

**Ramallah Friends School**  
**Dept. of English**  
**Subject Overview for Phases 2 to 6 (6<sup>th</sup> to 10<sup>th</sup> grades)**  
**2021-2022**

**PHASE 6**

Unit title	Key concepts	Related concepts	Global context	Statement of inquiry	MYP subject group objectives	ATL skills	Content (topics, knowledge, skills)
<b>UNIT 1</b>  <b>Speak up to Change the World</b>  <b>(Mid August-mid October)</b>	Communication	Audience  Word Choice  Stylistic choices	Personal and cultural expression  (The ways in which we express idea, beliefs and values)	Effective communication of ideas, beliefs, and values involves the usage of careful language and creative word choice to improve audience engagement.	A: i, ii, iii  C: i, ii, iii, iv	Communication  Thinking	-Texts: Martin Luther King's Speech: I Have A Dream  Nelson Mandela's Speech: Glory and Hope  Amanda Gorman  Debate on social media--Jack Simons & Laalithya Vadlamani  -Mechanisms: Metaphors & similes Stylistic devices Ethos, Logos, Pathos  -Grammar: Subjects and Predicates Sentence Structure  -Vocabulary  -Writing: The writing processes Speech Structure

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<p><b>UNIT 2</b></p> <p><b>The Power of Fiction</b></p> <p><b>(Late Oct--Mid Dec)</b></p>	<p>Communication</p>	<p>Point of view</p> <p>Empathy</p>	<p>Identities and Relationships</p> <p>(Attitudes and motivations)</p> <p>How do the relationship/motivation in these stories teach us about the relationship/motivations in our own lives?</p>	<p>Points of view communicated in fiction can promote empathy and awareness of attitudes and motivations.</p>	<p>B: i, ii, iii</p> <p>D: i, ii, iii, iv</p>	<p>Communication</p> <p>Thinking</p>	<p>-Texts: The Necklace</p> <p>The Cask of Amontillado</p> <p>Wasps' Nest The Gift of the Magi</p> <p>-Mechanisms: Internal/external conflict Plot Character development Irony</p> <p>-Vocabulary</p> <p>-Grammar: Run-on sentences Subject complements</p> <p>-Writing: Essay structure with a focus on writing a thesis statement</p>
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Unit title	Key concepts	Related concepts	Global context	Statement of inquiry	MYP subject group objectives	ATL skills	Content (topics, knowledge, skills)
<b>UNIT 3</b>  <b>What Goes Around Comes Around</b>  <b>(mid Jan-mid Feb)</b>	Connections	Point of view  Theme  Inference	Scientific and technical innovation  (Opportunity, risk, consequences and responsibility)	A point of view can infer themes that highlight the importance of taking responsibility for our actions.	D: i, ii, iii, iv	Communication  Thinking	-Texts: Novel: Frankenstein by Mary Shelly  -Mechanisms: Romanticism/Gothic Literature -SIFT Method to help analyze a text  -Grammar: Active and Passive Voice Shifts in Tense  -Vocabulary  -Writing: When and how to use quotations  Continue with essay structure

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Unit title	Key concepts	Related concepts	Global context	Statement of inquiry	MYP subject group objectives	ATL skills	Content (Topics, knowledge, skills)
<b>UNIT 4</b>  <b>A Word is Mightier Than a Sword</b>  <b>(Mid Feb-Mid March)</b>	Communication	Word Choice  Purpose	personal and cultural expression  creative self-expression	The nature and purpose of our creative expression is often revealed through our choice of words.	A: i, ii, iii  B: i, ii, iii	Communication  Thinking	-Texts: House on Mango Street Maya Angelou-Caged Bird Maya Angelou-Still I Rise Robert Frost-The Road Not Taken Walt Whitman-Song of the Open Road Jim Daniels--Wheels Wendell Berry-- Enemies -Vocabulary -Mechanisms: SIFT method for text analysis Idiom -Grammar: Commonly confused verbs Using Adjectives and Adverbs

