

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

25 hours		ATL Skills	Content
<b>Unit Title (1)</b>	<b>Me vs. The World</b>	<p><b>Communication Skills</b></p> <ul style="list-style-type: none"> <li>- Make inferences and draw conclusions</li> <li>- Use and interpret a range of discipline-specific terms and symbols</li> <li>- Use intercultural understanding to interpret communication</li> <li>- Use intercultural understanding to interpret communication</li> <li>- Preview and skim texts to build understanding</li> <li>- Use and interpret a range of discipline-specific terms and symbols</li> <li>- Paraphrase accurately and concisely</li> <li>- Read critically and for comprehension</li> <li>- Take effective notes in class</li> <li>- Make inferences and draw conclusions</li> <li>- Use and interpret a range of discipline-specific terms and symbols</li> <li>- Use a variety of speaking techniques to communicate with a variety of audiences</li> </ul> <p><b>Thinking Skills</b></p> <ul style="list-style-type: none"> <li>- Practise observing carefully in order to recognize problems</li> <li>- Make unexpected or unusual connections between objects and/or ideas.</li> <li>- Make unexpected or unusual connections between objects and/or ideas</li> </ul>	<p><b>Literature: Fiction</b> <i>Ghost of the Lagoon (Short story)</i> <i>Life Doesn't Frighten Me (Poem)</i> <i>On Turning Ten (Poem)</i></p> <p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>• Revision of basic grammar skills</li> <li>• parts of a sentence (subject, verb predicate, object)</li> <li>• subject-verb agreement</li> <li>• sentence structures</li> </ul> <p><b>Story &amp; Plot Elements</b> <b>Figurative Language</b></p>
<b>MYP Objectives</b>	A – Listening B – Reading C – Speaking		
<b>Key concept</b>	<b>Identity</b>		
<b>Related concepts</b>	<b>Meaning Message</b>		
<b>Global context</b>	<b>Identities &amp; Relationships</b>		
<b>Statement of inquiry</b>	<b>Messages and meanings</b> in various literary texts help perceive people's <b>identities</b> and personality traits.		

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30 hours		ATL Skills	Content
<b>Unit Title (2)</b>	<b>What would you do?</b>	<b>Communication Skills</b> <ul style="list-style-type: none"> <li>- Use and interpret a range of discipline-specific terms and symbols</li> <li>- Use a variety of speaking techniques to communicate with a variety of audiences</li> <li>- Use and interpret a range of discipline-specific terms and symbols</li> <li>- Use appropriate forms of writing for different purposes and audiences</li> <li>- Organize and depict information logically</li> <li>- Use brainstorming and visual diagrams to generate new ideas &amp; inquiries</li> <li>- Write for different purposes</li> </ul>	<b>Literature: Fiction</b> <ul style="list-style-type: none"> <li>• <b>The School Play (Short story)</b></li> <li>• <b>In a Neighborhood in Los Angeles (Poem)</b></li> <li>• <b>For Gwen, 1969 (Poem)</b></li> </ul> <b>Writing: Paragraph structure</b> <b>Grammar:</b> <ul style="list-style-type: none"> <li>• <b>Auxiliary verbs</b></li> <li>• <b>Present Simple &amp; Present Continuous</b></li> </ul>
<b>MYP Objectives</b>	<b>C – Speaking</b> <b>D – Writing</b>		
<b>Key concept</b>	<b>Connections</b>		
<b>Related concepts</b>	<b>Word Choice</b> <b>Context</b>		
<b>Global context</b>	<b>Identities &amp; relationships</b> Self-esteem & role models		
<b>Statement of inquiry</b>	Literary texts <b>connect</b> people across the world using different <b>contexts</b> and <b>word choice</b> that relate to role models and one's own self esteem.		

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25 hours		ATL Skills	Content
<b>Unit Title (3)</b>	<b>Civilizations &amp; Social Histories</b>	<b>Communication Skills</b> <ul style="list-style-type: none"> <li>- Make inferences and draw conclusions.</li> <li>- Paraphrase accurately and concisely.</li> <li>- Preview and skim texts to build understanding.</li> <li>- Read critically and for comprehension.</li> <li>- Take effective notes in class.</li> <li>- Use a variety of speaking techniques to communicate with a variety of audiences</li> <li>- Use and interpret a range of discipline-specific terms and symbols.</li> <li>- Use intercultural understanding to interpret communication.</li> </ul> <b>Thinking skills – Creative Thinking</b> <ul style="list-style-type: none"> <li>- Make unexpected or unusual connections between objects and/or ideas.</li> </ul>	<b>Literary non-fiction:</b> <ul style="list-style-type: none"> <li>• Role Playing and Discovery (personal narrative)</li> <li>• The Life and Adventures of Nat Love (autobiography)</li> </ul> <b>Public speaking skills:</b> <ul style="list-style-type: none"> <li>• How to present in front of an audience (presentation skills)</li> </ul> <b>Grammar:</b> <ul style="list-style-type: none"> <li>• Past Simple &amp; Present Continuous Tense</li> <li>• Prepositional Phrases</li> </ul>
<b>MYP Objectives</b>	<b>B – Reading C – Speaking</b>		
<b>Key concept</b>	<b>Communication</b>		
<b>Related concepts</b>	<b>Context Purpose</b>		
<b>Global context</b>	<b>Orientation in Space &amp; Time</b> Exploration: Civilizations & social histories		
<b>Statement of inquiry</b>	Our civilizations and social histories can be expressed through <b>contexts &amp; purposes</b> of non-fiction literary texts.		

