

MYP Subject Overview
Language Acquisition – English
 Grade 6 (MYP 1)

6

25 hours		ATL Skills	Content
Unit Title (1)	Me vs. The World	Communication Skills - Make inferences and draw conclusions - Use and interpret a range of discipline-specific terms and symbols - Use intercultural understanding to interpret communication - Use intercultural understanding to interpret communication - Preview and skim texts to build understanding - Use and interpret a range of discipline-specific terms and symbols - Paraphrase accurately and concisely - Read critically and for comprehension - Take effective notes in class - Make inferences and draw conclusions - Use and interpret a range of discipline-specific terms and symbols - Use a variety of speaking techniques to communicate with a variety of audiences Thinking Skills - Practise observing carefully in order to recognize problems - Make unexpected or unusual connections between objects and/or ideas. - Make unexpected or unusual connections between objects and/or ideas	Literature: Fiction <i>Ghost of the Lagoon</i> (Short story) <i>Life Doesn't Frighten Me</i> (Poem) <i>On Turning Ten</i> (Poem) Grammar: • Revision of basic grammar skills • parts of a sentence (subject, verb predicate, object) • subject-verb agreement • sentence structures Story & Plot Elements Figurative Language
MYP Objectives	A – Listening B – Reading C – Speaking		
Key concept	Identity		
Related concepts	Meaning Message		
Global context	Identities & Relationships		
Statement of inquiry	Messages and meanings in various literary texts help perceive people's identities and personality traits.		

MYP Subject Overview
Language Acquisition – English
 Grade 6 (MYP 1)

30 hours		ATL Skills	Content
Unit Title (2)	What would you do?	Communication Skills - Use and interpret a range of discipline-specific terms and symbols - Use a variety of speaking techniques to communicate with a variety of audiences - Use and interpret a range of discipline-specific terms and symbols - Use appropriate forms of writing for different purposes and audiences - Organize and depict information logically - Use brainstorming and visual diagrams to generate new ideas & inquiries - Write for different purposes	Literature: Fiction • The School Play (Short story) • In a Neighborhood in Los Angeles (Poem) • For Gwen, 1969 (Poem) Writing: Paragraph structure Grammar: • Auxiliary verbs • Present Simple & Present Continuous
MYP Objectives	A – Listening B – Reading D – Writing		
Key concept	Connections		
Related concepts	Word Choice Context		
Global context	Identities & relationships Self-esteem & role models		
Statement of inquiry	Literary texts connect people across the world using different contexts and word choice that relate to role models and one's own self esteem.		

MYP Subject Overview
Language Acquisition – English
 Grade 6 (MYP 1)

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25 hours		ATL Skills	Content
Unit Title (3)	Civilizations & Social Histories	Communication Skills - Make inferences and draw conclusions. - Paraphrase accurately and concisely. - Preview and skim texts to build understanding. - Read critically and for comprehension. - Take effective notes in class. - Use a variety of speaking techniques to communicate with a variety of audiences - Use and interpret a range of discipline-specific terms and symbols. - Use intercultural understanding to interpret communication. Thinking skills – Creative Thinking - Make unexpected or unusual connections between objects and/or ideas.	Literary non-fiction: • Role Playing and Discovery (personal narrative) • The Life and Adventures of Nat Love (autobiography) Public speaking skills: • How to present in front of an audience (presentation skills) Grammar: • Past Simple & Present Continuous Tense • Prepositional Phrases
MYP Objectives	B – Reading C – Speaking D – Writing		
Key concept	Communication		
Related concepts	Context Purpose		
Global context	Orientation in Space & Time Exploration: Civilizations & social histories		
Statement of inquiry	Our civilizations and social histories can be expressed through contexts & purposes of non-fiction literary texts.		

MYP Subject Overview
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 Grade 6 (MYP 1)

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25 hours		ATL Skills	Content
Unit Title (4)	Myths: Timeless Tales with Timeless Lessons	Communication Skills - Make inferences and draw conclusions. - Use a variety of speaking techniques to communicate with a variety of audiences - Use and interpret a range of discipline-specific terms and symbols. - Use intercultural understanding to interpret communication. Thinking Skills - Practice observing carefully in order to recognize problems. - Make unexpected or unusual connections between objects and/or ideas	Literature: Mythology • Arachne (Greek Myth) • The Story of Apollo's Tree (Greek Myth) • The Golden Touch: King Midas (Greek Myth) Vocabulary Grammar • Present Perfect Verb Tense • Quantifiers Writing • Paragraph Structure • Audio Recordings
MYP Objectives	A – Listening B – Reading D – Writing		
Key concept	Culture		
Related concepts	Message Meaning		
Global context	Personal & Cultural expression Exploration: Belief systems		
Statement of inquiry	Folktales express cultural belief systems through message and meaning .		

