

## MYP English – Grade 8

Topic/ Unit Title	Key Concept	Related Concept	Global Context/Exploration	ATL skills	Statement of Inquiry	Summative Assessments	Assessment Objectives
Short Stories	Connections	Intertextuality / Purpose	Fairness and development	Understanding intertextuality requires an understanding of the purpose of the author in writing the short story.	Critical Thinker: Apply existing knowledge to generate new ideas.	Plot diagram: Students complete a plot diagram on one of the short stories they have read. / Persuasive essay on a theme from one of the short stories. The essay should be at least three paragraphs.	The plot diagram is to check further understanding of plot elements. The persuasive essay is testing writing structures, vocabulary, spelling, grammar and creating texts. The students also 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 context and intention.
<b>Service as Action</b>							
Understand themes from short stories and how to apply their impact to our lives in particular.							
The Giver	Culture	Genres / Themes	Orientation in time and space	Studying repeated themes in the dystopia genre creates a better understanding of beliefs, practices and rituals associated with a culture.	Self-management: Plan strategies and take action to achieve personal and academic goals	Argumentative Essay on a theme from The Giver: The essay should be at least three paragraphs.	The argumentative essay is testing writing structures, vocabulary, spelling, grammar and creating texts. The students also develop critical thinking skills. 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.



							<p>Criterion D: Using language</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 an appropriate register and style</li> <li>iii. use correct grammar, syntax and punctuation</li> <li>iv. spell (alphabetic languages), write (character languages) and pronounce with accuracy; v. use appropriate non-verbal communication techniques.</li> </ul>
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**Service as Action**

Reflect on what aspects of society could be described as dystopian and how that impacts the world.

Frankenstein	Connections	Setting	Scientific and technical innovation	Students can create a play that has characters who demonstrate an understanding of the consequences and responsibilities associated with Scientific and technical innovation.	Critical thinking: Consider ideas from multiple perspectives / Research: Collect and analyse data to identify solutions and make informed decisions	Comprehension Test. A letter from one character to another. The letter should be a minimum of 4 paragraphs.	<p>The comprehension test will test insight and understanding. The letter will test writing structure, empathy, creative writing skills and descriptive writing. Criterion A: Analyzing</p> <ul style="list-style-type: none"> <li>i. identify and comment upon significant aspects of texts</li> <li>ii. identify and comment upon the creator's choices</li> <li>iii. justify opinions and ideas, using examples, explanations and terminology</li> <li>iv. identify similarities and differences in features within and between texts.</li> </ul> <p>Criterion B: Organizing</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 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: Producing texts</p> <ul style="list-style-type: none"> <li>i. produce texts that demonstrate thought and imagination while exploring 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 support</li> </ul>
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### Service as Action

Discover and discuss the ethical responsibility that people have in using and developing technology.

Design a campaign	Perspectives	Purpose	Orientation in time and space	Understanding the choices and purposes of propaganda create a unique perspective at different turning points in history.	Communicator: Collaborate with peers and experts using a variety of digital environments and media / Thinker	4 campaign pieces in support of a chosen cause. 1. Speech 2. Public service announcement (a voice recording as if it were a radio advertisement) 3. Poster (A4) 4. Brochure (A4 with three folds).	<p>The campaign pieces will test students understanding and implimentation of persuasive techniques. It will also test their critical thinking skills. Criterion A: Analyzing</p> <p>i. identify and comment upon significant aspects of texts</p> <p>ii. identify and comment upon the creator's choices</p> <p>iii. justify opinions and ideas, using examples, explanations and terminology</p> <p>iv. identify similarities and differences in features within and between texts.</p> <p>Criterion B: Organizing</p> <p>i. employ organizational structures that serve the context and intention</p> <p>ii. organize opinions and ideas in a logical manner</p> <p>iii. use referencing and formatting tools to create a presentation style suitable to the context and intention.</p> <p>Criterion C: Producing texts</p> <p>i. produce texts that demonstrate thought and imagination while exploring 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>
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							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.
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**Service as Action**

Raise awareness for a specific cause that they feel strongly about.

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