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25 hours		ATL Skills	Content
<b>Unit Title (4)</b>	<b>Myths: Timeless Tales with Timeless Lessons</b>	<p><b>Communication Skills</b></p> <ul style="list-style-type: none"> <li>- Make inferences and draw conclusions.</li> <li>- Use a variety of speaking techniques to communicate with a variety of audiences</li> <li>- Use and interpret a range of discipline-specific terms and symbols.</li> <li>- Use intercultural understanding to interpret communication.</li> </ul> <p><b>Thinking Skills</b></p> <ul style="list-style-type: none"> <li>- Practice observing carefully in order to recognize problems.</li> <li>- Make unexpected or unusual connections between objects and/or ideas</li> </ul>	<p><b>Literature: Mythology</b></p> <ul style="list-style-type: none"> <li>• Arachne (Greek Myth)</li> <li>• The Story of Apollo's Tree (Greek Myth)</li> <li>• The Golden Touch: King Midas (Greek Myth)</li> </ul> <p><b>Vocabulary</b></p> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>• Present Perfect Verb Tense</li> <li>• Quantifiers</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Paragraph Structure</li> </ul> <p>• <b>Audio Recordings</b></p>
<b>MYP Objectives</b>	<b>A – Listening</b> <b>C – Speaking</b>		
<b>Key concept</b>	<b>Culture</b>		
<b>Related concepts</b>	<b>Message Meaning</b>		
<b>Global context</b>	<b>Personal &amp; Cultural expression</b> Exploration: Belief systems		
<b>Statement of inquiry</b>	Folktales express <b>cultural</b> belief systems through <b>message</b> and <b>meaning</b> .		

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25 hours		ATL Skills	Content
<b>Unit Title (1)</b>	<b>We are in This Together</b>	<p><b>Communication Skills</b></p> <ul style="list-style-type: none"> <li>- Make inferences and draw conclusions.</li> <li>- Use and interpret a range of discipline-specific terms and symbols</li> <li>- Use intercultural understanding to interpret communication.</li> <li>- Use a variety of speaking techniques to communicate with a variety of audiences</li> </ul> <p><b>Thinking Skills</b></p> <ul style="list-style-type: none"> <li>- Practise observing carefully in order to recognize problems.</li> <li>- Make unexpected or unusual connections between objects and/or ideas</li> </ul>	<p><b>The Language of Literature:</b></p> <ul style="list-style-type: none"> <li>- Fiction vs Nonfiction</li> <li>- Literary techniques and elements of fiction</li> <li>- Nadia the Willful</li> <li>- Summer of Fire</li> </ul> <p><b>Solutions Unit 1:</b></p> <p><b>Non-fiction: All about you</b></p> <p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>- Present Simple</li> <li>- Present Continuous</li> </ul> <p><b>Articles</b></p>
<b>MYP Objectives</b>	<b>A – Listening</b> <b>C – Speaking</b>		
<b>Key concept</b>	<b>Connections</b>		
<b>Related concepts</b>	<b>Structure</b> <b>Message</b> <b>Empathy</b>		
<b>Global context</b>	<b>Identities &amp; Relationships</b> Human nature & human dignity		
<b>Statement of inquiry</b>	Literary texts reflecting human nature and dignity can promote <b>empathy</b> among people through <b>messages</b> communicated in different <b>structures</b>		

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20 hours		ATL Skills	Content
<b>Unit Title (2)</b>	<b>Under The Spot</b>	<p><b>Communication Skills</b></p> <ul style="list-style-type: none"> <li>- Exchanging thoughts, messages and information effectively through interaction.</li> <li>- Make inferences and draw conclusions.</li> <li>- Negotiate ideas and knowledge with peers and teachers.</li> <li>- Structure information in summaries, essays and reports.</li> <li>- Use and interpret a range of discipline-specific terms and symbols.</li> <li>- Use appropriate forms of writing for different purposes and audiences. Organize and depict information logically.</li> <li>- Use brainstorming and visual diagrams to generate new ideas and inquiries.</li> <li>- Use intercultural understanding to interpret communication.</li> <li>- Write for different purposes.</li> </ul> <p><b>Thinking Skills</b></p> <ul style="list-style-type: none"> <li>- Practice observing carefully in order to recognize problems.</li> <li>- Make unexpected or unusual connections between objects and/or ideas.</li> <li>- Consider ideas from multiple perspectives.</li> <li>- Gather and organize relevant information to formulate an argument.</li> </ul> <p><b>Social Skills</b></p> <ul style="list-style-type: none"> <li>- Listen actively to other perspectives and ideas.</li> <li>- Negotiate effectively.</li> </ul>	<p>Audio-Visual Text: <b>Prince Among Slaves</b> <b>I'm Nobody! Who Are You?</b></p> <p><b>Vocabulary</b></p> <p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>• Past Simple &amp; Past Continuous</li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>• Sentence Structure &amp; Subject-Verb Agreement.</li> <li>• Paragraph Structure</li> </ul>
<b>MYP Objectives</b>	A – Listening D – Writing		
<b>Key concept</b>	<b>Communication</b>		
<b>Related concepts</b>	<b>Message Audience</b>		
<b>Global context</b>	<b>Identities &amp; Relationships</b>		
<b>Statement of inquiry</b>	People can use different means of <b>communication</b> to <b>express</b> their <b>identity</b> and convey certain <b>messages</b> to different <b>audiences</b> , which shapes perception and understanding in social and intercultural contexts.		

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35 hours		ATL Skills	Content
<b>Unit Title (3)</b>	<b>Days of our Lives</b>	<p><b>Communication Skills:</b></p> <ul style="list-style-type: none"> <li>- Make inferences and draw conclusions.</li> <li>- Take effective notes in class.</li> <li>- Read critically and for comprehension.</li> <li>- Paraphrase accurately and concisely.</li> <li>- Use and interpret a range of discipline-specific terms and symbols.</li> <li>- Preview and skim texts to build understanding</li> <li>- Use intercultural understanding to interpret communication</li> <li>- Use and interpret a range of discipline-specific terms and symbols.</li> <li>- Use appropriate forms of writing for different purposes and audiences.</li> <li>- Organize and depict information logically.</li> <li>- Use brainstorming and visual diagrams to generate new ideas and inquiries.</li> <li>- Structure information in summaries, essays and reports.</li> <li>- Write for different purposes</li> </ul> <p><b>Thinking Skills</b></p> <ul style="list-style-type: none"> <li>- Make unexpected or unusual connections between objects and/or ideas</li> </ul>	<p><b>Texts (non-fiction):</b></p> <ul style="list-style-type: none"> <li>- <i>Oh Broom, Get to Work!</i></li> <li>- <i>The Story of My Life</i></li> </ul> <p><b>More on Essay Structure</b></p> <ul style="list-style-type: none"> <li>- Introduction: attention grabber and thesis statement.</li> <li>- Body</li> <li>- Conclusion</li> </ul> <p><b>Vocabulary</b></p>
<b>MYP Objectives</b>	<b>B – Reading</b> <b>D – Writing</b>		
<b>Key concept</b>	<b>Communication</b>		
<b>Related concepts</b>	<b>Word choice</b> <b>Purpose</b> <b>Point of view</b>		
<b>Global context</b>	<b>Personal &amp; Cultural Expression</b> Beliefs		
<b>Statement of inquiry</b>	Writers can <b>express</b> themselves and their <b>cultural beliefs</b> through the <b>point of view</b> from which they <b>communicate</b> their texts & the <b>words they choose</b> to achieve this <b>purpose</b> .		