MYP Subject Overview
Language Acquisition – English
 Grade 7 (MYP 2)

7

35 hours		ATL Skills	Content
Unit Title (1)	We are in This Together	Communication Skills - Make inferences and draw conclusions. - Use and interpret a range of discipline-specific terms and symbols - Use intercultural understanding to interpret communication. - Use a variety of speaking techniques to communicate with a variety of audiences Thinking Skills - Practise observing carefully in order to recognize problems. - Make unexpected or unusual connections between objects and/or ideas	The Language of Literature: - Fiction vs Nonfiction - Literary techniques and elements of fiction - A Tale of two cities (summer reading) - Nadia the Willful - Summer of Fire Solutions Unit 1: Non-fiction: All about you Grammar: - Present Simple - Present Continuous - Articles Vocabulary related to the theme of courage
MYP Objectives	A – Listening B – Reading C – Speaking		
Key concept	Connections		
Related concepts	Structure Message Empathy		
Global context	Identities & Relationships Human nature & human dignity		
Statement of inquiry	Literary texts reflecting human nature and dignity can promote empathy among people through messages communicated in different structures		

MYP Subject Overview
Language Acquisition – English
 Grade 7 (MYP 2)

7

35 hours		ATL Skills	Content
Unit Title (2)	Under The Spot	Communication Skills - Exchanging thoughts, messages and information effectively through interaction. - Make inferences and draw conclusions. - Negotiate ideas and knowledge with peers and teachers. - Structure information in summaries, essays and reports. - Use and interpret a range of discipline-specific terms and symbols. - Use appropriate forms of writing for different purposes and audiences. Organize and depict information logically. - Use brainstorming and visual diagrams to generate new ideas and inquiries. - Use intercultural understanding to interpret communication. - Write for different purposes. Thinking Skills - Practice observing carefully in order to recognize problems. - Make unexpected or unusual connections between objects and/or ideas. - Consider ideas from multiple perspectives. - Gather and organize relevant information to formulate an argument. Social Skills - Listen actively to other perspectives and ideas. - Negotiate effectively.	Audio-Visual Text: Prince Among Slaves I'm Nobody! Who Are You? Grammar: • Past Simple & Past Continuous Writing: • Sentence Structure & Subject-Verb Agreement. • Paragraph Structure Vocabulary related to the concept of freedom
MYP Objectives	A – Listening D – Writing		
Key concept	Communication		
Related concepts	Message Audience		
Global context	Identities & Relationships		
Statement of inquiry	People can use different means of communication to express their identity and convey certain messages to different audiences , which shapes perception and understanding in social and intercultural contexts.		

MYP Subject Overview
Language Acquisition – English
 Grade 7 (MYP 2)

35 hours		ATL Skills	Content
Unit Title (3)	Days of our Lives	Communication Skills: - Make inferences and draw conclusions. - Take effective notes in class. - Read critically and for comprehension. - Paraphrase accurately and concisely. - Use and interpret a range of discipline-specific terms and symbols. - Preview and skim texts to build understanding - Use intercultural understanding to interpret communication - Use a variety of speaking techniques to communicate with a variety of audiences - Use and interpret a range of discipline-specific terms and symbols. - Use appropriate forms of writing for different purposes and audiences. - Organize and depict information logically. - Use brainstorming and visual diagrams to generate new ideas and inquiries. - Structure information in summaries, essays and reports. - Write for different purposes Thinking Skills - Make unexpected or unusual connections between objects and/or ideas	Texts (non-fiction): - <i>Oh Broom, Get to Work!</i> - <i>The Story of My Life</i> More on Essay Structure - Introduction: attention grabber and thesis statement. - Body - Conclusion Vocabulary related to identity
MYP Objectives	B – Reading D – Writing C– Speaking		
Key concept	Communication		
Related concepts	Word choice Purpose Point of view		
Global context	Personal & Cultural Expression Beliefs		
Statement of inquiry	Writers can express themselves and their cultural beliefs through the point of view from which they communicate their texts & the words they choose to achieve this purpose .		

