Ssubject-Group Overview Planner 2023/2024

Subject Area: English Language and Literature



MYP Level: <u>1, 2</u>

Time Frame	Unit title	Key concept	Related concepts	Global context	Statement of inquiry	Objectives/Ob jective strands/Assess ment criteria	Summative assessment task	ATL skills/skill indicators	Content (topics, knowledge, skills)
6 weeks	1. Is seeing always believing?	Communication	Audience imperatives; Purpose; Genre	Personal and cultural expression	Through communication directors create film to position audiences to respond in a particular way.	B: All strands C: All strands D: All strands	Criterion B: Organizing – Students organise their ideas either through a speech or narrative script Criterion C: Producing text – Students write a narrative script or speech Criterion D: Using language – Students use language to support their ideas Students view two images and then either create a narrative piece of writing that will be turned into a documentary or create a speech about personal and cultural expression for a school assembly using one of the images.	Communication skills Collaboration skills Critical-thinking skills Creative-thinking skills Information literacy skills Media literacy skills Reflection skills	 Listen actively to other perspectives and ideas Practise observing carefully in order to recognize problems Draw reasonable conclusions and generalisations; Revise understanding based on new information and evidence Use brainstorming and visual diagrams to generate new ideas and inquiries Create original works and ideas Use existing works and ideas in new ways Collect, record and verify data; Access information to be informed and to inform others Make connections between various sources of information Identify primary and secondary sources Use critical-literacy skills to analyse and interpret media communications Make informed choices about personal viewing experiences Understand the impact of media representations and modes of presentation Communicate information and ideas effectively to multiple audiences using a variety of media and formats Focus on the process of creating by imitating the work of others Service as action Make your own documentary (How can I make a difference)
6 weeks	2.Myths and legends: A mirror of reality?	Perspective	Context Genre Purpose	Identities and relationships	For centuries we have used the genre of myths and legends for the purpose of gaining a perspective on human behaviour and individual and cultural identities.	B: All strands C: All strands D: All strands	Criterion B: Organizing – Students organise their ideas by re-writing a myth Criterion C: Producing text – Students write a myth in a modern-day context or setting Criterion D: Using language – Students think carefully about their choice of narrative voice Students choose a myth discussed in the chapter and then re-write it using a modern context or setting and aimed at an audience of his/her same age.	Collaboration skills Communication skills Creative-thinking skills Information literacy skills Media literacy skills Reflection skills	 Exercise leadership and take on a variety of roles within groups Manage and resolve conflict, and work collaboratively in teams Listen actively to other perspectives and ideas Make inferences and draw conclusions Take effective notes in class Write for different purposes Read critically and for comprehension Use intercultural understanding to interpret communication Organize and depict information logically Use appropriate forms of writing for different purposes and audiences Reading, writing and using language to gather and communicate information Structure information in summaries, essays and reports Create original works and ideas Use existing works and ideas Use existing works and ideas in new ways Practise flexible thinking – develop multiple opposing, contradictory and complementary arguments Use brainstorming and visual diagrams to generate new ideas and inquiries Service as Action Access information to be informed and inform others Use critical-literacy skills to analyse and interpret media communications Raise awareness of important issues through comics
5 weeks	3. Do advertisements run the world?	Communication	Purpose Audience imperatives Style	Globalization and sustainability	Advertisements share a common purpose, but through making certain linguistic and stylistic choices, writers can communicate ideas and tailor their messages to appeal to specific	A: All strands C: All strands D: All strands	Criterion A: Analysing – Students analyse a charity advertisement Criterion C: Producing text – Students create PEA paragraphs in response to a question about the advert Criterion D: Using language – Students use effective language through their response to the question	Communication skills Creative-thinking skills Critical-thinking skills Information literacy skills Media literacy skills	 Read critically and for comprehension Make inferences and draw conclusions Organize and depict information logically Give and receive meaningful feedback Use appropriate forms of writing for different purposes and audiences Write for different purposes Create original works and ideas Use existing works and ideas in new ways Service as Action Locate, organize, analyse, evaluate, synthesize and ethically use information from a variety of sources and media; Understand the impact of media representations and modes of presentation; Compare, contrast and draw connections among (multi)media resources;

					audiences on a global scale.		Students review an advert from a charity, analyse how the charity persuades the audience to support it, and then create PEA paragraphs in response to a question about it.		
