

MYP English – Grade 6

Topic/Unit Title	Key Concept	Related Concepts	Global Context /Exploration	Statement of Inquiry	ATL skills	Summative Assessments	Assessment Objectives
Island of the Blue Dolphins	Communities	Character and setting	Identities and relationships	Our identity affects our relationship with other communities based on their setting	Thinker: Student will develop their critical thinking skills by saying how things change / Self-Management: Students will set a timeline for themselves that allows them to complete assessments on time.	Comprehension Test on Assess Prep / Venn Diagram and paragraph - Compare and contrast	Comprehension test is to check understanding and insight into the events of the novel. Criterion A: Analyzing <ol style="list-style-type: none"> i. identify and comment upon significant aspects of texts ii. identify and comment upon the creator's choices iii. justify opinions and ideas, using examples, explanations and terminology iv. identify similarities and differences in features within and between texts. The Venn diagram is to introduce students to the idea of comparing and contrasting to prepare students for DP. Criterion B: Organizing <ol style="list-style-type: none"> i. employ organizational structures that serve the context and intention ii. organize opinions and ideas in a logical manner iii. use referencing and formatting tools to create a presentation style suitable to the context and intention.
The power of description	Creativity	Self-expression / point of view	Personal and cultural expression	By exploring creative ways to express our	Communication:	Write a dialogue	The dialogue is meant to check student's ability to implement plot elements which can only be done



				point of view, we challenge ourselves to think about world concepts and events.			<p>through a thorough grasp of plot elements. Criterion C: Producing texts</p> <ol style="list-style-type: none"> i. produce texts that demonstrate thought and imagination while exploring 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 support ideas. Criterion D: Using language <ol style="list-style-type: none"> i. use appropriate and varied vocabulary, sentence structures and forms of expression ii. write and speak in an appropriate register and style 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.
Poems about Technology	Perspectives / Culture	Structures and genres	Scientific and technical innovation	Poets can use their creativity and self-expression to express an opinion on the	Self-management / research	Write a sonnet and haiku on technology / Comprehension test on a poem	Writing the poems is aimed at checking the student's understanding of the structure of these poems and also practice the use of poetic devices to improve descriptive writing skills. The comprehension test is aimed at

				dangers of technology in future.		<p>checking student insight and understanding when reading poems.</p> <p>Criterion A: Analyzing</p> <ol style="list-style-type: none"> i. identify and comment upon significant aspects of texts ii. identify and comment upon the creator's choices iii. justify opinions and ideas, using examples, explanations and terminology iv. identify similarities and differences in features within and between texts. <p>Criterion B: Organizing</p> <ol style="list-style-type: none"> i. employ organizational structures that serve the context and intention ii. organize opinions and ideas in a logical manner iii. use referencing and formatting tools to create a presentation style suitable to the context and intention. <p>Criterion C: Producing texts</p> <ol style="list-style-type: none"> i. produce texts that demonstrate thought and imagination while exploring 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 support ideas. <p>Criterion D: Using language</p>
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Happy Readers	Communication	Communication and research	Identities and relationships	We communicate the purpose of a piece of writing by sharing our point of view.	Communication and research	Book review. Describing the plot of a novel	<p>The book review is to check the student's understanding and insight into the novel they read. I want to develop their creative writing skills. Describing the plot is to check their understanding of plot elements to determine growth from term 1. It also tests the student's creativity. Criterion A: Analyzing</p> <ul style="list-style-type: none"> i. identify and comment upon significant aspects of texts ii. identify and comment upon the creator's choices iii. justify opinions and ideas, using examples, explanations and terminology iv. identify similarities and differences in features within and between texts. <p>Criterion B: Organizing</p> <ul style="list-style-type: none"> i. employ organizational structures that serve the context and intention

							<ul style="list-style-type: none"> ii. organize opinions and ideas in a logical manner iii. use referencing and formatting tools to create a presentation style suitable to the context and intention. <p>Criterion C: Producing texts</p> <ul style="list-style-type: none"> i. produce texts that demonstrate thought and imagination while exploring 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 support ideas. <p>Criterion D: Using language</p> <ul style="list-style-type: none"> i. use appropriate and varied vocabulary, sentence structures and forms of expression ii. write and speak in an appropriate register and style 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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Please note: At times areas of the curriculum will change based on the learning needs and interests of the students.