



Vertical Planner
Subject: English Language Acquisition

Year level: MYP 2

Unit Title	Key Concepts	Related Context	Global Contexts and Explorations	Statement of Inquiry	MYP Subject group Objective(s)	ATL Skills	Content (knowledge, skills, understanding)	Summative Assessment
	Is this one of the KC assigned to your subject group?	Have you chosen more than two?	Have you looked through the different explorations?	How are the KC, RC and GC connected to create this big idea?	What MYP Criteria and strands will be assessed in this unit?	What ATL skill will be explicitly taught in this unit?	What body of knowledge will be covered in this unit?	
1 What's in a neighbourhood?	Connections	Structure Empathy	Globalisation and sustainability: <i>Strategy and infrastructure</i>	Through our use of language we can communicate the conventions and structure of our different communities connecting us	A: i,ii,iii B: i,ii,iii C: i,ii,iii,iv D: i,ii,iii,iv	Communication Research	Understand what a community is, the different types of communities that we are a part of, what a neighbourhood is, and what different neighbourhoods are called Reflect on how the different communities that we belong to influence our interests and values, and how our communities influence our way of thinking. Verbs,present simple tense, present continuous tense, future tense, passive voice, modals	C: Speaking D: Writing
2. How do you pass time?	Creativity	Word choice Purpose	Personal and cultural expression: <i>Practise and competency.</i>	Hobbies and leisure activities allow individual creativity for personal and cultural expression	A: i,ii,iii B: i,ii,iii C: i,ii,iii,iv D: i,ii,iii,iv	Communication Research	Understand what a hobby is and which hobbies are. Reflect on whether or not hobbies are good for us, and what activities and pastimes reveal about our cultures.	A: Listening B: Reading D: Writing

				and have a purpose to enhance physical and emotional well-being. Talking about our hobbies and interests by making the appropriate word choices can help us to connect with others.			<p>Explore how hobbies can increase personal well-being, and what interests mean to us</p> <p>Use technology to further investigate ideas related to hobbies and leisure activities</p> <p>Comprehension: recognize and use common frequency adverbs, parts of speech, and different audiences and purposes</p> <p>Summarize and Synthesize texts.</p> <p>Act to review how we include hobbies and interests in personal profiles which can be helpful in showcasing who we are, our personality and our future plans</p> <p>Some students could:</p> <p>Research various hobbies for teens, how people around the world spend their spare time, hobbies that famous people enjoy</p> <p>Develop a goal to work towards for 30 days</p> <p>Practise making sentences and identifying different parts of speech, and synthesizing</p> <p>Persuade others to participate in a hobby by creating an ad.</p> <p>word scramble challenge. •</p> <p>Do you like/hate/love...? •</p> <p>Adverbs of Frequency.</p> <ul style="list-style-type: none"> • Revision of Parts of Speech. • Write an email. 	
3. In a world where there are 6000	Communication	Message	Identities and relationships: <i>Human nature</i>	Cultures facilitate the use of language to communicate	A: i,ii,iii B: i,ii,iii C: i,ii,iii,iv	Communication Research	<p>Understand what language is.</p> <p>Explore languages spoken around the world, the</p>	B: Reading