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30 hours		ATL Skills	Content
<b>Unit Title (4)</b>	<b>Stories Across Cultures</b>	<p><b>Communication Skills:</b></p> <ul style="list-style-type: none"> <li>- Make inferences and draw conclusions.</li> <li>- Organize and depict information logically.</li> <li>- Paraphrase accurately and concisely.</li> <li>- Preview and skim texts to build understanding.</li> <li>- Read critically and for comprehension.</li> <li>- Structure information in summaries, essays and reports.</li> <li>- Take effective notes in class.</li> <li>- Use and interpret a range of discipline-specific terms and symbols.</li> <li>- Use appropriate forms of writing for different purposes and audiences.</li> <li>- Use intercultural understanding to interpret communication.</li> <li>- Write for different purposes.</li> </ul> <p><b>Thinking Skills – Creative Thinking:</b></p> <ul style="list-style-type: none"> <li>- Make unexpected or unusual connections between objects and/or ideas.</li> <li>- Use brainstorming and visual diagrams to generate new ideas and inquiries.</li> </ul>	<p><b>Chinatown</b> (selected literary and informational texts) Short stories, memoir excerpts, and articles related to immigration and cultural identity</p> <p><b>Language Skills</b></p> <ul style="list-style-type: none"> <li>• Reading comprehension</li> <li>• Point of view</li> <li>• Literary devices</li> <li>• Essay writing</li> <li>• Vocabulary related to culture, traditions, and identity</li> </ul> <p><b>Writing Focus</b></p> <ul style="list-style-type: none"> <li>• Introduction with hook and thesis statement</li> <li>• Body paragraphs with supporting evidence</li> <li>• Conclusion</li> </ul>
<b>MYP Objectives</b>	<b>B – Reading</b> <b>D – Writing</b>		
<b>Key concept</b>	<b>Communication</b>		
<b>Related concepts</b>	<b>Culture, Purpose</b> <b>Point of view</b> <b>Audience</b>		
<b>Global context</b>	<b>Personal &amp; Cultural Expression</b> Exploration: Identity, traditions, & cultural diversity		
<b>Statement of inquiry</b>	Communities express their <b>cultural identity</b> through traditions, language, and <b>personal</b> experiences, which shape the way people <b>communicate</b> and understand different perspectives.		

**MYP Subject Overview**  
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**Grade 8 (MYP 3)**

30 hours		ATL Skills	Content
<b>Unit Title (1)</b>	<b>Sharing Perspectives Through Literature</b>	<p><b>Thinking Skills:</b></p> <ul style="list-style-type: none"> <li>- 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]</li> <li>- Evaluate how authors use language, style, and context to shape meaning.</li> <li>- Draw conclusions about themes such as dignity, empathy, and second chances [e.g., linking reading discussions to theme].</li> <li>- Consider alternative perspectives by debating different interpretations of the text.</li> </ul> <p><b>Communication skills:</b></p> <ul style="list-style-type: none"> <li>- Use appropriate oral and written formats to express personal responses to literature.</li> <li>- Read critically and for comprehension to identify messages and meanings in fiction texts [class discussions; worksheets with targeted questions; argument evaluation; verbal/written feedback]</li> <li>- Make inferences about character motivation and relationships and draw conclusions.</li> <li>- Organize and depict ideas logically in oral tasks and written reflections [draw brainstorming chart and arrange relevant ideas into paragraphs]</li> <li>- Structure information effectively in summaries and oral presentations.</li> </ul> <p><b>Self-management skills</b></p> <ul style="list-style-type: none"> <li>- Plan short- and long-term assignments, meeting deadlines</li> <li>- 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]</li> <li>- Reflect on feedback to improve speaking, reading, and writing tasks.</li> <li>- Set personal goals for improving the use of academic vocabulary or empathy in discussions.</li> <li>- Reflect on how communication of ideas has developed throughout the unit to recognize personal growth.</li> </ul>	<p><b>Literature: Fiction</b></p> <ul style="list-style-type: none"> <li>- <b>Wuthering Heights [Summer Reading]</b></li> <li>- <b>Thank You, M'am</b></li> </ul> <p><b>Language Focus:</b></p> <ul style="list-style-type: none"> <li>• Present Simple</li> <li>• Present Continuous</li> <li>• Academic vocabulary related to empathy, dignity, and identity.</li> </ul> <p><b>Literary Focus: Elements &amp; Devices</b></p> <ul style="list-style-type: none"> <li>• Short story and novel analysis (<i>Thank You, M'am</i> and <i>Wuthering Heights</i>).</li> <li>• Literary elements: plot, setting, characters, themes, point of view and conflicts.</li> <li>• Literary devices: simile, imagery, symbolism, irony, foreshadowing, tone, mood.</li> </ul> <p><b>Writing Focus</b></p> <ul style="list-style-type: none"> <li>• Rules and structure of paragraph writing</li> <li>• Paragraph writing: topic sentence, supporting details, concluding statement.</li> <li>• Critical response writing</li> </ul> <p><b>Skills Developed</b></p> <ul style="list-style-type: none"> <li>• Apply grammar structures (Present Simple &amp; Present Continuous) accurately in speech and writing.</li> <li>• Analyze literary elements and devices to interpret meaning</li> <li>• Identify and explain themes related to identity, dignity, and empathy</li> <li>• Organize and communicate ideas effectively in oral and written formats.</li> <li>• Reflect on personal and social connections to literature.</li> </ul>
<b>MYP Objectives</b>	<b>B – Reading C – Speaking D – Writing</b>		
<b>Key concept</b>	<b>Communication</b>		
<b>Related concepts</b>	<b>Purpose Empathy Conventions</b>		
<b>Global context</b>	<b>Identities &amp; Relationships</b> Understanding human nature & the right to dignity through empathy & communication		
<b>Statement of inquiry</b>	Literature uses <b>communication</b> to express <b>identities</b> and perspectives, fostering <b>empathy</b> & insight into human <b>relationships</b> .		