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Unit title	Key concepts	Related concepts	Global context	Statement of inquiry	MYP subject group objectives	ATL skills	Content (Topics, knowledge, skills)
<b>UNIT 5</b> <b>Guilty Without Charge</b> <b>(Mid-March-May)</b>	Culture	Empathy Context	Identities and Relationships  (identity formation)	Keeping an attitude of understanding in all cultural contexts helps us realize who we are as humans	C: i, ii, iii, iv	Communication  Thinking	-Texts: Play: Tennis in Nablus by Ismail Khalidi  Memoir: Born a Crime, by Trevor Noah  -Mechanisms: Continuation of internal/external conflict, plot, and character development  -Vocabulary  -Grammar within texts  -Writing: Formal letter writing

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**Phase 5/ 9<sup>th</sup> grade**

Units	Key concept	Related Concepts	Global Context	Statement of inquiry	MYP group objectives	ATL skills	Content
<b>UNIT 1: Inequality</b>	<b>Communication</b>	Context  Theme  stylistic choices	Fairness & Development	<i>Texts communicate ideas about inequality using different styles and within different contexts in order to foster understanding about fairness.</i>	<p><b>D: in-class argumentative essay</b></p> <p>In-class essay in which students discuss themes and/or language</p> <p><b>A: in-class questionnaire</b></p> <p>Students respond in writing to an unseen audiovisual text. Students are to infer meaning from the spoken text, recognize technical conventions and provide evidence to support stated opinions, as well provide their own based on experience</p>	<p>-Thinking -Communication (see unit plan for details)</p>	<p><b>Literature:</b></p> <p>Literary terms and elements of a short story</p> <p><i>-The Pearl (summer)</i>  <i>-The Dinner Party</i>  <i>-The Million Pound Note</i>  <i>-The Lady or the Tiger?</i>  <i>-Scrub Me Mama with a Boogie Beat</i></p> <p><i>-Themes for discussion</i>  <i>-Unit-related Vocabulary</i>  <i>-Reading for inferring</i>  <i>-Grammar: Chapter 1, Subjects and Predicates</i>  <i>-Grammar exercises</i>  <i>-Unit-related Vocabulary</i>  <i>-Speaking: image and video description</i>  <i>-Writing: descriptive paragraph, and essay writing</i></p>

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<b>UNIT 2: Taking Risks</b>	<b>Communication</b>	Logic  Theme  Stylistic choices	Identities & relationships	<i>Texts use different styles to communicate how mental processes influence people when making decisions, all of which define their identities and relationships.</i>	<p><b>B: in-class reading comprehension task</b></p> <p>Students read and respond to an unseen passage with a captioned image. They must use their skim and scanning skills to extract factual information, comment on style, and infer meaning, all of which must be connected to the image and text presented</p>	-Thinking -Communication  (see unit plan for details)	<p><b>Literature:</b></p> <p>short stories</p> <p><b>-The Bet</b>  <b>-The Monkey's Paw</b>  <b>-The Third Wish</b></p> <p><b>-Themes for discussion</b>  <b>-Unit-related Vocabulary</b>  <b>-Reading for inferring</b>  <b>-Literary worksheets</b>  <b>-Grammar, Chapter 4: Verb Tenses</b>  <b>-Grammar exercises</b>  <b>-Writing drills</b>  <b>-Oral presentations</b></p>
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Units	Key concept	Related Concepts	Global Context	Statement of inquiry	MYP group objectives	ATL skills	Content
<b>UNIT3:</b> <b>Generations</b>	<b>Connections</b>	<b>Context</b> <b>Empathy</b> <b>Theme</b>	<b>Identities &amp; relationships</b>	<i>Some texts use fiction to explore how human relations are affected by emotions, context and ideas which identify who we are and how we relate to others.</i>	<p><b>A: in-class questionnaire:</b></p> <p>Students answer an in-class questionnaire as they watch a short video which depicts a conflict between father and son. Students are to infer meaning from the spoken text, recognize technical conventions and provide evidence to support stated opinions, as well provide their own based on experience.</p> <p><b>B: in-class reading comprehension task:</b></p> <p>Students read an unseen passage presented with a captioned image. They must use their skim and scanning skills to extract factual information, comment on style, and infer meaning, all of which must be connected to the image and text presented.</p>	Thinking Communication  (See unit plan for details)	<p>Literary and non-fiction texts:</p> <ul style="list-style-type: none"> <li>-<i>Stop the Sun (short story)</i></li> <li>-<i>The Others (film)</i></li> <li>-<i>Fresh Prince of Bel-Air (Video clip)</i></li> <li>-<i>Themes for discussion</i></li> <li>-<i>Unit-related Vocabulary</i></li> <li>-<i>Reading and viewing for inferring</i></li> <li>-<i>Grammar, Chapter 5: Adjectives and Adverbs</i></li> <li>-<i>Grammar exercises</i></li> <li>-<i>Writing drills</i></li> <li>-<i>Oral presentations</i></li> </ul>