languages, how can we understand each other?			<i>and human dignity, Identity formation</i>	convictions and values and to preserve our individual and collective identities.	D: i,ii,iii,iv		<p>advantages of being plurilingual, whether or not there should be a universal language.</p> <p>Reflect on how speaking more than one language can help us communicate in a new way, develop relationships and preserve our identity.</p> <p>Use technology to further investigate ideas related to language</p> <p>Comprehension: recognize and understand common idioms, capitalization rules, comparative and superlative adjectives</p> <p>Some students could:</p> <p>Research using key words, to find out about organizations that help improve cultural relations; to learn more about an animal language</p> <p>Create a poem about language, a PSA for endangered languages, phrases using a constructed language, code</p> <p>Practise capitalization rules, correct comparative and superlative adjectives, idioms.</p>	D: Writing
4. Is it raining cats and dogs?	Connections	Audience	Personal and Cultural Expression: <i>Philosophies and ways of life.</i>	Connecting to an audience through use of analysis and argument can help change perspective on an issue.	<p>A: i,ii,iii</p> <p>B: i,ii,iii</p> <p>C: i,ii,iii,iv</p> <p>D: i,ii,iii,iv</p>	Self Management Social	<p>All students should:</p> <p>Understand what weather, climate and climate change are and what our feelings and reactions are towards daily and seasonal weather.</p> <p>Explore how we can counter the effects of climate change.</p> <p>Reflect on the ways in which weather can affect our emotional state.</p>	<p>B: Reading</p> <p>D: Writing</p>

							<p>Use technology to further investigate ideas related to weather and climate change.</p> <p>Comprehension: recognize and understand common idioms and abstract nouns</p> <p>Some students could:</p> <p>Research the causes and effects of climate change</p> <p>Create a song using an abstract noun</p> <p>Identify correct demonstrative adjectives and pronouns and conjunctions.</p> <p>Adjectives, Idiomatic expressions.</p>	
5. What if everybody looked the same?	Creativity	Point of view Empathy Conventions Voice	Orientation in space and time	The conventions of story writing can allow us to communicate different points of view and express the way in which we reflect on our creativity through different stages in our life.	<p>A: i,ii,iii</p> <p>B: i,ii,iii</p> <p>C: i,ii,iii,iv</p> <p>D: i,ii,iii,iv</p>	Self Management Social	<p>Understand what beauty is and how our perception of beauty varies from culture to culture</p> <p>Explore the ways in which we use fashion and beauty as a means of personal expression, the ways in which our dress reflects who we are, and how our notions of beauty have changed over time</p> <p>Reflect on the extent to which our ideas of beauty are influenced by environment, the ways in which the pursuit of beauty can be dangerous, and the lengths we will go to for beauty</p> <p>Act to raise awareness of some of the dangerous consequences of the pursuit of beauty</p> <p>Use technology to further investigate ideas related to the concept of beauty</p>	<p>A: Listening</p> <p>C: Speaking</p>

							Comprehend the structure and strategies used in an argumentative essay Some students could: Research to find out more about eating disorders	
6. What if everybody looked the same?	Culture	Point of view Message	Personal and cultural expression	Themes connect people across cultures and eras.	A: i,ii,iii B: i,ii,iii C: i,ii,iii,iv D: i,ii,iii,iv	Thinking	<p>Understand what a story is and what some of the typical conventions of storytelling are</p> <p>Explore the reasons why people write and what we can learn from stories</p> <p>Reflect on whether or not life stories matter, and what we can gain from reading personal narratives</p> <p>Act to encourage others to read, write and share stories Use technology to further investigate ideas related to stories and storytelling</p> <p>Comprehension: recognize and understand common conventions of storytelling and strategies for writing descriptively Some students could: Create flash fiction</p>	<p>B: Reading</p> <p>D: Writing</p>

All the units we teach are regularly updated and improved to best suit our students at Digital Private School. Therefore, this overview only shows our current plans for the course. Some changes to these course overviews may happen throughout the academic year as we continue to plan and adapt.