6 weeks	4.Is all the world a stage?	Connections	Genres Audience imperatives Style Context	Orientation in space and time	Through the genre of drama, Shakespeare has made connections with audiences across the globe for centuries, demonstrating the power of literature to transcend space and time.	B: All strands C: All strands D: All strands	Criterion B: Organizing — Students demonstrate effective organizing as they write a response to questions about the text Criterion C: Producing text — Students make stylistic choices and decisions about information to support their argument Criterion D: Using language — Students demonstrate using effective language through writing a response to a speech Individually, students read a speech from The Merchant of Venice. Students then write at least four PEA paragraphs focused on how the stylistic devices support the text.	Collaboration skills Communication skills Creative-thinking skills Critical-thinking skills Information literacy skills Media literacy skills	 Listen actively to other perspectives and ideas Read critically and for comprehension Make inferences and draw conclusions Write for different purposes Organize and depict information logically Create original works and ideas Use existing works and ideas in new ways Gather and organize relevant information to formulate an argument Evaluate evidence and arguments Access information to be informed and inform others Use critical-literacy skills to analyse and interpret media communications Demonstrate awareness of media interpretations of events and ideas Service as Action See a play, or watch a film version
6 weeks	5. How can we separate facts form fiction?	Creativity	Genre, setting	Orientation in space and time	Writers of the genre of historical fiction can shed light on our orientation in space and time by using setting creatively to help us better understand and learn from the events which have shaped history.	A: All strands B: All strands C: All strands D: All strands		Critical thinking skills Communication skills Creative thinking skills Information literacy skills Collaboration skills Organisation skills	 Evaluate evidence or arguments Draw reasonable conclusions and generalisations Recognise unstated assumptions and bias Gather and organise relevant information to formulate and argument make inferences and draw conclusions Read critically and for comprehension Write for different purposes Organise and depict information logically practise visible thinking strategies Create original works and ideas access information to be informed and inform others Listen actively to other perspectives and ideas Set goals that are challenging and realistic Service as action Discuss a historical fiction in a book club Write a historical novel (historical fiction) Raise awareness about some of the issues in the novel
3 weeks	6. Why do we need to belong?	Connections	Theme; Audience Imperatives; Character	Identities and Relationships	Filmmakers use the medium of film to make connections with their audiences and to explore themes that shed light on how our relationships with others can help shape our individual identities.	A: All Strands		Communication skills Collaboration skills Information literacy skills Creative thinking skills Critical thinking skills Affective skills Media literacy skills	 Make inferences and draw conclusions Read critically and for comprehension Make effective summary notes for studying Write for different purposes Take effective notes in class practice empathy Listen actively to other perspectives and ideas Access information to be informed and inform others Create new works and ideas Draw reasonable conclusions and generalisations Evaluate evidence or argument managing state of mind (emotional management) Demonstrate an awareness of media interpretation of events and ideas Service as Action Raise awareness Express yourself through writing Watch more films!