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Units	Key concept	Related Concepts	Global Context	Statement of inquiry	MYP group objectives	ATL skills	Content
<b>UNIT 4:</b> <b>Storytelling</b>	<b>Creativity</b>	<b>Context</b>  <b>Format</b>  <b>Stylistic choices</b>  <b>Message</b>	Identities & relationships	<i><b>Creativity can lead to new forms and styles of expression to convey ideas within certain contexts and influence our understanding.</b></i>	<b>D: In-class writing</b>  <b>NEWS ARTICLE</b>  Students are given a visual prompt for them to produce a news article. They must apply basic elements of article writing, structure, vocabulary, and express their opinion on the prompt and show how it impacts their understanding of the topic written about.  <b>C: Speaking</b>  <b>DEBATES</b>  Students are arranged in panels to prepare debatable topics presented within and without the texts.	Thinking Communication  (See unit plan for details)	<b>Texts:</b> <b>-Just lather, that's all</b> (short story) <b>-The Hitchhiker</b> (radio play) <b>-Found Money</b> (non-fiction—magazine article) <b>-The Village</b> (film) <b>-Themes for discussion</b> <b>-Unit-related Vocabulary</b> <b>-Reading and viewing for inferring</b> <b>-Grammar, Chapter 8: Sentence Types</b> <b>-Grammar exercises</b> <b>-Writing drills</b> <b>-Oral presentations</b>

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Units	Key concept	Related Concepts	Global Context	Statement of inquiry	MYP group objectives	ATL skills	Content
<p style="text-align: center;"><b>UNIT 5:</b></p> <p style="text-align: center;"><b>What's in a poem</b></p>	<p><b>Culture</b></p>	<p style="text-align: center;"><b>Context</b></p> <p style="text-align: center;"><b>Stylistic choices</b></p> <p style="text-align: center;"><b>Theme</b></p>	<p><b>Identities &amp; relationships</b></p>	<p><i>Poetry allows us to express our identities, culture and other ideas through many styles encased within many contexts.</i></p>	<p><b>C: Speaking</b></p> <p>Students give a detailed oral presentation where they describe, analyse, critique, compare and reflect upon the ideas conveyed in the image and those conveyed in the poem, thus providing another evaluation of both modes of expression. Students must effectively use spoken language to communicate their thoughts and comparative evaluation.</p> <p><b>A: Listening</b></p> <p>In-class, unseen audio-visual text to be answered through a questionnaire addressing all 3 strands. The text is a short news clip depicting a political conflict that has closely been connected to, and influenced, Palestinian identity. The task features a set of factual, comparative, and analytical questions</p>	<p>Thinking Communication</p> <p>(See unit plan for details)</p>	<p><b>Texts: POEMS</b></p> <p><b>-Stopping By Woods On A Snowy Evening</b></p> <p><b>-Fire and Ice</b></p> <p><b>-Mother to Son</b></p> <p><b>-Under Siege</b></p> <p><b>-Identity (optional)</b></p> <p><b>-Assortment of video clips from YouTube</b></p> <p><b>-Themes for discussion</b></p> <p><b>-Unit-related Vocabulary</b></p> <p><b>-Reading and viewing for inferring</b></p> <p><b>-Grammar, Chapter 11: Punctuation</b></p> <p><b>-Grammar exercises</b></p> <p><b>-Writing drills</b></p> <p><b>-Oral presentations</b></p> <p><b>-Literary worksheets to practice poetry analysis</b></p>