30 hours		ATL Skills	Content
<b>Unit Title (2)</b>	<b>Interpreting Voices Through Literature</b>	<p><b>Thinking Skills</b></p> <ul style="list-style-type: none"> <li>- Analyze how structure, language, and imagery shape a text's message and purpose (practice highlighting imagery, analyzing sentence structure, and commenting on language choices)</li> <li>- Use textual evidence effectively to support interpretation and written analysis (reading selected passages, trace plot and theme map, extract key vocabulary)</li> <li>- Draw conclusions about themes such as dignity, empath (link readings to theme discussions)</li> </ul> <p><b>Communication skills</b></p> <ul style="list-style-type: none"> <li>- Read critically and make inferences to draw conclusions about meaning and message (analyze selected passages, discussions, targeted worksheets, feedback)</li> <li>- Organize information logically (brainstorming charts, paragraph structuring)</li> <li>- Structure information in summaries and essays (review samples, guided worksheets, draft writing)</li> </ul> <p><b>Self-management skills</b></p> <ul style="list-style-type: none"> <li>- Strengthen argument development and refine writing (reflecting on teacher and peer feedback)</li> <li>- Manage time effectively (scheduling tasks, tracking homework, managing timed reading/writing exercises)</li> </ul>	<p><b>Literature: Fiction/Nonfiction</b></p> <ul style="list-style-type: none"> <li>• <b>The War of the Wall</b> by Toni Cade Bambara (short story)</li> <li>• <b>From the Autobiography of Malcolm X</b> (Autobiography)</li> <li>• <b>Song of Myself</b> (poetry)</li> <li>• <b>Jane Eyre</b> (Oxford Bookworms, Level 6; Ch 3-9)</li> </ul> <p><b>Language: Grammar Focus</b></p> <ul style="list-style-type: none"> <li>• Present perfect simple and continuous (</li> <li>• Past simple and continuous</li> <li>• Subject-Verb Agreement</li> <li>• Types of clauses</li> <li>• Types of sentences: simple, compound, complex, compound-complex</li> </ul> <p><b>Word Study</b></p> <ul style="list-style-type: none"> <li>• Prefixes: form, meaning, and how they change word function/meaning</li> </ul> <p><b>Writing Focus</b></p> <ul style="list-style-type: none"> <li>• Rules and structure of essay writing (structured literary essay)</li> <li>• Critical response writing</li> </ul> <p><b>Literary Study: Elements &amp; Devices</b></p> <ul style="list-style-type: none"> <li>• Literary elements: setting, characters, POV, plot, conflicts and themes.</li> <li>• Literary devices: simile, imagery, symbolism, irony, foreshadowing, tone, mood, etc.</li> </ul> <p><b>Skills Developed</b></p> <ul style="list-style-type: none"> <li>• Grammar structures (Present Simple &amp; Present Continuous) accurately in speech &amp; writing</li> <li>• Analyze literary elements &amp; devices to interpret meaning</li> <li>• Identify &amp; explain themes related to identity, dignity, &amp; empathy</li> <li>• Organize &amp; communicate ideas effectively in oral &amp; written formats</li> <li>• Reflect on personal &amp; social connections to literature</li> </ul>
<b>MYP Objectives</b>	<b>A – Listening</b> <b>D – Writing</b>		
<b>Key concept</b>	<b>Communication</b>		
<b>Related concepts</b>	<b>Context, Structure</b> <b>Message, Purpose</b>		
<b>Global context</b>	<b>Fairness &amp; Development</b> Examine how authors use communication through context, purpose, structure, & message to express fairness, empathy, question injustice, & inspire both personal & social growth.		
<b>Statement of inquiry</b>	By interpreting how authors use <b>context, structure, &amp; purpose</b> to shape <b>messages</b> , readers develop empathy, challenge <b>injustice</b> , & inspire <b>fairness</b> & understanding across societies.		

30 hours		ATL Skills	Content
<b>Unit Title (3)</b>	<b>Nothing Stays the Same</b>	<p><b>Thinking Skills</b></p> <ul style="list-style-type: none"> <li>- 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)</li> <li>- Use textual evidence effectively to support interpretation and written analysis (read selected poems, trace themes, extract key vocabulary)</li> <li>- Draw conclusions about themes such as love, sacrifice, and change (link readings to theme discussions)</li> </ul> <p><b>Communication skills</b></p> <ul style="list-style-type: none"> <li>- Read and listen critically to interpret meaning and message (analyze selected passages, participate in discussions, complete targeted worksheets)</li> <li>- Organize ideas logically in oral presentations (use brainstorming charts, mind maps, and structured notes)</li> <li>- Express interpretations clearly using appropriate vocabulary (review sample responses, guided exercises, and draft practice)</li> </ul> <p><b>Self-management skills</b></p> <ul style="list-style-type: none"> <li>• Prepare, rehearse, and deliver oral presentations effectively (plan, practice, and refine delivery)</li> <li>• Apply feedback to improve spoken and written work (reflect on teacher and peer feedback)</li> <li>• Manage time effectively during preparation and presentation tasks (schedule rehearsals, track progress, and meet deadlines)</li> </ul>	<p><b>Literary Texts</b> <b>The Highwayman</b> – Alfred Noyes (narrative poem) <b>Jane Eyre</b> (Oxford Bookworms, Level 6; prescribed novel for the academic year) <b>Language:</b> <b>Grammar Focus</b></p> <ul style="list-style-type: none"> <li>• Capitalization</li> <li>• Punctuation</li> <li>• Reported Speech</li> </ul> <p><b>Writing Focus</b></p> <ul style="list-style-type: none"> <li>• Writing a structured news article</li> <li>• Presenting information clearly and objectively</li> </ul> <p><b>Literary Study: Elements &amp; Devices</b></p> <ul style="list-style-type: none"> <li>• Literary elements: setting, characters, POV, plot, conflicts and themes.</li> <li>• Literary devices: narrative voice, structure &amp; rhyme, imagery and symbolism, tone &amp; mood.</li> </ul> <p><b>Skills Developed</b></p> <ul style="list-style-type: none"> <li>• Apply grammar structures (Present Simple &amp; Present Continuous) accurately in speech and writing</li> <li>• Analyze literary elements and devices to interpret meaning</li> <li>• Identify and explain themes related to identity, dignity, and empathy</li> <li>• Organize and communicate ideas effectively in oral and written formats</li> <li>• Reflect on personal and social connections to literature</li> </ul>
<b>MYP Objectives</b>	<b>C – Speaking</b> <b>D – Writing</b>		
<b>Key concept</b>	<b>Creativity</b>		
<b>Related concepts</b>	<b>Structure, Message, Empathy</b>		
<b>Global context</b>	<p><b>Personal &amp; Cultural Expression</b></p> <p>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.</p>		
<b>Statement of inquiry</b>	By interpreting how authors use <b>structure</b> & language in narrative poetry communicates universal <b>messages</b> of love, <b>empathy</b> , & change, reflecting <b>personal &amp; cultural</b> human experiences.		