Subject Area: English Language and Literature MYP Level: _3_

1.Does love make the world go round?	Connections	Theme; Self-expressi on; Style	Identities and relationships	The theme of love has resonated with humans across the globe for centuries and for as long as we have loved, we have used poetic style as a means of self-expression, as a way to make connections and to better understand our relationships with others.	A: i, ii, iii B: i, ii, iii C: i, ii, iii D: i, ii, iii, iv	Criterion A: Analysing: Students analyse the poem, Valentine. Criterion B: Organizing: Students organize their ideas in response to the prompts. Criterion C: Producing text: Students write responses to questions and two PEA paragraphs comparing and contrasting the poem to one from the chapter. Criterion C: Producing text: Students write responses to questions and two PEA paragraphs comparing and contrasting the poem to one from the chapter.	Communication skills Critical-thinking skills Information literacy skills	 Draw reasonable conclusions and generalisations; evaluate evidence or argument; gather and organize relevant information to formulate an argument Read critically and for comprehension; organize and depict information logically; make inferences and draw conclusions; write for different purposes Access information to be informed and inform others Service as Action Read more poetry Celebrate Valentine's Day with some love poetry
2.Can we ever escape the past?	Creativity	Genre; Audience imperatives; Point of view	Personal and cultural expression	Gothic literature is a testament to human creativity, and for centuries writers have used the genre and as a vehicle through which we can explore and interrogate culture.	A: i, ii, iii B: i, ii, iii C: i, ii, iii D: i, ii, iii, iv	Criterion A: Analysing: Students conduct a close reading of a section from the novel. Criterion B: Organizing: Students organize their ideas using PEA paragraphs. Criterion C: Producing text: Students write PEA paragraphs in response to a question. Criterion D: Using language: Students use language to support their ideas. Students carry out a close reading of a section from the novel. They then respond to the question 'Is Rebecca a ghost story?' using PEA paragraphs.	Communication skills Media literacy skills Critical-thinking skills Creative-thinking skills	 Draw reasonable conclusions and generalisations Evaluate evidence or argument Consider ideas from multiple perspectives Create original works and ideas Make effective summary notes for studying Read critically and for comprehension Make inferences and draw conclusions Organize and depict information logically Access information to be informed and inform others Demonstrate an awareness of media Interpretation of events and ideas Listen actively to other perspectives and ideas Service as Action Live in the present, not the past Students can use the Internet to research other Gothic literature and read more. Students can also learn more about how they can live in the present rather than dwelling on the past.
3.Is it true that you are what you read?	Creativity	Genre, Audience imperatives, Point of view	Personal and cultural expression	Newspapers are a powerful means of mass communication and for centuries audiences have turned to them to express and reflect their own point of view, personal beliefs and cultural values.	A: All Strands B: All Strands C: All Strands D: All Strands	Criterion A: Analysing: Students analyse a statement about newspapers and social media. Criterion B: Organising: Students organise their ideas into an article for a broadsheet newspaper. Criterion C: Producing text: Students write an article for a broadsheet newspaper. Criterion D: Using language: Students use language to support their ideas. Students write a broadsheet newspaper article explaining their point of view about the statement 'newspapers are a thing of the past; social media is the future of news.'	Critical thinking skills Communication skills Information literacy skills Media literacy skills Collaborative skills Organisation skills	 Draw reasonable conclusions and generalisations Consider ideas from multiple perspectives Create original works and ideas Make effective summary notes for studying Read critically and for comprehension Write for different purposes Give and receive meaningful feedback Organise and depict information logically Access information to be informed and inform others Demonstrate an awareness of media interpretation of events and ideas Listen actively to other perspectives and ideas Set goals that are challenging and realistic Service as action Keep up to date with the news

	ne future	Creative	Genres; Setting; Context	Orientation in space and time	Writers of the genre of science fiction subvert our notions of space and time and creatively use futuristic settings to explore anxieties about our immediate and future contexts.	A: All Strands B: All Strands C: All Strands D: All Strands	Criterion A: Analysing: Students analyse a statement about child soldiers. Criterion B: Organising: Students organise a blog post. Criterion C: Producing text: Students write their opinions about child soldiers. Criterion D: Using language: Students use language to support their ideas about child soldiers. Students imagine that they are a civilian living on Earth in Ender's world. They use a statement about child soldiers as a stimulus for a 700–1000 word blog post about their views on child soldiers.	Creative thinking skills Critical thinking skills Communication skills Information literacy skills Collaborative skills Affective skills	 Create original works and ideas Evaluate evidence or argument; gather and organize relevant information to formulate an argument; draw reasonable conclusions and generalisations Make inferences and draw conclusions; make effective summary notes for studying; read critically and for comprehension; write for different purposes Access information to be informed and inform others Listen actively to other perspectives and ideas; practice empathy Practice persistence and perseverance Service as Action Students can read the other books in the Ender Quintet, read other science fiction books, set up a sci-fi club and explore science fiction films, or campaign against the use of children in war.