MYP Subject Overview
Language Acquisition – English
 Grade 7 (MYP 2)

35 hours		ATL Skills	Content
Unit Title (4)	Stories Across Cultures	Communication Skills: - Make inferences and draw conclusions. - Organize and depict information logically. - Paraphrase accurately and concisely. - Preview and skim texts to build understanding. - Read critically and for comprehension. - Structure information in summaries, essays and reports. - Take effective notes in class. - Use and interpret a range of discipline-specific terms and symbols. - Use appropriate forms of writing for different purposes and audiences. - Use intercultural understanding to interpret communication. - Write for different purposes. Thinking Skills – Creative Thinking: - Make unexpected or unusual connections between objects and/or ideas. - Use brainstorming and visual diagrams to generate new ideas and inquiries.	Chinatown (selected literary and informational texts) Short stories, memoir excerpts, and articles related to immigration and cultural identity Language Skills • Reading comprehension • Point of view • Literary devices • Essay writing • Vocabulary related to culture, traditions, and identity Writing Focus • Introduction with hook and thesis statement • Body paragraphs with supporting evidence • Conclusion
MYP Objectives	B – Reading D – Writing		
Key concept	Communication		
Related concepts	Culture, Purpose Point of view Audience		
Global context	Personal & Cultural Expression Exploration: Identity, traditions, & cultural diversity		
Statement of inquiry	Communities express their cultural identity through traditions, language, and personal experiences, which shape the way people communicate and understand different perspectives.		

MYP Subject Overview

Language Acquisition – English

Grade 8 (MYP 3)

30 hours		ATL Skills	Content
Unit Title (1)	Sharing Perspectives Through Literature	Thinking Skills: - Gather and organize textual evidence to understand characters' identities and experiences and to formulate an argument [reading selected passages; trace plot and theme map on the board; identifying key vocabulary] - Evaluate how authors use language, style, and context to shape meaning. - Draw conclusions about themes such as dignity, empathy, and second chances [e.g., linking reading discussions to theme]. - Consider alternative perspectives by debating different interpretations of the text. Communication skills: - Use appropriate oral and written formats to express personal responses to literature. - Read critically and for comprehension to identify messages and meanings in fiction texts [class discussions; worksheets with targeted questions; argument evaluation; verbal/written feedback] - Make inferences about character motivation and relationships and draw conclusions. - Organize and depict ideas logically in oral tasks and written reflections [draw brainstorming chart and arrange relevant ideas into paragraphs] - Structure information effectively in summaries and oral presentations. Self-management skills - Plan short- and long-term assignments, meeting deadlines - Develop study plans to prepare for formative and summative assessments (e.g., examinations, oral presentations, questionnaires) [distribute course syllabus at the beginning of academic year; conduct formative assessment; schedule tasks ahead of time] - Reflect on feedback to improve speaking, reading, and writing tasks. - Set personal goals for improving the use of academic vocabulary or empathy in discussions. - Reflect on how communication of ideas has developed throughout the unit to recognize personal growth.	Literature: Fiction - Wuthering Heights [Summer Reading] - Thank You, M'am Language Focus: • Present Simple • Present Continuous • Academic vocabulary related to empathy, dignity, and identity. Literary Focus: Elements & Devices • Short story and novel analysis (<i>Thank You, M'am</i> and <i>Wuthering Heights</i>). • Literary elements: plot, setting, characters, themes, point of view and conflicts. • Literary devices: simile, imagery, symbolism, irony, foreshadowing, tone, mood. Writing Focus • Rules and structure of paragraph writing • Paragraph writing: topic sentence, supporting details, concluding statement. • Critical response writing Skills Developed • Apply grammar structures (Present Simple & Present Continuous) accurately in speech and writing. • Analyze literary elements and devices to interpret meaning • Identify and explain themes related to identity, dignity, and empathy • Organize and communicate ideas effectively in oral and written formats.
MYP Objectives	B – Reading C – Speaking D – Writing		
Key concept	Communication		
Related concepts	Purpose Empathy Conventions		
Global context	Identities & Relationships Understanding human nature & the right to dignity through empathy & communication		
Statement of inquiry	Literature uses communication to express identities and perspectives, fostering empathy & insight into human relationships .		