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Grade 8 (MYP 3)

30 hours		ATL Skills	Content
<b>Unit Title (4)</b>	<b>Tales from Around the World</b>	<p><b>Thinking Skills</b></p> <ul style="list-style-type: none"> <li>Analyze narrative structure, symbolism, and character actions in myths</li> <li>Identify cause-and-effect relationships related to pride, punishment, and fate</li> <li>Draw conclusions about moral lessons in myths</li> </ul> <p><b>Communication Skills</b></p> <ul style="list-style-type: none"> <li>Listen actively to identify key ideas and details in spoken myths</li> <li>Read critically to analyze literary devices and meaning</li> <li>Express ideas clearly in oral responses using appropriate academic vocabulary</li> </ul> <p><b>Self-management skills</b></p> <ul style="list-style-type: none"> <li>Prepare for listening and speaking assessments effectively</li> <li>Apply feedback to improve oral and written responses</li> <li>Manage time during in-class preparation and assessment tasks</li> </ul>	<p><b>Literary Texts</b></p> <ul style="list-style-type: none"> <li>Narcissus (Greek myth – fictional narrative)</li> <li><i>Jane Eyre</i> (Oxford Bookworms, stage 6; prescribed novel for the academic year). Focusing on chapters 19-25.</li> </ul> <p><b>Language:</b></p> <p><b>Grammar Focus</b></p> <ul style="list-style-type: none"> <li>Passive Voice</li> <li>Relative Clauses</li> <li>Reported Speech</li> </ul> <p><b>Writing Focus</b></p> <ul style="list-style-type: none"> <li>Presenting information clearly and objectively</li> <li>write a four-paragraph literary essay</li> <li><b>Literary Study: Elements &amp; Devices</b></li> </ul>
<b>MYP Objectives</b>	A – Listening B – Reading C – Speaking D – Writing		
<b>Key concept</b>	Identity		
<b>Related concepts</b>	Empathy, Meaning, Point of View		
<b>Global context</b>	Personal & Cultural Expression		
<b>Statement of inquiry</b>	By exploring how myths use narrative structure, symbolism, & <b>point of view</b> , students understand how stories from different cultures express <b>identity</b> , convey <b>meaning</b> , & promote <b>empathy</b> while reflecting ideas of fairness & human behavior.		

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

32 hours		ATL Skills	Content
<b>Unit Title (1)</b>	<b>Conflict &amp; Consequences</b> <b>The Pearl</b> <b>The Dinner Party</b>	<p><b>Thinking Skills – Critical Thinking</b></p> <ul style="list-style-type: none"> <li>Use brainstorming and visual diagrams to generate new ideas and inquiries.</li> <li>Practice flexible thinking — develop multiple opposing, contradictory and complementary arguments</li> </ul> <p><b>Communication Skills</b></p> <ul style="list-style-type: none"> <li>Use a range of speaking techniques to communicate with a variety of audiences.</li> <li>Use appropriate forms of writing for different purposes and audiences.</li> <li>Use intercultural understanding to interpret communication.</li> <li>Make inferences &amp; draw conclusions</li> </ul>	<p><b>The Pearl (summer text)</b> <b>The Dinner Party</b></p> <ul style="list-style-type: none"> <li>Literary devices related to the story</li> <li>The Historical background of the British Colonization of India</li> </ul> <p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>Complete Predicates</li> <li>Subject-verb agreement</li> <li>Tenses</li> <li>Identify literary devices related to world of fiction and non-fiction.</li> <li>Acquire and apply expressive vocabulary related to each text.</li> <li>Differentiate facts from opinion Literary terms and elements of a short story text.</li> <li>Cite textual evidence and supporting details to support analysis of the text.</li> <li>Respond to written and spoken context.</li> <li>Use language appropriate to a range of spoken interpersonal and cultural context.</li> <li>Communicate ideas, information and feelings in familiar and unfamiliar situations.</li> <li>Demonstrate comprehension in complete oral and written statements.</li> <li>Practice writing paragraphs and essay structures.</li> <li>Integrate knowledge and ideas.</li> <li>Use present and past tenses in context.</li> <li>Use tenses in context.</li> <li>Understand &amp; respond to written &amp; spoken contexts.</li> <li>Use language appropriate to a range of spoken interpersonal and cultural context.</li> <li>Communicate ideas, information &amp; feelings in familiar and unfamiliar situations.</li> </ul>
<b>MYP Objectives</b>	A – Listening C – Speaking D – Writing		
<b>Key concept</b>	<b>Communication</b>		
<b>Related concepts</b>	<b>Theme, Point of view, Bias</b>		
<b>Global context</b>	<b>Identities &amp; Relationships</b> explore how personal identity & societal roles influence actions & relationships, revealing underlying biases & conflicts.		
<b>Statement of inquiry</b>	Literary <b>themes</b> explore how individuals <b>communicate</b> desires & beliefs through different <b>points of view</b> , shaped by <b>societal expectations &amp; biases</b> , influencing <b>identity and relationships</b> .		