Vertical Planner

Subject: English Language Acquisition

Year level: MYP 3

Unit Title	Key Concepts	Related Context	Global Contexts and Explorations	Statement of Inquiry	MYP Subject group Objective(s)	ATL Skills	Content (knowledge, skills, understanding)	Summative Assessment
	Is this one of the KC assigned to your subject group?	Have you chosen more than two?	Have you looked through the different explorations?	How are the KC, RC and GC connected to create this big idea?	What MYP Criteria and strands will be assessed in this unit?	What ATL skill will be explicitly taught in this unit?	What body of knowledge will be covered in this unit?	
1. Am I ready for the real world?	Connections	Purpose	Identities and relationships	Although the future may seem an eternity away, making purposeful connections with others helps us to develop as individuals and as lifelong learners.	A: i,ii,iii B: i,ii,iii C: i,ii,iii,iv D: i,ii,iii,iv	Communication Research	<p>All students should:</p> <p>Understand the IB learner profile traits; which skills can help them in the future and how to develop them.</p> <p>Reflect on which IB learner profile traits they possess and how to strengthen them or gain other traits; what kind of learners they are; what careers interest them; how the MYP prepares them for the future.</p> <p>Use technology to further investigate ideas related to future goals, career and school options, and ways to develop skills needed.</p> <p>Explore their personal approach to learning in a way that meets their individual needs to become lifelong learners.</p> <p>Discuss their dream job and what they want to do with their life.</p> <p>Act by carrying our research to begin to pursue individual passions in life.</p> <p>Some students could:</p> <p>Research a career that they are interested in.</p> <p>Create a goal related to an IB learner profile trait; a resume.</p>	A: Listening D: Writing

2. What's that you said?	Communication	Audience, Context, Purpose	Personal and cultural expression	The language we use is a means of personal and cultural expression, but for effective communication we need to adapt our use of words and phrases to suit different contexts and purposes.	A: i,ii,iii B: i,ii,iii C: i,ii,iii,iv D: i,ii,iii,iv	Communication Research	<p>Understand what slang is, what register is, and how language changes. Reflect on the way street language evolves, how we change the way we speak in different contexts, how slang shapes and reflects culture, and how it is used in everyday life and in literature. Use technology to further investigate ideas related to language. Explore the slang in their own language and how acceptable its usage is. Discuss the role of street language in society. Act to help student voices be heard by creating an English Language Voices Blog.</p> <p>Some students could: Research to find out when slang was first used in their own country. Demonstrate understanding of the future perfect tense, idioms and contractions. Create new words using some common strategies; visual showing the relation between location, age and language used.</p>	A: Listening C: Speaking
3. How can we overcome challenges?	Communication	Empathy, Point of view	Identities and relationships	Effective communication can help us understand other points of view and build better relationships.	A: i,ii,iii B: i,ii,iii C: i,ii,iii,iv D: i,ii,iii,iv	Communication Research	<p>Understand what a leader is, and what a void is. Reflect on what leadership is and how to develop leadership skills, what it means to be a risk-taker, and difficult decisions that they have had to make.</p> <p>Use technology to further investigate ideas related to language.</p> <p>Explore what it means to be a leader, different types of leadership styles, and when it might be important to take risks in life.</p>	C: Speaking D: Writing

							<p>Act to develop our understanding of leadership, learn new skills and grow in confidence as young leaders.</p> <p>Create an essay map to help organize ideas</p> <p>Develop and reflect on a goal for helping others</p> <p>Demonstrate understanding of common citation rules, colon usage and semicolon usage</p> <p>Discuss extreme sports and the risks associated with them</p>	
4. Can we travel through writing?	Creativity	Conventions, Point of view, Purpose, Audience	Orientation in space and time.	<p>Travelling to new places allows us to express our creativity and gives us access to other points of view; the conventions of travel writing serve the purpose of allowing us to share our experiences with audiences from around the world and develop a sense of our orientation in space and time</p>	<p>A: i,ii,iii B: i,ii,iii C: i,ii,iii,iv D: i,ii,iii,iv</p>	<p>Self Management Social</p>	<p>Understand the conventions of travel writing and what a travel journal is.</p> <p>Reflect on why travel writing exists, how it has changed over time, what it reveals about the past, what we gain from it, and how it can make us better people.</p> <p>Use technology to further investigate ideas related to travel writing.</p> <p>Explore examples of travel writing from different time periods, and how the genre can enrich our lives.</p> <p>Debate whether or not travel can have a harmful effect on our environment, and how we can become more responsible travellers.</p> <p>Act to become responsible travellers and continue the legacy of travel writing by producing our own work within the genre.</p> <p>Some students could:</p> <p>Research the conventions used in modern travel blogs.</p> <p>Create a timeline depicting the history of travel, and a Venn diagram comparing their culture to another culture of interest.</p> <p>Identify conventions of various types of texts.</p> <p>Understand how to use the future continuous tense and when to use the dash and hyphen punctuation marks.</p>	<p>B: Reading D: Writing</p>