5.Is laug the best medicin	st	Perspective	Purpose, Character, Genre	Identities and Relationships	The comedies of William Shakespeare use cases of mistaken identity, comic characters and confusing relationships to give us perspective on life and society.	A: All Strands B: All Strands C: All Strands D: All Strands	Criterion A: Analysing: Students analyse two characters. Criterion B: Organizing: Students organize an essay response. Criterion C: Producing text: Students produce an essay comparing and contrasting the characters. Criterion D: Using language: Students use language to support their ideas about the characters. Students write an essay comparing and contrasting two characters from the play. They also explore how the characters are used to create comedy.	Creative thinking skills Critical thinking skills Communication skills Information literacy skills Media literacy skills Collaborative skills Affective skills	 Create original works and ideas evaluate evidence or argument Gather and organize relevant information to formulate an argument Consider ideas from multiple perspectives make effective summary notes for studying Read critically and for comprehension Make inferences and draw conclusions Take effective notes in class Read critically and for comprehension Write for different purposes Negotiate ideas and knowledge with peers and teachers Give and receive meaningful feedback Access information to be informed and inform others Demonstrate an awareness of media interpretation of events and ideas Listen actively to other perspectives and ideas Practice empathy Managing state of mind, emotional management
6. Is kno power?		Perspective	Context, Theme	Fairness and development	Films are a medium for promoting fairness and development and through exploring the theme of education and by helping us understand context, they can give us a new perspective on things we take for granted.	A: All Strands B: All Strands C: All Strands	Criterion A: Analysing: Students analyse the painting The Problem We All Live With. Criterion B: Organizing: Students organize a piece of literary or non literary writing. Criterion C: Producing text: Students produce a piece of writing about Ruby Bridges. Criterion D: Using language: Students use language to support their ideas about the painting. Students use a painting of Ruby Bridges as a stimulus for their own piece of literary or non literary writing.	Critical thinking skills Communication skills Media literacy skills	 Set up your own laughter club at school Read more Shakespeare (Much Ado about Nothing) Draw reasonable conclusions and generalisations Evaluate evidence or argument make effective summary notes for studying Write for different purposes Make inferences and draw conclusions Give and receive meaningful feedback Read critically and for comprehension Negotiate ideas and knowledge with peers and teachers Demonstrate an awareness of media interpretation of events and ideas Access information to be informed and inform others Listen actively to other perspectives and ideas Service as Action Learn something new

6 weeks	1.What does courage look like?	Perspective	Point of view	Personal and cultural expression	Perspectives formed about what 'courage' may look like can be influenced both by one's own experience, and the point of view of others.	B: i, ii, iii C: i, ii, iii D: i, ii, iii, iv	News report: creating a news report using the elements of this type of text (Activity: From where I'm standing (or sitting) (p. 5)/Read all about it! (p. 8) Criterion C (i, ii, iii), Criterion D (i, ii, iiii, iv) Activity: A time when I showed courage (autobiographical writing) (p. 16) Criterion C (i, ii, iii), Criterion D (i, ii, iii), Criterion D (i, ii, iii, iv) Activity: A thin line between love and hate (biographical writing: an account of an event in the life of someone you know) (p. 21) Criterion C (i, ii, iii), Criterion D (i, ii, iii, iv) Activity: Writing a letter (letter to a newspaper by a human rights activist) (p. 27) Criterion B (i, ii, iii), Criterion D (i, ii, iii) iv) (Criterion C (i, ii, iii) could also be used with this task if wished)	Communication skills Organization skills Affective skills Reflection skills Media literacy skills Critical-thinking skills Creative-thinking skills	- Use and interpret a range of discipline-specific terms and symbols - Use appropriate forms of writing for different purposes and audiences - Read critically and for comprehension - Make inferences and draw conclusions - Write for different purposes - Organize and depict information logically - Set goals that are challenging and realistic - Practise positive thinking - Practise 'failing well' - Keep a journal to record reflections - Seek a range of perspectives from multiple and varied sources - Consider ideas from multiple perspectives - Formulate factual, topical, conceptual and debatable questions - Evaluate evidence and arguments - Create original works and ideas; use existing works and ideas in new ways Service and Action Individually: students take on the challenge of trying to do one thing each day that scares them, and keep a journal of some kind, preferably a video journal. They will need to write short speeches for each daily challenge – these can form the content of a written journal if a video version is not possible, and students might be encouraged to use photographs if that is the case.