			• Reflect on personal and social connections to literature.
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MYP Subject Overview
Language Acquisition – English
 Grade 8 (MYP 3)

8

30 hours		ATL Skills	Content
Unit Title (2)	Interpreting Voices Through Literature	Thinking Skills - Analyze how structure, language, and imagery shape a text’s message and purpose (practice highlighting imagery, analyzing sentence structure, and commenting on language choices) - Use textual evidence effectively to support interpretation and written analysis (reading selected passages, trace plot and theme map, extract key vocabulary) - Draw conclusions about themes such as dignity, empathy (link readings to theme discussions) Communication skills - Read critically and make inferences to draw conclusions about meaning and message (analyze selected passages, discussions, targeted worksheets, feedback) - Organize information logically (brainstorming charts, paragraph structuring) - Structure information in summaries and essays (review samples, guided worksheets, draft writing) Self-management skills	Literature: Fiction/Nonfiction • The War of the Wall by Toni Cade Bambara (short story) • From the Autobiography of Malcolm X (Autobiography) • Song of Myself (poetry) • Jane Eyre (Oxford Bookworms, Level 6; Ch 3-9) Language: Grammar Focus • Present perfect simple and continuous • Past simple and continuous • Subject-Verb Agreement • Types of clauses • Types of sentences: simple, compound, complex, compound-complex Word Study • Prefixes: form, meaning, and how they change word function/meaning Writing Focus • Rules and structure of essay writing (structured literary essay) • Critical response writing Literary Study: Elements & Devices • Literary elements: setting, characters, POV, plot, conflicts and themes.
MYP Objectives	A – Listening D – Writing		
Key concept	Communication		
Related concepts	Context, Structure Message, Purpose		
Global context	Fairness & Development Examine how authors use communication through context, purpose, structure, & message to express fairness, empathy, question injustice, & inspire both personal & social growth.		

Statement of inquiry	By interpreting how authors use context, structure, & purpose to shape messages , readers develop empathy, challenge injustice , & inspire fairness & understanding across societies.	- Strengthen argument development and refine writing (reflecting on teacher and peer feedback) - Manage time effectively (scheduling tasks, tracking homework, managing timed reading/writing exercises)	• Literary devices: simile, imagery, symbolism, irony, foreshadowing, tone, mood, etc. Skills Developed • Grammar structures (Present Simple & Present Continuous) accurately in speech & writing • Analyze literary elements & devices to interpret meaning • Identify & explain themes related to identity, dignity, & empathy • Organize & communicate ideas effectively in oral & written formats • Reflect on personal & social connections to literature
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MYP Subject Overview
Language Acquisition – English
 Grade 8 (MYP 3)

8

30 hours		ATL Skills	Content
Unit Title (3)	Nothing Stays the Same	Thinking Skills - Analyze how poetic structure, language, and imagery shape meaning and evoke emotion (practice highlighting imagery, examining stanza and line structure, and commenting on language choices) - Use textual evidence effectively to support interpretation and written analysis (read selected poems, trace themes, extract key vocabulary) - Draw conclusions about themes such as love, sacrifice, and change (link readings to theme discussions) Communication skills - Read and listen critically to interpret meaning and message (analyze selected passages, participate in discussions, complete targeted worksheets) - Organize ideas logically in oral presentations (use brainstorming charts, mind maps, and structured notes)	Literary Texts The Highwayman – Alfred Noyes (narrative poem) Jane Eyre (Oxford Bookworms, Level 6; prescribed novel for the academic year) Language: Grammar Focus • Capitalization • Punctuation • Reported Speech Writing Focus • Writing a structured news article • Presenting information clearly and objectively Literary Study: Elements & Devices • Literary elements: setting, characters, POV, plot, conflicts and themes. • Literary devices: narrative voice, structure & rhyme, imagery and symbolism, tone & mood. Skills Developed
MYP Objectives	C – Speaking D – Writing		
Key concept	Creativity		
Related concepts	Structure, Message, Empathy		
Global context	Personal & Cultural Expression Students will examine how narrative poetry uses creative structure and language to communicate messages of love, empathy, and change, reflecting shared human		