5. Is tradition worth preserving?	Culture	Voice, Argument, Message	Fairness and development	Traditions are an important part of any culture, but some can be harmful to certain groups of people. To promote fairness and development across the globe, we must allow those without a voice to present an argument and spread their own message about the place of such traditions in the modern world.	A: i,ii,iii B: i,ii,iii C: i,ii,iii,iv D: i,ii,iii,iv	Self Management Social	<p>All students should: Understand what a tradition is and how they are practised throughout the world. Use technology to further investigate ideas related to traditions. Explore how traditions are created, why they are important, and how they can help us develop a sense of personal and cultural identity. Debate whether or not we should stop harmful traditions; whether or not tradition is an obstacle to progress; whether it is OK to endanger animals for the sake of tradition; and how we can protect others from dangerous traditions. Act to help protect those who are vulnerable against dangerous practices.</p> <p>Some students could: Research the origins of a tradition or superstition that has evolved into a common practice. Create an action plan to support gender equality; a descriptive piece of writing about a tradition strongly associated with the five senses. Identify the type of voice used in a text. Understand verbals and how to correctly use them in a sentence.</p>	A: Listening B: Reading
6. How do you see the world?	Communication	Point of view, Empathy, Bias	Scientific and technical innovation	Scientific and technical innovation has allowed us to understand how our brain function enables us to learn through communication, to empathise with others, and to	A: i,ii,iii B: i,ii,iii C: i,ii,iii,iv D: i,ii,iii,iv	Thinking	<p>All students should: Understand what an invisible disability is and the characteristics of some invisible disabilities. Use technology to further investigate mental illnesses and disabilities, and how our brains work. Explore how our brain works, why and how people perceive the world differently, how we can develop empathy for others through our exposure to literature and art, how science and technology can help us understand our brains better, and how our attitudes toward mental illness have changed over time.</p>	A: Listening D: Writing D: Writing

				understand how their way of seeing the world may differ from our own.			<p>Debate why the number of young people with mental health issues is higher than ever before, and how we can ensure our mental well-being. Act to raise awareness of neurodiversity and invisible disabilities.</p> <p>Some students could: Research additional types of invisible disabilities. Create advertisements to raise awareness for mental health illnesses, and a piece of art using colour to represent a mental health issue. Identify the type of voice used in a text. Understand modal verb forms and how to use them correctly.</p>	
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Vertical Planner

Subject: English Language Acquisition

Year level: MYP 4

Unit Title	Key Concept	Related Context	Global Contexts and Explorations	Statement of Inquiry	MYP Subject group Objective(s)	ATL Skills	Content (knowledge, skills, understanding)	Summative Assessment
	Is this one of the KC assigned to your subject group?	Have you chosen more than two?	Have you looked through the different explorations?	How are the KC, RC and GC connected to create this big idea?	What MYP Criteria and strands will be assessed in this unit?	What ATL skill will be explicitly taught in this unit?	What body of knowledge will be covered in this unit?	
1. Where do I belong?	Connections	Context	Identities and relationships	We use language to connect and convey messages to express the context and different aspects of our identities and relationships.	A: i,ii,iii B: i,ii,iii C: i,ii,iii,iv D: i,ii,iii,iv	Communication Research	<p>‘Our identities are made from the building up of those parts of our lives which are strong and positive, from all the things we feel we belong to and belong to us.’</p> <p>(Statement from A. Dewdney & D. Michels. More than black and white page 75)</p>	<p>C: Speaking</p> <p>D: Writing</p>