8 weeks	2.What's the drama?	Communication	Theme (relationships) Genre (conventions)	Identity and relationships	Writers can use conventions in literature to convey the importance of communication in relationships.	A: i, ii, iii B: i, ii, iii C: i, ii, iii D: i, ii, iii, iv	Activity: Writing a diary entry (p. 38) Criterion C (i, ii, iii), Criterion D (i, ii, iii), iv) Activity: Conflict (p. 43) (Explore how the use of conflicts in the play The Miracle Worker demonstrates the importance of communication in relationships) Criterion A (i, ii, iii), Criterion B (i, ii), Criterion D (i, ii, iii, iv) Activity: Writing a formal letter (p. 47) Criterion B (i, ii, iii), Criterion D (i, ii, iii), (Criterion D (i, ii, iii) (Criterion D (i, ii, iii) (Criterion D (i, ii, iii) (Criterion D (i, ii, iii), iii) (Criterion D (i, ii, iii), Criterion C (i, ii, iii), Criterion C (i, ii, iii), Criterion D (i, ii, iii, iv)	Communication skills Media literacy skills Critical-thinking skills Creative-thinking skills	 Use a variety of media to communicate with a range of audiences Use and interpret a range of discipline-specific terms and symbols Use a variety of organizers for academic writing tasks Make inferences and draw conclusions Use appropriate forms of writing for different purposes and audiences Write for different purposes; participate in, and contribute to, digital social media networks Interpret and use effectively modes of non-verbal communication Give and receive meaningful feedback Communicate information and ideas effectively to multiple audiences using a variety of media and formats Gather and organize relevant information to formulate an argument Draw reasonable conclusions and generalizations Use brainstorming and visual diagrams to generate new ideas and inquiries Service and Action Having considered communication and its importance students might be asked to put their learning into practice by identifying two specific scenarios where effective communication is needed, and looking closely at specific ways in which that communication might be improved. The scenarios might have already taken place, which can be reflected on, or they may forthcoming, which can be planned for and possibly practised. If students keep a learning portfolio they might be asked to write or record a detailed reflection, or plan to include one. Or they may be asked to identify at least one occasion which they know is approaching when they will need to communicate well and keep a video diary of their progress in planning and rehearsing for it. Also suggested is a possible service learning activity in the form of creating 'talking books' for any local group that might benefit. This activity needs to be well planned and kept manageable in scope.
3 weeks	3.What perspective?	Perspective	Point of view	Personal and cultural expression	Considering a range of perspectives leads to a more informed point of view, and shapes or influences attitudes towards	A: i, ii, iii B: i, ii C: i, ii, iii D: i, ii, iii, iv, v	Task 1: Perspectives in song (p. 79) Criterion A (i, ii, iii), Criterion B (i, ii), Criterion D (i, ii, iii, iv) Task 2: Narrative voices – A Mask of Defiance (p. 80)	Communication skills Collaboration skills Affective skills Reflection skills Information literacy skills Media literacy skills	- Negotiate ideas and knowledge with peers and teachers - Give and receive meaningful feedback - Make inferences and draw conclusions - Write for different purposes - Listen actively to other perspectives and ideas - Practise empathy - Negotiate effectively

					and interactions with		Criterion B (i, ii), Criterion C (i,	Critical-thinking skills	- Encourage others to contribute
					others.		ii, iii), Criterion D (i, ii, iii, iv) Task 3: A letter to myself at 80 years old (p. 80) Criterion B (i, ii), Criterion C (i, ii, iii), Criterion D (i, ii, iii, iv) Task 3: A letter to myself at 80 years old (p. 80) Criterion B (i, ii), Criterion C (i, ii, iii), Criterion D (i, ii, iii, iv) Task 4: Literary essay or oral presentation (pp. 80–1) Criterion A (i, ii, iii) and Criterion D (i, ii, iii) and Criterion D (i, ii, iii), iv – literary essay / i, ii, iv, v – oral presentation) Task 5: Blog post (p. 81) Criterion C (i, ii, iii), Criterion D (i, ii, iii, iv) FORMATIVE TASKS WHICH MAY BE USED SUMMATIVELY Activity: Narrative perspective (a dramatic monologue) (p. 61) Criterion C (i, ii, iii), Criterion D (i, ii, iv, v)	Creative-thinking skills	 Self-motivation and resilience Service and Action: Random acts of kindness. Students might also, for an extended task of this nature, give a 'talking heads' oral presentation rather than a written account, either live or recorded. Or they may have a choice themselves – an example of differentiating the final product. Identify strengths and weaknesses of personal learning strategies (self-assessment) Consider ATL skills development – how can I share my skills to help peers who need more practice? Make connections between various sources of information Understand the impact of media representations and modes of presentation Demonstrate awareness of media interpretations of events and ideas Recognize unstated assumptions and bias Revise understanding based on new information and evidence Draw reasonable conclusions and generalizations Gather and organize relevant information to formulate an argument Consider ideas from multiple perspectives Use existing works and ideas in new ways Create original works and ideas Use brainstorming and visual diagrams to generate new ideas and inquiries