	experiences across cultures.	- Express interpretations clearly using appropriate vocabulary (review sample responses, guided exercises, and draft practice)	• Apply grammar structures (Present Simple & Present Continuous) accurately in speech and writing
Statement of inquiry	By interpreting how authors use structure & language in narrative poetry communicates universal messages of love, empathy , & change, reflecting personal & cultural human experiences.	Self-management skills • Prepare, rehearse, and deliver oral presentations effectively (plan, practice, and refine delivery) • Apply feedback to improve spoken and written work (reflect on teacher and peer feedback) • Manage time effectively during preparation and presentation tasks (schedule rehearsals, track progress, and meet deadlines)	• Analyze literary elements and devices to interpret meaning • Identify and explain themes related to identity, dignity, and empathy • Organize and communicate ideas effectively in oral and written formats • Reflect on personal and social connections to literature

MYP Subject Overview

Language Acquisition – English

Grade 8 (MYP 3)

30 hours		ATL Skills	Content
Unit Title (4)	Tales from Around the World	Thinking Skills - Analyze narrative structure, symbolism, and character actions in myths - Identify cause-and-effect relationships related to pride, punishment, and fate - Draw conclusions about moral lessons in myths Communication Skills - Listen actively to identify key ideas and details in spoken myths - Read critically to analyze literary devices and meaning - Express ideas clearly in oral responses using appropriate academic vocabulary Self-management skills - Prepare for listening and speaking assessments effectively - Apply feedback to improve oral and written responses - Manage time during in-class preparation and assessment tasks	Literary Texts - Narcissus (Greek myth – fictional narrative) <i>Jane Eyre</i> (Oxford Bookworms, stage 6; prescribed novel for the academic year). Focusing on chapters 19-25. Language: Grammar Focus - Passive Voice - Relative Clauses - Reported Speech Writing Focus - Presenting information clearly and objectively - write a four-paragraph literary essay Literary Study: Elements & Devices
MYP Objectives	A – Listening B – Reading C – Speaking D – Writing		
Key concept	Identity		
Related concepts	Empathy, Meaning, Point of View		
Global context	Personal & Cultural Expression		
Statement of inquiry	By exploring how myths use narrative structure, symbolism, & point of view , students understand how stories from different cultures express identity , convey meaning , & promote empathy while reflecting ideas of fairness & human behavior.		

MYP Subject Overview
Language Acquisition – English
Grade 9 (MYP 4)

32 hours		ATL Skills	Content
Unit Title (1)	Conflict & Consequences The Pearl The Dinner Party	Thinking Skills – Critical Thinking - Use brainstorming and visual diagrams to generate new ideas and inquiries. - Practice flexible thinking — develop multiple opposing, contradictory and complementary arguments Communication Skills - Use a range of speaking techniques to communicate with a variety of audiences. - Use appropriate forms of writing for different purposes and audiences. - Use intercultural understanding to interpret communication. - Make inferences & draw conclusions	The Pearl (summer text) The Dinner Party - Literary devices related to the story - The Historical background of the British Colonization of India Grammar: - Complete Predicates - Subject-verb agreement - Tenses - Identify literary devices related to world of fiction and non-fiction. - Acquire and apply expressive vocabulary related to each text. - Differentiate facts from opinion Literary terms and elements of a short story text. - Cite textual evidence and supporting details to support analysis of the text. - Respond to written and spoken context. - Use language appropriate to a range of spoken interpersonal and cultural context. - Communicate ideas, information and feelings in familiar and unfamiliar situations. - Demonstrate comprehension in complete oral and written statements. - Practice writing paragraphs and essay structures. - Integrate knowledge and ideas. - Use present and past tenses in context. - Use tenses in context. - Understand & respond to written & spoken contexts. - Use language appropriate to a range of spoken interpersonal and cultural context. - Communicate ideas, information & feelings in familiar and unfamiliar situations.
MYP Objectives	A – Listening C – Speaking D – Writing		
Key concept	Communication		
Related concepts	Theme, Point of view, Bias		
Global context	Identities & Relationships explore how personal identity & societal roles influence actions & relationships, revealing underlying biases & conflicts.		
Statement of inquiry	Literary themes explore how individuals communicate desires & beliefs through different points of view , shaped by societal expectations & biases , influencing identity and relationships .		