						<p>All students should:</p> <p>Use written and visual language to explore a developing sense of their familial place, as a means of exploring their cultural identity</p> <p>Develop good question-writing strategies</p> <p>Participate in debates, discussions and presentations where they practise communication and collaborative skills</p> <p>Summarize different views on what they think makes them the people they are</p> <p>Reflect on their personal responses to a range of texts.</p> <p>Does their reaction to different texts come from a culturally shaped perspective?</p> <p>Engage in narrative writing to explore their sense of cultural identity</p> <p>Outline key language structures</p> <p>Some students could:</p> <p>Structure questions to broaden and enrich class discussions</p> <p>Explain the relationship between specific connections, global and local that impact on identity and relationships</p> <p>Evaluate different views of personal history, values and belief as a means of exploring their cultural identity</p> <p>Demonstrate understanding of the future perfect tense, idioms and contractions.</p> <p>Create new words using some common strategies; visual</p>	
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							showing the relation between location, age and language used.	
2. Is my identity my brand?	Communication	Message Context	Scientific and technical innovation	Conventions used in virtual environments can hinder or facilitate the communication of a message and the way we understand technical innovation.	A: i,ii,iii B: i,ii,iii C: i,ii,iii,iv D: i,ii,iii,iv	Communication Research	Express their ideas on the positive and negative impacts of the social media/networks Identify trends as valuable assets for research and learning but which can also represent dangers in case of misuse, for example addiction to the internet which can limit social growth or lead to issues of identity Create blogs, podcasts and videos for an audience	A: Listening B: Reading
3. What determines health?	Culture	Point of view	Identities and relationships	Connecting to an audience through use of analysis and argument can help change perspective on an issue.	A: i,ii,iii B: i,ii,iii C: i,ii,iii,iv D: i,ii,iii,iv	Communication Research	Use written and visual language to explore a developing sense of their own health and lifestyles Develop good question-writing strategies Focus on the statement of inquiry through writing a reflection and then reflect on their developing strategies to build resilience Summarize different views on what they think makes them the healthy Reflect on their personal responses to a range of texts. Does their reaction to different texts come from a culturally shaped perspective? Engage in discussion and explore alternative choices to develop strategies to cope and become emotionally stronger Outline key language structures Some students could: Structure Present Perfect Continuous vs Present Perfect	D: Writing

							<p>Explain the relationship between choices and the impact on their health</p> <p>Evaluate different views of health issues.</p>	
4. Is the World Flat?	Culture	Context	Orientation in space and time	Cultures use different language modes to communicate the diffusion of a globalized context and social conventions.	<p>A: i,ii,iii</p> <p>B: i,ii,iii</p> <p>C: i,ii,iii,iv</p> <p>D: i,ii,iii,iv</p>	<p>Self Management</p> <p>Social</p>	<p>All students should:</p> <p>Structure present perfect vs past simple – regular and irregular verbs</p> <p>Identify vocabulary related to the Earth and environments as determined by the teacher</p> <p>Express opinion and points of view</p> <p>Interact in a spontaneous and engaging manner using vocabulary structured in the unit</p> <p>Analyse and organize information from a variety of sources and media</p> <p>Organize ideas and logically structure a coherent conversation</p> <p>Use clear and effective pronunciation and intonation in oral language and use style and register appropriate to the purpose and audience</p> <p>Distinguish the features of an informational text and produce one</p> <p>Read online news articles, blogs with some glossary</p> <p>Some students could:</p> <p>Identify the structure of the present perfect and know the basic irregular verbs in the past simple</p> <p>Distinguish between the features of an informational and a literary text</p>	<p>B: Reading</p> <p>D: Writing</p>