6 weeks	4.How can poetry be used for protest?	Communication	Style Purpose Point of view	Personal and cultural expression	Persuasive communication uses aspects of style for the purpose of expressing personal and cultural ideas, feelings, beliefs and values, which can help challenge or alter other people's point of view.	A: i, ii, iii, iv B: i, ii C: i, ii, iii D: i, ii, iii, iv	Task 1: Poetry commentary (p. 110) Criterion A (i, ii, iii, iv), Criterion B (i, ii), Criterion D (i, ii, iii, iv) Task 2: A poem pastiche (p. 110) Criterion C (i, ii, iii), Criterion D (i, ii, iii, iv)	Communication skills Collaboration skills Reflection skills Information literacy skills Media literacy skills Critical-thinking skills Creative-thinking skills	 Give and receive meaningful feedback Paraphrase accurately and concisely Read critically and for comprehension Make inferences and draw conclusions Use and interpret a range of discipline-specific terms and symbols Use a variety of speaking techniques to communicate with a variety of audiences Build consensus Make fair and equitable decisions Take responsibility for one's own actions Focus on the process of creating by imitating the work of others Consider ethical implications Access information to be informed and to inform others Understand the impact of media representations and modes of presentation Recognize unstated assumptions and bias Draw reasonable conclusions and generalizations Gather and organize relevant information to formulate an argument Use brainstorming and visual diagrams to generate new ideas and inquiries Service and Action: Students can use their slam poetry as created in class to hold a slam competition in their school or local community (for example, in a local library) – or can follow on from their class experiences to organize a competition for open entries. Such an event provides a forum for advocacy on issues participants care about. Advocacy is one of the types of service learning suggested for students to engage in as part of the 'service as action' element of the MYP.
6 weeks	5.How can growing and learning be portrayed in short stories?	Connections	Character Plot Theme Intertextuality	Identities and relationships	Writers' use of plot and character across different texts reveals how challenges of different kinds are connected with / may lead to the self-discovery, new learning and	A: i, ii, iii B: i, ii C: i, ii, iii D: i, ii, iii, iv	Task 1: Write a short story (p. 133) Criterion C (i, ii, iii), Criterion D (i, ii, iii, iv) (Criterion B (i, ii) can also be used in assessment of this task if wished) Task 2: Analyse your short story (p. 133) Criterion A (i, ii, iii)	Communication skills Information literacy skills Media literacy skills Critical-thinking skills Creative-thinking skills	 Use appropriate forms of writing for different purposes and audiences Give and receive meaningful feedback Read critically and for comprehension Make inferences and draw conclusions Access information to be informed and to inform others Understand the impact of media representations and modes of presentation Revise understanding based on new information and evidence Draw reasonable conclusions and generalizations Gather and organize relevant information to formulate an argument Consider ideas from multiple perspectives

					personal growth which help to form a person's identity.		Other possible summative tasks: Activity: Jerry's report card (p. 119) Criterion C (i, ii, iii), Criterion D (i, ii, iii, iv) Activity: Pa and Dave (p. 126) Criterion A (i, ii, iii), Criterion C (i, ii, iii), Criterion D (i, ii, iii, iv) Activity: Dave's diary (p. 130) Criterion C (i, ii, iii), Criterion D (i, ii, iii, iv)		 Use existing works and ideas in new ways Create original works and ideas Use brainstorming and visual diagrams to generate new ideas and inquiries Service and Action: (p. 132) This focuses students on challenges that they have faced, and learning that may have resulted from that. This should demonstrate the value of reflection and how this may inform future experiences. In this regard, students are asked to think ahead to a potential future challenge and consider how they might prepare for that in order to succeed better, and what learning may be gained from it. In terms of generating ideas on potential challenges, students might return to their work on 'Do one thing a day that scares you' in Chapter 1.