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

32 hours		ATL Skills	Content
<b>Unit Title (2)</b>	<b>Choices &amp; Consequences</b> <b>The Lady or the Tiger,</b> <b>The Monkey's Paw</b>	<p><b>Thinking Skills – Creative Thinking</b></p> <ul style="list-style-type: none"> <li>• Use brainstorming and visual diagrams to generate new ideas and inquiries.</li> <li>• Practice flexible thinking—develop multiple opposing, contradictory and complementary arguments</li> <li>• Practice flexible thinking — develop multiple opposing, contradictory, and complementary arguments.</li> </ul> <p><b>Communication Skills</b></p> <ul style="list-style-type: none"> <li>• Make inferences and draw conclusions.</li> <li>• Use intercultural understanding to interpret communication.</li> <li>• Use a range of speaking techniques to communicate with a variety of audiences.</li> <li>• Use appropriate forms of writing for different purposes and audiences.</li> </ul>	<p><b>Literature: short stories</b> <b>The Lady or the Tiger (Short story)</b></p> <ul style="list-style-type: none"> <li>• Vocabulary</li> </ul> <p><b>The Monkey's Paw (Short story)</b></p> <ul style="list-style-type: none"> <li>• Various audio material</li> </ul> <p><b>Living online</b> <b>Tec. Addiction</b> <b>Grammar</b></p> <ul style="list-style-type: none"> <li>- Tenses</li> <li>- The Past Perfect</li> <li>- Identify literary devices in fiction and non-fiction texts.</li> <li>- Develop and use expressive vocabulary related to texts.</li> <li>- Distinguish between facts and opinions.</li> <li>- Analyze short stories using literary terms and textual evidence.</li> <li>- Respond effectively to written and spoken texts.</li> <li>- Use appropriate language in different interpersonal and cultural contexts.</li> <li>- Communicate ideas, information, and feelings in familiar and unfamiliar situations.</li> <li>- Demonstrate understanding through complete oral and written responses.</li> <li>- Practice paragraph and essay writing structures.</li> <li>- Integrate knowledge and ideas across texts and contexts.</li> <li>- Use present and past tenses accurately in context.</li> <li>- Understand the connection between language, purpose, and audience.</li> </ul>
<b>MYP Objectives</b>	<b>A – Listening</b> <b>B – Reading</b> <b>D – Writing</b>		
<b>Key concept</b>	<b>Communication</b>		
<b>Related concepts</b>	<b>Theme</b> <b>Context</b>		
<b>Global context</b>	<b>Identities &amp; Relationships</b>		
<b>Statement of inquiry</b>	Exploring <b>themes of identity</b> , human nature, & personal choice helps us understand how <b>cultural contexts</b> influence decisions & how consequences shape <b>relationships</b>		

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

32 hours		ATL Skills	Content
<b>Unit Title (3)</b>	<b>Relationships Stop the Sun</b>	<p><b>Thinking Skills – Creative Thinking</b></p> <ul style="list-style-type: none"> <li>- Use brainstorming and visual diagrams to generate new ideas and inquiries.</li> <li>- Practice flexible thinking—develop multiple opposing, contradictory and complementary arguments.</li> <li>- Practice flexible thinking by considering different interpretations and viewpoints.</li> </ul> <p><b>Thinking Skills – critical Thinking</b></p> <ul style="list-style-type: none"> <li>- Make inferences &amp; draw conclusions using evidence from texts and visuals.</li> <li>- Interpret meaning, messages, and relationships presented in fiction and nonfiction texts.</li> </ul> <p><b>Communication Skills</b></p> <ul style="list-style-type: none"> <li>- Use a range of speaking techniques to communicate with a variety of audiences.</li> <li>- Use appropriate forms of writing for different purposes and audiences.</li> <li>- Use intercultural understanding to interpret communication</li> </ul>	<p><b>Short story: Stop the Sun</b> <b>Vocabulary list 3</b> <b>Grammar</b></p> <ul style="list-style-type: none"> <li>- Future continuous</li> <li>- Conditional type (2)</li> <li>- The Passive Voice</li> <li>• Identify literary devices in fiction and non-fiction texts.</li> <li>• Build and apply expressive vocabulary related to texts.</li> <li>• Differentiate between facts and opinions.</li> <li>• Support text analysis with textual evidence and details.</li> <li>• Respond effectively to written and spoken texts.</li> <li>• Use appropriate language in different interpersonal and cultural contexts.</li> <li>• Communicate ideas, information, and feelings in familiar and unfamiliar situations.</li> <li>• Demonstrate comprehension through complete oral and written responses.</li> <li>• Practice paragraph and essay writing structures.</li> <li>• Integrate knowledge and ideas across contexts.</li> <li>• Use present, past, and perfect tenses accurately in context.</li> </ul>
<b>MYP Objectives</b>	<b>B – Reading D – Writing</b>		
<b>Key concept</b>	<b>Connections</b>		
<b>Related concepts</b>	<b>Context Empathy Message</b>		
<b>Global context</b>	<b>Identities &amp; Relationships</b> Human nature & human dignity		
<b>Statement of inquiry</b>	Exploring how <b>context</b> shapes <b>messages</b> about emotional struggle helps us develop <b>empathy</b> & understand the <b>connections</b> that influence <b>identity, relationships,</b> & human dignity.		