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					dealing with content, style, and a question that draws students' opinions and connections with the subject as they compare and contrast poem with video.		
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**PHASE 4**

Unit	Key concepts	Related concepts	Global context	Statement of inquiry	MYP subject group objectives	ATL skills	Content (Topics, knowledge, skills)
<b>UNIT 1</b>	Communication	Message  Empathy  Context	Identities and relationships	Literature as a means of communication reflects our identities, experiences, ideas, and helps in building tolerance as well as a sense of empathy amongst people.	<b>Criterion A</b> -Identify explicit and implicit information (Facts and/or opinions), supporting details-  -Analyse convention  - Analyze connections  <b>Criterion C</b> - Use a wide range of vocabulary  -Use wide range of grammatical structures  -Use clear pronunciation and intonation-	Communication  Thinking	Literature: Fiction <i>Thank You M'am</i>  -Literary devices of a short story.  <b>-Paragraph writing</b>  <b>-Reading passage</b>  - <i>“War of the Wall”</i>  -The climax in a short story  -Cause-and-effect in a plot  <b>Essay writing skill</b>  Nonfiction: Autobiography  - <i>“The autobiography of Malcolm X.</i>  <b>-Written task: Responding to audio/visual material</b>

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					<p>Communicate all or almost all the required information clearly</p> <p><b>Criterion D</b></p> <ul style="list-style-type: none"> <li>-Use a wide range of vocabulary</li> <li>-Use wide range of grammatical structures</li> <li>- Organize information effectively and coherently</li> <li>- Communicate all or almost all the required information with a clear sense and purpose to suit the context</li> </ul>		<p>Nonfiction: From Exploring of the Titanic</p> <p>Introduction</p> <p>-Vocabulary related to text</p> <p><b>Speaking: Presentation</b></p> <p>Grammar:</p> <p><b>Present simple &amp; Present continuous</b></p> <p><b>Past forms</b></p> <p><b>Perfect forms</b></p> <p><b>Subject verb agreement</b></p> <p><b>Sentence structure</b></p>
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Unit 2	Creativity	Form Meaning	Personal and cultural expression	Drama and poetry embody creative forms of expression that reflect personal, social, and cultural experiences, and raise a great sense of empathy and meaning amongst people	<p><b>Criterion B</b></p> <ul style="list-style-type: none"> <li>-identify explicit and implicit information (facts and/or opinions, and supporting details)</li> <li>-Analyse conventions</li> <li>- Analyse connections</li> </ul> <p><b>Criterion C:</b></p> <ul style="list-style-type: none"> <li>-use a wide range of vocabulary</li> <li>-use a wide range of grammatical structures generally accurately</li> <li>-use clear pronunciation and intonation in a comprehensible manner during interaction, communicate all or almost all the required information clearly and effectively.</li> </ul> <p><b>Criterion D</b></p>	Thinking  Communication	<p>Drama "A Christmas Carol "</p> <p>Poetry "The Highwayman"</p> <ul style="list-style-type: none"> <li>-Literary devices related to drama and poetry.</li> <li>----- Features of drama and poetry.</li> <li>-The beliefs or values found in drama, and poetry.</li> <li>-Knowledge of the culture of the target language.</li> <li>-Vocabulary related to each text.</li> </ul> <p>"A Christmas Carol":</p> <ul style="list-style-type: none"> <li><b>-Reading passage</b></li> <li><b>-Speaking: Speech</b></li> </ul> <p>"The Highwayman":</p> <ul style="list-style-type: none"> <li><b>-Essay writing</b></li> </ul> <p>Grammar:</p> <p><b>Punctuation</b></p>