5. Can we sustain the planet?	Communication	Word Choice	Globalization and sustainability	We can use language to communicate a culture of empathy and present arguments to take action to live sustainably in an increasingly globalized world.	A: i,ii,iii B: i,ii,iii C: i,ii,iii,iv D: i,ii,iii,iv	Self Management Social	Use vocabulary items related to ecotourism Use action verbs/state verbs Gain exposure to longer articles and short commentaries Read online news articles, with some glossary Modelled writing of argumentative essay/leaflet/flyer Extend cultural knowledge and understanding of the sustainability issues in different sectors Some students could: Recognize the difference between action and state verbs Explain the relationship between specific connections, global and local, that impact sustainability Grammar outcome: Action verbs vs state verbs Prior to this unit, students are expected to know the main present tenses – they are given links to a flipped classroom task that they can use to revise grammar units.	B: Reading A: Listening
6. Why poverty?	Connections Empathy		Fairness and development	Through empathy, we can look at poverty themes to connect people across cultures and promote systems for fairness and development.	A: i,ii,iii B: i,ii,iii C: i,ii,iii,iv D: i,ii,iii,iv	Thinking	All students should: Understand what the term poverty means and use prior knowledge or experiences to connect with the concept Use technology to further investigate the concept of poverty Reflect on different types of poverty Identify poverty levels around the world	C: Speaking D: Writing

							Summarize causes and effects of poverty Engage in poverty simulations Outline who is helping in the global community Evaluate poverty aid Recognize our responsibilities for fighting poverty Comprehension: recognize the main idea, connect ideas and see relationships Read for detail and inference Integrate knowledge and ideas	
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Vertical Planner

Subject: English Language Acquisition

Year level: MYP 5

Unit Title	Key Concepts/	Related Context	Global Contexts and Explorations	Statement of Inquiry	MYP Subject group Objective(s)	ATL Skills	Content (knowledge, skills, understanding)	Summative Assessment
	Is this one of the KC assigned to your subject group?	Have you chosen more than two?	Have you looked through the different explorations?	How are the KC, RC and GC connected to create this big idea?	What MYP Criteria and strands will be assessed in this unit?	What ATL skill will be explicitly taught in this unit?	What body of knowledge will be covered in this unit?	
1. Is the world a battlefield?	Communication	Audience Word choice	Personal and cultural expression	Creative use of language and careful word choice can improve audience engagement for effective communication of ideas, beliefs, and values.	A: i,ii,iii B: i,ii,iii C: i,ii,iii,iv D: i,ii,iii,iv	Communication Research	All students should: Identify tense structures given in the context of the chapter to express relevant ideas that invite debate Participate in discussions, practice skills, communication, cooperation and collaboration, integrating (elements of) the	B: Reading D: Writing

							<p>ideas of others in their work to enrich their experience Integrate ideas from other subjects to demonstrate skills transfer</p> <p>Summarise different views on conflict and peace Identify and use structures of past continuous, past perfect and past perfect continuous Interact in a spontaneous and engaging manner using vocabulary structured in the unit Analyse and organise information from a variety of sources and media Recognize verbal irony and how it is used in informational texts</p> <p>Some students could: Use tense structures given in the context of the chapter to express relevant ideas that invite debate Use and explain how verbal irony is used to manipulate messages and images</p>	
2. Why does film matter?	Creativity	Audience	Personal and cultural expression	Film can promote creativity and allows us to connect with the audiences to share our values and ideas on significant issues in our culture and communities.	A: i,ii,iii B: i,ii,iii C: i,ii,iii,iv D: i,ii,iii,iv	Communication Research	<p>Identify film as a text that has a language all its own Develop skills to become 'active' rather than 'passive' viewers of film Summarise different views on what they think makes them the people they are Reflect on their personal responses to film. Does their reaction to different texts</p>	B: Reading A: Listening

