

MYP English – Grade 10

Topic/ Unit Title	Key Concept	Related Concept	Global Context/Exploration	ATL skills	Statement of Inquiry	Summative Assessments	Assessment Objectives
Novel Unit - The Pearl	Communication	Genres and Purpose	Identities & Relationship	<p><b>Communication:</b> Write for different purposes. Make inferences and draw conclusions.</p> <p><b>Media Literacy:</b> Locate, organize, analyse, evaluate, synthesize and ethically use information from a variety of sources and media (including digital social media and online networks)</p>	Genres are used to communicate the purpose of the texts by highlighting moral lessons to the readers.	<p>Students will be assigned a Chapter from the novel- The Pearl and they will be expected to write a guided textual analysis. Students will be required to comment on the literary and stylistic devices used by the author as well as the effect of these choices on the readers/audience. Criteria A, B and C will be assessed</p> <p>Students will create a set of 3 diary entries from the perspective of one character. These diary entries will have to be from different times in the Plot - like at the beginning of the story , during the conflict and upon conflict resolution. Criteria A, B, C, and D will be assessed.</p>	<p>Criterion A</p> <p>i. analyse the content, context, language, structure, technique and style of text(s) and the relationship among texts</p> <p>iii. justify opinions and ideas, using examples, explanations and terminology.</p> <p>Criterion B</p> <p>i. employ organizational structures that serve the context and intention</p> <p>ii. organize opinions and ideas in a sustained, coherent and logical manner</p> <p>Criterion C</p> <p>i. produce texts that demonstrate insight, imagination and sensitivity while exploring and reflecting critically on new perspectives and ideas arising from personal engagement with the creative process.</p> <p>Criterion D</p> <p>ii. write and speak in a register and style that serve the context and intention</p> <p>iii. use correct grammar, syntax and punctuation</p>

Service as Action



"Pen Pal Mission - Students will write letters to a students in PYP, a local or international school student. These letters can be a way to introduce themselves and learn about a new culture and individual. Learning outcome for service: Develop international-mindedness through global engagement, multilingualism and intercultural understanding.

Short stories	Connection	Character, Structure and Theme	Identities & Relationship	Thinking: Gather and organize relevant information to formulate an argument Self-Management: Create plans to prepare for summative assessments (examinations and performances)	Literary works can connect the readers to a character 's consciousness, highlight human conditions to help convey moral meaning.	Students will respond to Task 1 comprehension question of an unseen texts Narrative Writing - E-Assessment Task 2 Students will be given two image and a prompt. They will pick one image and create a narrative piece of writing.	<p>Criterion A</p> <ul style="list-style-type: none"> <li>i. analyse the content, context, language, structure, technique and style of text(s) and the relationship among texts</li> <li>ii. analyse the effects of the creator's choices on an audience</li> <li>iii. justify opinions and ideas, using examples, explanations and terminology.</li> <li>iv. evaluate similarities and differences by connecting features across and within genres and texts.</li> </ul> <p>Criterion B</p> <ul style="list-style-type: none"> <li>i. employ organizational structures that serve the context and intention</li> <li>ii. organize opinions and ideas in a sustained, coherent and logical manner</li> <li>iii. use referencing and formatting tools to create a presentation style suitable to the context and intention.</li> </ul> <p>Criterion C</p> <ul style="list-style-type: none"> <li>i. produce texts that demonstrate insight, imagination and sensitivity while exploring and reflecting critically on new perspectives and ideas arising from personal engagement with the creative process.</li> <li>ii. make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience</li> <li>iii. select relevant details and examples to develop ideas.</li> </ul>
---------------	------------	--------------------------------	---------------------------	---	--	--	--



							<p>Criterion D</p> <ul style="list-style-type: none"> <li>i. use appropriate and varied vocabulary, sentence structures and forms of expression</li> <li>ii. write and speak in a register and style that serve the context and intention</li> <li>iii. use correct grammar, syntax and punctuation</li> <li>iv. spell (alphabetic languages), write (character languages) and pronounce with accuracy</li> <li>v. use appropriate non-verbal communication techniques.</li> </ul>
--	--	--	--	--	--	--	--

**Service as Action**

Emirates Literature Festival & Camerer Essay Writing Contest - Writing Contest Service as action learning objective - Undertake challenges that develop new skills

Media Studies	Perspective	Point of View	Personal and Cultural Expression	<p>Information Literacy: Evaluate and select information sources and digital tools based on their appropriateness to specific tasks</p> <p>Transfer Skills: Inquire in different contexts to gain a different perspective</p>	<p>Perspective formed about what courage may look like can be influenced both by one's own experience and the point of view of others.</p>	<p>Non-Literary Text: Create a news report. Using the two images, students will select on to create a news report.</p> <p>Comparative Analysis- Two unseen text with comprehension questions and compare and contrast essay</p>	<p>Criterion A</p> <ul style="list-style-type: none"> <li>i. analyse the content, context, language, structure, technique and style of text(s) and the relationship among texts</li> <li>ii. analyse the effects of the creator's choices on an audience</li> <li>iii. justify opinions and ideas, using examples, explanations and terminology.</li> <li>iv. evaluate similarities and differences by connecting features across and within genres and texts.</li> </ul> <p>Criterion B</p> <ul style="list-style-type: none"> <li>i. employ organizational structures that serve the context and intention</li> <li>ii. organize opinions and ideas in a sustained, coherent and logical manner</li> <li>iii. use referencing and formatting tools to create a presentation style suitable to the context and</li> </ul>
---------------	-------------	---------------	----------------------------------	---	--	---	--



							<p>intention.</p> <p>Criterion C</p> <p>i.produce texts that demonstrate insight, imagination and sensitivity while exploring and reflecting critically on new perspectives and ideas arising from personal engagement with the creative process.</p> <p>ii.make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience</p> <p>iii.select relevant details and examples to develop ideas.</p> <p>Criterion D</p> <p>i.use appropriate and varied vocabulary, sentence structures and forms of expression</p> <p>ii.write and speak in a register and style that serve the context and intention</p> <p>iii.use correct grammar, syntax and punctuation</p> <p>iv.spell (alphabetic languages), write (character languages) and pronounce with accuracy</p> <p>v.use appropriate non-verbal communication techniques.</p>
--	--	--	--	--	--	--	---

**Service as Action**

Learning outcome for service: persevere in action.

Students will work with a reading buddy in PYP, they will create 2-3 activities and spend time reading to their buddy and have their buddy read to them.

**Please note:** At times areas of the curriculum will change based on the learning needs and interests of the students.





DWIGHT SCHOOL  
DUBAI