii. make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience

iii. select relevant details and examples to develop ideas

D: Using language

i. use appropriate and varied vocabulary, sentence structures and forms of expression

ii. write and speak in a register and style that serve the context and intention

iii. use correct grammar, syntax and punctuation

iv. spell (alphabetic languages), write (character languages) and pronounce with accuracy

v. use appropriate non-verbal communication techniques

understanding to interpret communication

- Use a variety of speaking techniques to communicate with a variety of audiences
- Collaborate with peers and experts 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

Social Thinking

- IX. Creative thinking skills
- Generating novel ideas and considering new perspectives
- Use brainstorming and visual diagrams to generate new ideas and inquiries
- Generate metaphors and analogies

Strategies and processes

oral language strategies

Language features, structures, and conventions

language features elements of style

exploration of voice usage and conventions