							<p>come from a culturally shaped perspective?</p> <p>Engage in persuasive writing to share their point of view and make recommendations</p> <p>Communicate ideas, draw and give opinions and conclusions about different types of film</p> <p>Outline key language structures</p>	
3. What determines health?	Communication	Messages; bias	Personal and cultural expression	People select different linguistic styles to communicate ideas and messages that can promote personal and cultural expression.	<p>A: i,ii,iii</p> <p>B: i,ii,iii</p> <p>C: i,ii,iii,iv</p> <p>D: i,ii,iii,iv</p>	Communication Research	<p>All students should:</p> <p>Identify what are the components of an advertisement</p> <p>Use vocabulary related to advertising/propaganda</p> <p>Develop good question-writing strategies</p> <p>Summarise different views on what they think makes advertising/propaganda a powerful tool</p> <p>Reflect on their personal responses to advertising/propaganda. Does their reaction to different texts come from a culturally shaped perspective?</p> <p>Outline key language structures</p> <p>Some students could:</p> <p>Communicate ideas, draw and give opinions and conclusions about different types of advertisements/propaganda campaigns</p> <p>Give recommendations and persuade others</p> <p>Analyse and interpret visual elements of an advertisement/propaganda</p>	<p>B: Reading</p> <p>A: Listening</p>

							Structure questions to broaden and enrich class discussions	
4. Can words paint a thousand pictures.	Creativity	Voice Word choice	Personal and cultural expression	We can use different modes of language to voice our personal and cultural expression and express our creativity.	A: i,ii,iii B: i,ii,iii C: i,ii,iii,iv D: i,ii,iii,iv	Self Management Social	<p>All students should:</p> <p>Identify the ways texts are constructed</p> <p>Comment on and discuss the ways different authors use language</p> <p>Analyse extracts of writing of various authors and how they construct stories</p> <p>Conduct primary research by observing the neighbourhood and the people in it, recording their findings and using it as source material for their writing</p> <p>Engage in creative writing</p> <p>Deliver oral responses to literature</p> <p>Reflect on how language is adaptable and how authors make it fit their purpose</p> <p>Outline key language structures</p> <p>Some students could:</p> <p>Understand elements of the historical, cultural and personal importance that texts have for people</p>	B: Reading D: Writing
5. What is your ikigai?	Communication	Purpose	Identities and relationships	Our decisions and actions shape our identities and relationships, impact our ability to thrive and succeed and allow us to communicate our sense of purpose.	A: i,ii,iii B: i,ii,iii C: i,ii,iii,iv D: i,ii,iii,iv	Self Management Social	<p>Use written language to produce a CV</p> <p>Summarise different views on careers and future trends</p> <p>Reflect on their personal goals, aspirations and expectations</p> <p>Engage in narrative writing to explore their sense of cultural identity</p> <p>Outline key language structures</p>	A: Listening D: Writing

							Some students could: Structure questions to broaden and enrich class discussions	
6. Why twenty-first-century skills?	Connections	Context	Scientific and technical innovation	Technical innovations help create experiences and linguistic connections that enrich the meaning of the messages that we share and can provide a best-fit context.	A: i,ii,iii B: i,ii,iii C: i,ii,iii,iv D: i,ii,iii,iv	Thinking	<p>All students should:</p> <p>Use written and visual language to explore a developing sense of their skill set, what education means today (then, now and the future)</p> <p>Develop good question-writing strategies</p> <p>Answer the unit question through discussion, presentations and structured writing and then reflect on their changing understanding of education</p> <p>Summarise different views on what life-long learning is and how it empowers people</p> <p>Reflect on their personal responses to a range of texts. Does their reaction to different texts come from a culturally shaped perspective?</p> <p>Engage in opinion writing to share their viewpoint and support with evidence</p> <p>Outline key language structures</p> <p>Explain the relationship between learning environments, trends and scientific and technical innovation impact on education</p> <p>Evaluate different views of personal learning experiences</p>	B: Reading C: Speaking