16 hours		ATL Skills	Content
<b>Unit Title (4)</b>	<b>Wealth &amp; Identity The Million Bank Note</b>	<p><b>Thinking Skills – Creative Thinking</b></p> <ul style="list-style-type: none"> <li>● Use brainstorming and visual diagrams to generate new ideas and inquiries.</li> <li>● Practice flexible thinking—develop multiple opposing, contradictory, and complementary arguments.</li> <li>● Make unexpected or unusual connections between objects and/or ideas.</li> </ul> <p><b>Thinking Skills – Critical Thinking</b></p> <ul style="list-style-type: none"> <li>● Make inferences and draw conclusions.</li> <li>● Use critical-literacy skills to analyse and interpret media communications.</li> <li>● Read critically and for comprehension.</li> </ul> <p><b>Communication Skills</b></p> <ul style="list-style-type: none"> <li>● Use a range of speaking techniques to communicate with a variety of audiences</li> <li>● Paraphrase accurately and concisely</li> <li>● Use and interpret a range of discipline-specific terms and symbols</li> <li>● Use appropriate forms of writing for different purposes and audiences</li> <li>● Use intercultural understanding to interpret communication</li> </ul> <p><b>Research Skills –</b></p> <ul style="list-style-type: none"> <li>● Take effective notes in class</li> <li>● Preview and skim texts to build understanding</li> </ul>	<p><b>Texts - Drama:</b> <b>The Million Pound Bank Note</b> <b>Grammar:</b> <b>The Reported Speech</b> <b>Audio: The History of Hand Gesture</b></p> <ul style="list-style-type: none"> <li>- Identify literary devices related to drama.</li> <li>- Understand the features of drama.</li> <li>- Identify the beliefs or values found in drama, and poetry.</li> <li>- Extend knowledge of the culture of the target language.</li> <li>- Infer meaning and draw conclusion</li> <li>- Acquire and apply expressive vocabulary related to each text.</li> <li>- Understand and respond to written and spoken contexts.</li> <li>- Use language appropriate to a range of spoken interpersonal and cultural context</li> <li>- Communicate ideas, information and feelings in familiar and unfamiliar situation.</li> <li>- Demonstrate comprehension in complete oral and written statements.</li> <li>- Develop critical and creative techniques for comprehension and construction of meaning.</li> <li>- Use punctuation in context</li> <li>- Use capitalization in context.</li> <li>- Understand and respond to written and spoken contexts.</li> </ul>
<b>MYP Objectives</b>	<b>A – Listening C – Speaking D – Writing</b>		
<b>Key concept</b>	<b>Communication</b>		
<b>Related concepts</b>	<b>Form Meaning Empathy</b>		
<b>Global context</b>	<p><b>Personal &amp; cultural expression</b></p> <p>Students will examine how literature communicates cultural values &amp; social attitudes, influencing identity, relationships, &amp; our understanding of wealth and status.</p>		
<b>Statement of inquiry</b>	Through satirical literary <b>forms, communication</b> helps us understand <b>meaning</b> about wealth & social perception as <b>forms of personal and cultural expression</b> , shaping identity, relationships, & <b>empathy</b> .		

45 hours		ATL Skills	Content
<b>Unit Title (1)</b>	<b>Word &amp; Power</b>	<p><b>Thinking Skills – Critical Thinking</b></p> <ul style="list-style-type: none"> <li>- Gather and organize relevant information to formulate an argument.</li> <li>- Evaluate evidence and arguments</li> <li>- Draw reasonable conclusions and generalizations</li> <li>- Develop contrary or opposing arguments</li> </ul> <p><b>Communication Skills</b></p> <ul style="list-style-type: none"> <li>- Use appropriate forms of writing for different purposes and audiences</li> <li>- Read critically and for comprehension</li> <li>- Make inferences and draw conclusions</li> <li>- Organize and depict information logically</li> <li>- Structure information in summaries, essays and reports</li> </ul> <p><b>Self-management Skills – Organization</b></p> <ul style="list-style-type: none"> <li>- Plan short- and long-term assignments; meet deadlines.</li> <li>- Create plans to prepare for summative assessments (examinations and performances)</li> </ul>	<ul style="list-style-type: none"> <li>- Introductory classes on the Russian Revolution and the concepts of Communism, social classes, and specific political and sociological terminology.</li> <li>- Introduction and review of rhetorical devices.</li> <li>- Various audiovisual texts for understanding context</li> <li>- Animal Farm (novel—summer reading)</li> <li>- Academic terminology and technical vocabulary used in literary and non-fiction criticism.</li> <li>- The speeches were made by Brutus and Mark Anthony in Shakespeare’s Julius Caesar.</li> <li>- Study and analyse literary criticism, satire, fable, and allegory</li> <li>- Study linguistic components of persuasion: ethos, logos, pathos.</li> <li>- Study concepts such as Communism and social justice within the historical/political context of the Russian Revolution.</li> <li>- Device diagrams for extracting, inquiring and discussing new ideas based on themes.</li> <li>- Recognize different disciplines through the study of political content of prescribed texts.</li> <li>- Acquire and apply technical vocabulary as well as complex grammatical structures: Subjects &amp; Predicates (simple &amp; complete); Review of sentence parts: s.v.sc. &amp; s.v.o.; Sentence Structures: simple, compound, complex, &amp; compound-complex; (+/-) Adjectival &amp; Adverbial Clauses</li> <li>- Writing paragraphs and study critical writing</li> <li>- Read specific passages for meaning, context clues, and styles.</li> <li>- Practice audio commensurate with DP-level requirements and formats.</li> </ul>
<b>MYP Objectives</b>	<b>B – Reading C – Speaking D – Writing</b>		
<b>Key concept</b>	<b>Communication</b>		
<b>Related concepts</b>	<b>Stylistic choices Context, Audience</b>		
<b>Global context</b>	<b>Fairness &amp; Development</b> Students will examine how people are influenced to the detriment of their rights and lives.		
<b>Statement of inquiry</b>	The willful manipulation of words has often aided leaders throughout history in cementing their power over societies.		