MYP Subject Overview
Language Acquisition – English
Grade 9 (MYP 4)

32 hours		ATL Skills	Content
Unit Title (2)	Choices & Consequences The Lady or the Tiger, The Monkey's Paw	Thinking Skills – Creative Thinking • Use brainstorming and visual diagrams to generate new ideas and inquiries. • Practice flexible thinking—develop multiple opposing, contradictory and complementary arguments • Practice flexible thinking — develop multiple opposing, contradictory, and complementary arguments. Communication Skills • Make inferences and draw conclusions. • Use intercultural understanding to interpret communication. • Use a range of speaking techniques to communicate with a variety of audiences. • Use appropriate forms of writing for different purposes and audiences.	Literature: short stories The Lady or the Tiger (Short story) • Vocabulary The Monkey's Paw (Short story) • Various audio material Living online Tec. Addiction Grammar - Tenses - The Past Perfect - Identify literary devices in fiction and non-fiction texts. - Develop and use expressive vocabulary related to texts. - Distinguish between facts and opinions. - Analyze short stories using literary terms and textual evidence. - Respond effectively to written and spoken texts. - Use appropriate language in different interpersonal and cultural contexts. - Communicate ideas, information, and feelings in familiar and unfamiliar situations. - Demonstrate understanding through complete oral and written responses. - Practice paragraph and essay writing structures. - Integrate knowledge and ideas across texts and contexts. - Use present and past tenses accurately in context. - Understand the connection between language, purpose, and audience.
MYP Objectives	A – Listening B – Reading D – Writing		
Key concept	Communication		
Related concepts	Theme Context		
Global context	Identities & Relationships		
Statement of inquiry	Exploring themes of identity , human nature, & personal choice helps us understand how cultural contexts influence decisions & how consequences shape relationships		

MYP Subject Overview
Language Acquisition – English
 Grade 9 (MYP 4)

32 hours		ATL Skills	Content
Unit Title (3)	Relationships Stop the Sun	Thinking Skills – Creative Thinking - Use brainstorming and visual diagrams to generate new ideas and inquiries. - Practice flexible thinking—develop multiple opposing, contradictory and complementary arguments. - Practice flexible thinking by considering different interpretations and viewpoints. Thinking Skills – critical Thinking - Make inferences & draw conclusions using evidence from texts and visuals. - Interpret meaning, messages, and relationships presented in fiction and nonfiction texts. Communication Skills - Use a range of speaking techniques to communicate with a variety of audiences. - Use appropriate forms of writing for different purposes and audiences. - Use intercultural understanding to interpret communication	Short story: Stop the Sun Vocabulary list 3 Grammar - Future continuous - Conditional type (2) - The Passive Voice • Identify literary devices in fiction and non-fiction texts. • Build and apply expressive vocabulary related to texts. • Differentiate between facts and opinions. • Support text analysis with textual evidence and details. • Respond effectively to written and spoken texts. • Use appropriate language in different interpersonal and cultural contexts. • Communicate ideas, information, and feelings in familiar and unfamiliar situations. • Demonstrate comprehension through complete oral and written responses. • Practice paragraph and essay writing structures. • Integrate knowledge and ideas across contexts. • Use present, past, and perfect tenses accurately in context.
MYP Objectives	B – Reading D – Writing		
Key concept	Connections		
Related concepts	Context Empathy Message		
Global context	Identities & Relationships Human nature & human dignity		
Statement of inquiry	Exploring how context shapes messages about emotional struggle helps us develop empathy & understand the connections that influence identity, relationships, & human dignity.		

MYP Subject Overview
Language Acquisition – English
Grade 9 (MYP 4)