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					<ul style="list-style-type: none"><li>- Use a wide range of vocabulary</li><li>-Use wide range of grammatical structures</li><li>- Organize information effectively and coherently</li><li>- Communicate all or almost all the required information with a clear sense and purpose to suit the context</li></ul>		<b>Capitalization</b>
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Unit	Key concept	Related concepts	Global context	Statement of inquiry	MYP subject group objectives	ATL skills	Content (Topics, knowledge, skills)
<b>Unit 3</b>	Connections	<b>Theme, empathy, form</b>	Personal and cultural; expression	Myths and folktales are literary forms that convey themes through personal and cultural expression which connect people to raise a sense of empathy and understanding.	<p><b>Criterion A</b></p> <ul style="list-style-type: none"> <li>-Identify explicit and implicit information (Facts and/or opinions, supporting details</li> <li>- Analyse conventions</li> <li>- Analyze connections</li> </ul> <p><b>Criterion B</b></p> <ul style="list-style-type: none"> <li>- identify explicit and implicit information (facts and/or opinions, and supporting details)</li> <li>- Analyse conventions</li> <li>- Analyse connections</li> </ul> <p><b>Criterion D</b></p> <ul style="list-style-type: none"> <li>-Use a wide range of vocabulary</li> </ul>	Thinking Communication	<p>Folk tales: <i>“Ashputtle”</i></p> <p>Greek mythology: <i>“Narcissus”</i></p> <p>Literary devices related to folktales and myths</p> <ul style="list-style-type: none"> <li>-New vocabulary related to each text</li> <li>- Features of folktales and myths</li> <li>- the beliefs or values found in a myth, or folktale</li> <li>- knowledge of the culture of the target language</li> <li>-Infer meaning and draw conclusion</li> </ul> <p><i>“Narcissus”</i></p> <p><b>-Written task: Responding to audio/visual material</b></p> <p><i>“Ashputtle” &amp; “Narcissus”</i></p> <p><b>-Reading passage</b></p>



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					<ul style="list-style-type: none"><li>-Use wide range of grammatical structures</li> <li>- Organize information effectively and coherently</li> <li>- Communicate all or almost all the required information with a clear sense and purpose to suit the context</li></ul>		<b>Comparative essay writing</b>
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**PHASE 3**

Unit title	Key concepts	Related concepts	Global context	Statement of inquiry	MYP subject group objectives	ATL skills	Content (topics, knowledge, skills)
<b>UNIT 1:</b> <b>We are in This Together</b> <b>(Mid August to early October)</b>	Communication	Structure Message Empathy	Identities and Relationships  (Human nature and human dignity)	Literary texts reflecting human nature and dignity can promote empathy among people through messages communicated in different structures.	A: i, ii, iii  C: i, ii, iii, iv	Communication  Thinking  Research	-Literature: Nadia the Willful Summer of Fire  -Literary devices and literary elements of fiction  -Grammar: Present Simple & Present Continuous Articles  -Public speaking skills
<b>UNIT 2</b> <b>Tracing Time</b> <b>(Early Oct- EarlyDec)</b>	Communication	Context  Point of View	Orientation in Space and Time  (Civilizations and social histories)	Historical contexts communicated through different points of view in literary texts provide knowledge of civilizations and social contexts.	B: i, ii, iii, iv  D: i, ii, iii, iv	Communication  Thinking	-Literature: Abdelrahman Ibrahima The Dog of Pompeii  -Grammar: Past Simple & Past Continuous  -Vocabulary  -Writing: Paragraph Structure Sentence Structure