25 hours		ATL Skills	Content
<b>Unit Title (2)</b>	<b>Man vs Nature &amp; His Own</b>	<p><b>Thinking Skills – Critical Thinking</b></p> <ul style="list-style-type: none"> <li>- Gather and organize relevant information to formulate an argument.</li> <li>- Evaluate evidence and arguments.</li> <li>- Draw reasonable conclusions and generalizations.</li> <li>- Develop contrary or opposing arguments.</li> </ul> <p><b>Communication Skills</b></p> <ul style="list-style-type: none"> <li>- Use appropriate forms of writing for different purposes and audiences.</li> <li>- Read critically and for comprehension</li> <li>- Make inferences and draw conclusions</li> <li>- Organize and depict information logically</li> <li>- Structure information in summaries, essays and reports</li> </ul> <p><b>Self-management Skills – Organization</b></p> <ul style="list-style-type: none"> <li>- Plan short- and long-term assignments; meet deadlines</li> <li>- Create plans to prepare for summative assessments (examinations and performances)</li> </ul>	<ul style="list-style-type: none"> <li>- Introductory classes on the impact of humans on nature and their society.</li> <li>- Further review of rhetorical devices.</li> <li>- Various audiovisual texts for understanding context.</li> <li>- The Most Dangerous Game (short story).</li> <li>- The Boar Hunt (short story).</li> <li>- The Cask of Amontillado (short story).</li> <li>- Academic terminology and technical vocabulary used in literary and non-fiction criticism.</li> <li>- Further studies in literary criticism of written forms.</li> <li>- Study concepts such as game hunting, consumption, and revenge.</li> <li>- Device diagrams for extracting, inquiring and discussing new ideas based on themes.</li> <li>- Acquire and apply technical vocabulary as well as complex grammatical structures: Sentence Fragments and Run-Ons.</li> <li>- Writing paragraphs and studying critical writing structure and techniques (textbook page 644).</li> <li>- Read specific passages for meaning, context clues, and styles.</li> <li>- Practice audio commensurate with DP-level requirements and formats.</li> </ul>
<b>MYP Objectives</b>	<b>A – Listening</b> <b>C – Speaking</b> <b>D – Writing</b>		
<b>Key concept</b>	<b>Communication</b>		
<b>Related concepts</b>	<b>Stylistic choices</b> <b>Theme</b>		
<b>Global context</b>	<b>Identities &amp; Relationships</b> Students will examine how man’s nature has difficulties coexisting with his surroundings.		
<b>Statement of inquiry</b>	Authors use different styles in their stories to <b>communicate the theme</b> of man and nature, often identifying him as a destroyer		

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

40 hours		ATL Skills	Content
<b>Unit Title (3)</b>	<b>Beliefs &amp; Values</b>	<p><b>Thinking skills – Critical Thinking</b></p> <ul style="list-style-type: none"> <li>- Gather and organize relevant information to formulate an argument.</li> <li>- Evaluate evidence and arguments.</li> <li>- Draw reasonable conclusions and generalizations.</li> </ul> <p><b>Communication skills:</b></p> <ul style="list-style-type: none"> <li>- Use appropriate forms of writing for different purposes and audiences.</li> <li>- Read critically and for comprehension.</li> <li>- Make inferences and draw conclusions.</li> <li>- Organize and depict information logically</li> <li>- Structure information in summaries, essays and reports.</li> </ul>	<ul style="list-style-type: none"> <li>- <b>The Cask of Amontillado</b> (short story)</li> <li>- <b>6 Monster Legends from Around the World</b> (blog)</li> <li>- <b>The Village</b> (movie)</li> <li>- <b>Man from the South</b> (short story)</li> <li>- Academic terminology and technical vocabulary used in literary and non-fiction criticism; Gothic literature</li> <li>- Further studies in literary criticism of written forms–blog in specific</li> <li>- Study concepts such as <i>values</i> and <i>beliefs</i>.</li> <li>- Device diagrams for extracting, inquiring and discussing new ideas based on themes</li> <li>- Acquire and apply technical vocabulary as well as complex grammatical structures: <b>Sentence Fragments, Run-Ons, Punctuation, Conditionals, The Passive Voice &amp; Present/Past Participle phrases</b></li> <li>- Read specific passages for meaning, context clues, and styles.</li> <li>- Practice audio listening activities aligned with higher coursework level.</li> </ul>
<b>MYP Objectives</b>	A – Listening B – Reading C – Speaking D – Writing		
<b>Key concept</b>	<b>Communication</b>		
<b>Related concepts</b>	<b>Stylistic choices</b> <b>Format</b> <b>Message</b>		
<b>Global context</b>	<b>Identities &amp; Relationships</b> Students will explore the different ways beliefs & values shape the culture & identities of individuals & nations		
<b>Statement of inquiry</b>	Different text types and styles <b>communicate</b> ideas which reflect values and beliefs that shape culture and identity.		

20 hours		ATL Skills	Content
<b>Unit Title (4)</b>	<b>What's in a poem?</b>	<p><b>Communication skills:</b></p> <ul style="list-style-type: none"> <li>- Make inferences &amp; draw conclusions</li> </ul> <p><b>Thinking skills – Creative thinking</b></p> <ul style="list-style-type: none"> <li>- Practice flexible thinking—develop multiple opposing, contradictory &amp; complementary arguments</li> </ul>	<p><b>1) Literary study:</b></p> <ul style="list-style-type: none"> <li>- Poetic devices and elements</li> <li>- Introductory text: <b>Fire and Ice</b></li> <li>- Texts to be studied (poems):</li> <li>- <b>Mother to Son</b></li> <li>- <b>Speech to the Young</b></li> <li>- <b>Child on Top of a Greenhouse</b></li> <li>- <b>I Stepped from Plank to Plank</b></li> <li>- <b>Identity</b></li> <li>- <b>Anyone lived in a pretty how town</b></li> <li>- <b>assorted videos (audio-visual texts)</b></li> <li>- Application of basic elements of poetry such as: stanza, rhyme, imagery, free verse, characterization and others.</li> <li>- Analytical study of text types in relation to style, conventions, cultural identity, and context.</li> </ul> <p><b>2) Language study:</b></p> <ul style="list-style-type: none"> <li>- Vocabulary: students learn new words from the poems and poetic expressions to be used in their analytical commentary.</li> <li>- Reading and writing skills: learning how to write short literary comments</li> <li>- Grammar: learning sentence types for syntactic understanding of poems.</li> </ul> <p><b>3) Thematic links:</b></p> <ul style="list-style-type: none"> <li>- Beauty and the simple things in life: How do poems and videos express them?</li> <li>- American Civil Rights Movement: How did it affect poets of the time?</li> <li>- 21<sup>st</sup> century identity: What are the challenges of the century enshrined in today's poems? How are they reflected in audio-visual texts?</li> </ul>
<b>MYP Objectives</b>	<b>A – Listening</b>		
<b>Key concept</b>	<b>Communication</b>		
<b>Related concepts</b>	<b>Context Stylistic choices</b>		
<b>Global context</b>	<b>Identities &amp; Relationships</b> Different ideas & experiences form our identities & affect how we relate to others		
<b>Statement of inquiry</b>	Poetry <b>communicates</b> identity, culture, & human experience through <b>stylistic choices</b> & varied <b>contexts</b>		