16 hours		ATL Skills	Content
Unit Title (4)	Wealth & Identity The Million Bank Note	Thinking Skills – Creative Thinking - Use brainstorming and visual diagrams to generate new ideas and inquiries. - Practice flexible thinking—develop multiple opposing, contradictory, and complementary arguments. - Make unexpected or unusual connections between objects and/or ideas. Thinking Skills – Critical Thinking - Make inferences and draw conclusions. - Use critical-literacy skills to analyse and interpret media communications. - Read critically and for comprehension. Communication Skills - Use a range of speaking techniques to communicate with a variety of audiences - Paraphrase accurately and concisely - Use and interpret a range of discipline-specific terms and symbols - Use appropriate forms of writing for different purposes and audiences - Use intercultural understanding to interpret communication Research Skills – - Take effective notes in class - Preview and skim texts to build understanding	Texts - Drama: The Million Pound Bank Note Grammar: The Reported Speech Audio: The History of Hand Gesture - Identify literary devices related to drama. - Understand the features of drama. - Identify the beliefs or values found in drama, and poetry. - Extend knowledge of the culture of the target language. - Infer meaning and draw conclusion - Acquire and apply expressive vocabulary related to each text. - Understand and respond to written and spoken contexts. - Use language appropriate to a range of spoken interpersonal and cultural context - Communicate ideas, information and feelings in familiar and unfamiliar situation. - Demonstrate comprehension in complete oral and written statements. - Develop critical and creative techniques for comprehension and construction of meaning. - Use punctuation in context - Use capitalization in context. - Understand and respond to written and spoken contexts.
MYP Objectives	A – Listening C – Speaking D – Writing		
Key concept	Communication		
Related concepts	Form Meaning Empathy		
Global context	Personal & cultural expression Students will examine how literature communicates cultural values & social attitudes, influencing identity, relationships, & our understanding of wealth and status.		
Statement of inquiry	Through satirical literary forms, communication helps us understand meaning about wealth & social perception as forms of personal and cultural expression , shaping identity, relationships, & empathy .		

MYP Subject Overview
Language Acquisition – English
 Grade 10 (MYP 5)

10

45 hours		ATL Skills	Content
Unit Title (1)	Word & Power	Thinking Skills – Critical Thinking - Gather and organize relevant information to formulate an argument. - Evaluate evidence and arguments - Draw reasonable conclusions and generalizations - Develop contrary or opposing arguments Communication Skills - Use appropriate forms of writing for different purposes and audiences - Read critically and for comprehension - Make inferences and draw conclusions - Organize and depict information logically - Structure information in summaries, essays and reports Self-management Skills – Organization - Plan short- and long-term assignments; meet deadlines. - Create plans to prepare for summative assessments (examinations and performances)	- Introductory classes on the Russian Revolution and the concepts of Communism, social classes, and specific political and sociological terminology. - Introduction and review of rhetorical devices. - Various audiovisual texts for understanding context - Animal Farm (novel—summer reading) - Academic terminology and technical vocabulary used in literary and non-fiction criticism. - The speeches were made by Brutus and Mark Anthony in Shakespeare’s Julius Caesar. - Study and analyse literary criticism, satire, fable, and allegory - Study linguistic components of persuasion: ethos, logos, pathos. - Study concepts such as Communism and social justice within the historical/political context of the Russian Revolution. - Device diagrams for extracting, inquiring and discussing new ideas based on themes. - Recognize different disciplines through the study of political content of prescribed texts. - Acquire and apply technical vocabulary as well as complex grammatical structures: Subjects & Predicates (simple & complete); Review of sentence parts: s.v.sc. & s.v.o.; Sentence Structures: simple, compound, complex, & compound-complex; (+/-) Adjectival & Adverbial Clauses - Writing paragraphs and study critical writing - Read specific passages for meaning, context clues, and styles. - Practice audio commensurate with DP-level requirements and formats.
MYP Objectives	B – Reading C – Speaking D – Writing		
Key concept	Communication		
Related concepts	Stylistic choices Context, Audience		
Global context	Fairness & Development Students will examine how people are influenced to the detriment of their rights and lives.		
Statement of inquiry	The willful manipulation of words has often aided leaders throughout history in cementing their power over societies.		

MYP Subject Overview
Language Acquisition – English
Grade 10 (MYP 5)

