MYP English – Grade 7

Topic/Unit Title	Key Concept	Related Concepts	Global Context /Exploration	Statement of Inquiry	ATL skills	Summative Assessments	Assessment Objectives	Service As Action
Biographies	Communication	Audience imperative / point of view	Orientation in time and space	Communication with the broader community helps to shape the point of view of the intended audience.	communication: Read a variety of sources for information and for pleasure/ Self-management: Set goals that are challenging and realistic	Video biography: Students choose an influential person to research and then create a video biography on their life, based on what they have decided is important to include in a biography.	Test student's research skills, formatting skills and understanding of the elements of a biography. Criterion C: Producing texts 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 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	Raising awareness of the achievements of a particular individual and how they impact the world.

								techniques.
Lost at home	Perspective	setting	Identities and relationships	Your perspective is connected to where you come from.	Research: Access information to be informed and inform others /Social: Practise empathy	Write and present a speech: Student write a speech that they would deliver to the United Nations. The aim of the speech would be to highlight the problems faced by refugees and to appeal to the United Nations to put measures in place to support refugees.	The speech is aimed at testing presentation skills, speech writing skills, use of descriptive devices and their ability to empathise with the refugees. Criterion A: Analyzing 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. Criterion B: Organizing 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.	Undertsand and become aware of the impact of refugees and what our social responsibility is.
Poems about War	Communication	Audience imperitives / self expression	Personal and cultural expression	A poet can express his perspective regarding systems and institutions through poetry and poetic license	Research: Make connections between various sources of information / Communication: Make inferences and draw	Compare and contrast the perspectives of 2 poets. The students will highlight the differences in the poets perspectives and offer possible reasons for these	The compare and contrast is aimed at checking the student's insight into all the poems and also further developing the compare and contrast skills for DP. The letter from the front line is to test creativity and writing within a structure. Criterion A: Analyzing	Learn to express opinions and speak out against war.

						conclusions	differences. A letter from the battlefield. The students will write a letter to a loved one from the trenches in World War 1. They will discuss their fears, feelings and views of the future.	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. Criterion B: Organizing 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. Criterion C: Producing texts 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 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.	
In the news	Communication	Audience imperatives / point of view	Personal and cultural expression	Communication with the broader community about scientific in novationspeaks to the needs of an audience to be informed and also helps shape and develop points of view of the the intended audience.	communication: Share ideas with multiple audiences us / Self management: Plan strategies and take action to achieve personal and academic goals	Record an episode of the news: Students will work in groups to present an episode of the news. Each student will record a segment. They will choose their own piece of news to report on and give insights that show their understanding of the event as well as its potential impact on the world around them.	Test student's ability to research current events, structure feedback and understand informations texts. There will also be an opportunity to develop critical thinking skills. Criterion A: Analyzing 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. Criterion B: Organizing 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	Raise awareness of the various current events in the world and reflect on their impact on society.

							context and intention. Criterion C: Producing texts 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 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.	

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