MYP English – Grade 9							
Topic/ Unit Title	Key Concept	Related Concept	Global Context/Exploration	ATL skills	Statement of Inquiry	Summative Assessments	Assessment Objectives
Short Story Unit	Perspectives	Setting	Personal and cultural expression	Communication: Exchanging thoughts, messages and information effectively through interaction - give and receive meaningful feedback. Thinking: Analysing and evaluating issues and ideas	Understanding the perception of an author can help the reader understand the purpose of characters belief systems which may differ from the readers.	Students will write an essay, using the PEEL method on stylistic devices Students will create a short story not less than 500 words.	Assessment 1: Essay Criterion A: Analyzing i. analysis of the content, context, language, structure, technique, style of text(s) and the relationship among texts iii. gives detailed justification of opinions and ideas with a range of examples, and thorough explanations; uses accurate terminology Criteria B: Organisation i. makes sophisticated use of organizational structures that serve the context and intention effectively ii. effectively organizes opinions and ideas in a sustained, coherent and logical manner with ideas building on each other in a sophisticated way iii. makes excellent use of referencing and formatting tools to create an effective presentation style. Criteria D: Language usage i. effectively uses a range of appropriate vocabulary, sentence structures and forms of expression ii. writes in a consistently appropriate register and style that serve the context and intention, iii. uses grammar, syntax and punctuation with a high degree of accuracy; makes errors that are minor and communication is effective. iv. spells/writes with a high degree of accuracy; makes errors that are minor and communication is effective, makes effective use of appropriate non-verbal communication techniques.

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								Assessment 2: Narrative

Assessment 2: Narrative

Criteria B: Organisation
i. makes sophisticated use of organizational structures that serve the context and intention effectively
ii. effectively organizes opinions and ideas in a sustained, coherent and logical manner with ideas building on each other in a sophisticated way
iii. makes excellent use of referencing and formatting tools to create an effective presentation style.

Criteria C: Producing
i. demonstrate a high degree of personal engagement with the creative process; demonstrates a high degree of insight, imagination or sensitivity and perceptive exploration of and critical reflection on new perspectives and ideas,
ii. makes perceptive stylistic choices in terms of linguistic, literary and visual devices, demonstrating good awareness of impact on an audience,
iii. selects extensive relevant details and examples to develop ideas with precision.

Criteria D: Language usage
i. effectively uses a range of appropriate vocabulary, sentence structures and forms of expression
ii. writes in a consistently appropriate register and style that serve the context and intention,
iii. uses grammar, syntax and punctuation with a high degree of accuracy; makes errors that are minor and communication is effective.
iv. spells/writes with a high degree of accuracy; makes errors that are minor and communication is effective,
makes effective use of appropriate non-verbal communication techniques.

				Service as Action			
				Students will create an informative poster to explain the elements of a story to help younger students to plan their own short story.			
Novel Unit	Culture and Perspectives	Point of View	Identities and Relationships	Collaboration: Working effectively with others

Creative thinking skills: Generating novel ideas and considering new perspectives | A character's point of view and perspective can lead to new understandings about a reader's own identity. | Podcast: Students create questions to interview a character from the alchemist where they have to demonstrate analysis of the character in answering the questions. Students will then record this too. | Criterion A: Analysing
i. analysis of the content, context, language, structure, technique, style of text(s) and the relationship among texts
ii. analyses the effects of the creator's choices on an audience
iii. gives detailed justification of opinions and ideas with a range of examples, and thorough explanations; uses accurate terminology

Criteria B: Organisation
i. makes sophisticated use of organizational structures that serve the context and intention effectively
ii. effectively organizes opinions and ideas in a sustained, coherent and logical manner with ideas building on each other in a sophisticated way
iii. makes excellent use of referencing and formatting tools to create an effective presentation style.

Criterion C: Producing Text
i. analysis of the content, context, language, structure, technique, style of text(s) and the relationship among texts
ii. analyses the effects of the creator's choices on an audience
iii. gives detailed justification of opinions and ideas with a range of examples, and thorough explanations; uses accurate terminology

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ii. writes in a consistently appropriate register and |

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<tr><td colspan="8" align="center">Service as Action</td></tr>
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<tr>
<td>Poetry</td>
<td>Creativity</td>
<td>Structure and Self-expression</td>
<td>Personal and cultural expression</td>
<td>Research: information literacy skills

Thinking: Analysing and evaluating issues and ideas</td>
<td>Poetic form and structure are vehicles to express personal ideas and feelings.</td>
<td>Poetry test on comprehension, figurative language, poetic devices, etc.</td>
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				Service as Action			
				Students will work with a partner to write poetry about a social issue and link it to the UN SDG advocacy			
Camerer Essay	Perspectives	Self-expression	Personal and Cultural expression	Reflecting: We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.	Personal experiences can be a learning opportunity through reflection	Students write a personal essay betweeb 600 and 100 words on one of the topics provided. Students from grade 9-12, at all Dwight campuses, participate in the Camerer witing competion each year.	Criterion B: Organising i.makes use of organisational structures that serve the context and intention, ii. organises opinions and ideas in a sustained, coherent and logical manner with ideas building on each other, iii. makes use of referencing and formatting tools to create an effective presentation style. Criteria C: Producing i. demonstrate a high degree of personal engagement with the creative process; demonstrates a high degree of insight, imagination or sensitivity and perceptive exploration of and critical reflection on new perspectives and ideas, ii. makes perceptive stylistic choices in terms of linguistic, literary and visual devices, demonstrating good awareness of impact on an audience, iii. selects extensive relevant details and examples to develop ideas with precision. Criteria D: Language usage

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Service as Action							
Camerer Writing Assignment - students collaborate to discuss the importance of personal reflection through their personal essays. Service as Action: Indirect							
Drama	Relationships	Character, self-expression, and Theme	Identities & Relationships	Social: Working effectively with others Self-management: Effectively manage time	Critical readers will understand that a character's perspective are shaped by their belief systems.	Students create a print advert and a radio advert transcript where they use persuasive techniques. Students sit for a comprehension test on act 1 of 12 Angry Men.	Criterion A: Analysing i. analysis of the content, context, language, structure, technique, style of text(s) and the relationship among texts iii. gives detailed justification of opinions and ideas with a range of examples, and thorough explanations; uses accurate terminology iv. perceptively compares and contrasts by making extensive connections in features across and within genres and texts. Criteria B: Organisation i. makes sophisticated use of organizational structures that serve the context and intention effectively ii. effectively organizes opinions and ideas in a sustained, coherent and logical manner with ideas building on each other in a sophisticated way

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Criterion C: Producing Text
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Service as Action

Students collaborate in groups to write a two minute speech on a theme from the play.

Students need to link the theme to a current global issue that they will be able to put on social media. Each person in the group needs to be responsible for a role such as a a scriber, speaker, a recorder, the uploader, etc.

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

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