10

25 hours		ATL Skills	Content
Unit Title (2)	Man vs Nature & His Own	Thinking Skills – Critical Thinking - Gather and organize relevant information to formulate an argument. - Evaluate evidence and arguments. - Draw reasonable conclusions and generalizations. - Develop contrary or opposing arguments. Communication Skills - Use appropriate forms of writing for different purposes and audiences. - Read critically and for comprehension - Make inferences and draw conclusions - Organize and depict information logically - Structure information in summaries, essays and reports Self-management Skills – Organization - Plan short- and long-term assignments; meet deadlines - Create plans to prepare for summative assessments (examinations and performances)	- Introductory classes on the impact of humans on nature and their society. - Further review of rhetorical devices. - Various audiovisual texts for understanding context. - The Most Dangerous Game (short story). - The Boar Hunt (short story). - The Cask of Amontillado (short story). - Academic terminology and technical vocabulary used in literary and non-fiction criticism. - Further studies in literary criticism of written forms. - Study concepts such as game hunting, consumption, and revenge. - Device diagrams for extracting, inquiring and discussing new ideas based on themes. - Acquire and apply technical vocabulary as well as complex grammatical structures: Sentence Fragments and Run-Ons. - Writing paragraphs and studying critical writing structure and techniques (textbook page 644). - Read specific passages for meaning, context clues, and styles. - Practice audio commensurate with DP-level requirements and formats.
MYP Objectives	A – Listening C – Speaking D – Writing		
Key concept	Communication		
Related concepts	Stylistic choices Theme		
Global context	Identities & Relationships Students will examine how man's nature has difficulties coexisting with his surroundings.		
Statement of inquiry	Authors use different styles in their stories to communicate the theme of man and nature, often identifying him as a destroyer		

MYP Subject Overview
Language Acquisition – English
 Grade 10 (MYP 5)

10

40 hours		ATL Skills	Content
Unit Title (3)	Beliefs & Values	Thinking skills – Critical Thinking - Gather and organize relevant information to formulate an argument. - Evaluate evidence and arguments. - Draw reasonable conclusions and generalizations. Communication skills: - Use appropriate forms of writing for different purposes and audiences. - Read critically and for comprehension. - Make inferences and draw conclusions. - Organize and depict information logically - Structure information in summaries, essays and reports.	The Cask of Amontillado (short story) 6 Monster Legends from Around the World (blog) The Village (movie) Man from the South (short story) - Academic terminology and technical vocabulary used in literary and non-fiction criticism; Gothic literature - Further studies in literary criticism of written forms–blog in specific - Study concepts such as <i>values</i> and <i>beliefs</i>. - Device diagrams for extracting, inquiring and discussing new ideas based on themes - Acquire and apply technical vocabulary as well as complex grammatical structures: Sentence Fragments, Run-Ons, Punctuation, Conditionals, The Passive Voice & Present/Past Participle phrases - Read specific passages for meaning, context clues, and styles. - Practice audio listening activities aligned with higher coursework level.
MYP Objectives	A – Listening B – Reading C – Speaking D – Writing		
Key concept	Communication		
Related concepts	Stylistic choices Format Message		
Global context	Identities & Relationships Students will explore the different ways beliefs & values shape the culture & identities of individuals & nations		
Statement of inquiry	Different text types and styles communicate ideas which reflect values and beliefs that shape culture and identity.		

MYP Subject Overview
Language Acquisition – English
Grade 10 (MYP 5)

10

20 hours		ATL Skills	Content
Unit Title (4)	What's in a poem?	Communication skills: - Make inferences & draw conclusions Thinking skills – Creative thinking - Practice flexible thinking—develop multiple opposing, contradictory & complementary arguments	1) Literary study: - Poetic devices and elements - Introductory text: Fire and Ice - Texts to be studied (poems): - Mother to Son - Speech to the Young - Child on Top of a Greenhouse - I Stepped from Plank to Plank - Identity - Anyone lived in a pretty how town - assorted videos (audio-visual texts) - Application of basic elements of poetry such as: stanza, rhyme, imagery, free verse, characterization and others. - Analytical study of text types in relation to style, conventions, cultural identity, and context. 2) Language study: - Vocabulary: students learn new words from the poems and poetic expressions to be used in their analytical commentary. - Reading and writing skills: learning how to write short literary comments - Grammar: learning sentence types for syntactic understanding of poems. 3) Thematic links: - Beauty and the simple things in life: How do poems and videos express them? - American Civil Rights Movement: How did it affect poets of the time? - 21st century identity: What are the challenges of the century enshrined in today's poems? How are they reflected in audio-visual texts?
MYP Objectives	A – Listening		
Key concept	Communication		
Related concepts	Context Stylistic choices		
Global context	Identities & Relationships Different ideas & experiences form our identities & affect how we relate to others		
Statement of inquiry	Poetry communicates identity, culture, & human experience through stylistic choices & varied contexts		

