

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>Communication: Write for different purposes. Make inferences and draw conclusions.</p> <p>Media Literacy: 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"> i. analyse the content, context, language, structure, technique and style of text(s) and the relationship among texts ii. analyse the effects of the creator's choices on an audience iii. justify opinions and ideas, using examples, explanations and terminology. iv. evaluate similarities and differences by connecting features across and within genres and texts. <p>Criterion B</p> <ul style="list-style-type: none"> i. employ organizational structures that serve the context and intention ii. organize opinions and ideas in a sustained, coherent and logical manner iii. use referencing and formatting tools to create a presentation style suitable to the context and intention. <p>Criterion C</p> <ul style="list-style-type: none"> i. produce texts that demonstrate insight, imagination and sensitivity while exploring and reflecting critically on new perspectives and ideas arising from personal engagement with the creative process. ii. make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience iii. select relevant details and examples to develop ideas.
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							<p>Criterion D</p> <ul style="list-style-type: none"> i. use appropriate and varied vocabulary, sentence structures and forms of expression ii. write and speak in a register and style that serve the context and intention iii. use correct grammar, syntax and punctuation iv. spell (alphabetic languages), write (character languages) and pronounce with accuracy v. use appropriate non-verbal communication techniques.
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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"> i. analyse the content, context, language, structure, technique and style of text(s) and the relationship among texts ii. analyse the effects of the creator's choices on an audience iii. justify opinions and ideas, using examples, explanations and terminology. iv. evaluate similarities and differences by connecting features across and within genres and texts. <p>Criterion B</p> <ul style="list-style-type: none"> i. employ organizational structures that serve the context and intention ii. organize opinions and ideas in a sustained, coherent and logical manner iii. use referencing and formatting tools to create a presentation style suitable to the context and
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							<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>
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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