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<b>Solutions:</b> <b>UNIT 3</b> <b>Under the Spot</b> <b>(Mid to late January)</b>	Communication	Message Audience	Personal and cultural expression	Films are a medium through which people can create and convey their thoughts and cultures to others with a direct purpose or message.	A: i, ii, iii	Communication Thinking	-Documentary film: Prince Among Slaves  -Vocabulary related to films.
<b>Literature:</b> <b>UNIT 4</b> <b>Find Your Voice</b> <b>(Late January to early March)</b>	Communication	Empathy	Fairness and development	Fiction can be a method through which issues of social justice are addressed and connected to student's responsibilities as members of a community.	C: i, ii, iii, iv D: i, ii, iii, iv	Communication Thinking	-Literature: The Scribe Chinatown  -Grammar  -Vocabulary  -Writing: Essay Structure: introduction and thesis statement

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<b>UNIT 5</b> <b>Days of our Lives</b>  <i>(Mid March to Early May)</i>	Communication	Word choice Purpose	Personal and cultural expression	The choice of words in texts serves the purpose of personally and culturally expressing a person's life.	B: i, ii, iii D: i, ii, iii, iv	Communication Thinking	-Literature: Oh Broom, Get to Work! The Story of My Life How to Raise up a Lion  -Writing: Essay structure: body and conclusion  -Grammar

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Unit title	Key concepts	Related concepts	Global context	Statement of inquiry	MYP subject group objective	ATL skills	Content (topics, knowledge, skills)
<b>UNIT 1</b> <b>Me vs. the World</b>	<b>Identity</b>	Meaning Message	Identities and Relationships	Messages and meanings and in various literary texts help perceive people's identities and personality traits.	A (i, ii, iii) B (i, ii, iii,)	Thinking Communication	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: <i>Revision of basic grammar skills (sentence structure, subject-verb agreement)</i>  Story & Plot Elements
<b>UNIT 2</b> <b>What Would You Do?</b>	<b>Connections</b>	Word Choice, Context	Identities and Relationships	Literary texts connect people across the world using different contexts and word choice that relate to role models and one's own self esteem.	C i, ii, iii, iv D i, ii, iii, iv	Communication Research	Literature: Fiction <i>The School Play</i> (Short story) <i>In a Neighborhood in Los Angeles</i> (Poem) <i>For Gwen, 1969</i> (Poem)  Writing: Paragraph structure

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							Grammar: <i>(Auxiliary verbs + Present Simple)</i>
<b>UNIT 3</b>  <b>Civilizations and Social Histories</b>	<b>Communication</b>	Context  Purpose	Orientation in Space and Time  (Civilizations and social histories)	Our civilizations and social histories can be expressed through contexts and purposes of non-fiction literary texts.	<b>B: i. ii. iii</b> <b>C: i, ii, iii, iv</b>	Communication  Thinking	-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 Tense

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<b>Unit Title</b>	<b>Key Concepts</b>	<b>Related Concepts</b>	<b>Global Context</b>	<b>Statement of Inquiry</b>	<b>MYP Subject Group + Objective</b>	<b>ATL Skills</b>	<b>Content (topics, knowledge, skills)</b>
<b>Unit 4</b>  <b>Timeless Tales with Timeless Lessons</b>	Culture	Message Meaning	Personal & Cultural expression  (Belief systems)	Folktales express cultural belief systems through message and meaning.	<b>A: i ,ii ,iii</b>  <b>D: i, ii, iii, iv</b>	Communicatio n  Thinking	Literature: Mythology  Apollo's Tree: The Story of Daphne and Apollo (Greek Myth) Arachne (Greek Myth)  Vocabulary  Grammar (Articles)