6 weeks	6.Should we always believe what we see and hear?	Creativity	Style Context Bias	Scientific and technical innovation	It is important in an age of mass information to consider how far creative use of language, context and bias can affect how far a text is telling the truth.	A: i, ii, iii, iv B: i, ii, iii C: i, ii, iii D: i, ii, iii, iv, v	Task 1: Speech analysis of Animal Farm (p. 158) Criterion A (i, ii, iii), Criterion B (i, ii), Criterion D (i, ii, iii, iv) Task 2: Evaluating a non-fiction speech (p. 159) Initial evaluation of the speech should be based on Criterion A, with the report formally assessed using Criterion C (i, ii, iii) and Criterion D (i, ii, iv, v) Task 3: A comparative commentary (p. 159) Criterion A (i, ii, iii, iii, iv), Criterion B (i, ii), Criterion C (i, ii, iiii), Criterion D (i, ii, iii, iii), iv) Task 4: Literature essay (p. 160) Criterion A (i, ii, iii, iii, ivi) Criterion D (i, ii, iii), Criterion B (i, ii), Criterion D (i, ii, iii, iii)	Communication skills Collaboration skills Information literacy skills Media literacy skills Critical-thinking skills Creative-thinking skills	 Make inferences and draw conclusions Write for different purposes Read critically and for comprehension Interpret a range of discipline-specific symbols Use a variety of speaking techniques to communicate with a variety of audiences Read a variety of sources for information Find information for disciplinary inquiries Manage and resolve conflict, and work collaboratively in teams Build consensus Access information to be informed and inform others Make connections between various sources of information Use critical-literacy skills to analyse and interpret media communications Evaluate and select information sources and digital tools based on their appropriateness to specific tasks Understand the benefits and limitations of personal sensory learning preferences when accessing, processing and recalling information Understand the impact of media representations and modes of presentation Demonstrate awareness of media interpretations of events and ideas Communicate information and ideas effectively to multiple audiences using a variety of media and formats Locate and evaluate information from a variety of sources and media Seek a range of perspectives from multiple and varied sources Recognize unstated assumptions and bias Gather and organize relevant information to formulate an argument Evaluate evidence and arguments Draw reasonable conclusions and generalizations Practise observing carefully in order to recognize problems Use existing works and ideas Service and Action: This activity engages students in some minor research of their own, first in finding examples of fake and real news (they might alternatively be asked to write some brief fake news examples of their own)
-						Subject Area: En	glish Language and Literature M	YP Level: <u>5</u>	
	1.Why travel?	Perspectives	Context Self-expressi on	Scientific and technical innovation	Journeys provide insights into a range of contexts and perspectives, and scope for significant discovery, learning and self-expression.	A: i, ii, iii, iv B: i, ii, C: i, ii, iii D: i, ii, iii, iv, v	Task 1: Creative writing – leaving home (p. 187) Criterion B (i, ii), Criterion C (i, ii, iii), Criterion D (i, ii, iii, iv, v) Task 2: Analysis of a holiday advertisement (pp. 188–9) Criterion A (i, ii, iii, iv), Criterion B (i, ii), Criterion D (i, ii, iii, iv, v)	Communication skills Collaboration skills Information literacy skills Critical-thinking skills Creative-thinking skills Transfer skills	 Evaluate evidence and arguments Make inferences and draw conclusions Write for different purposes Read critically and for comprehension Use a variety of speaking techniques to communicate with a variety of audiences Listen actively to other perspectives and ideas Use appropriate forms of writing for different purposes and audiences Use a variety of media to communicate with a range of audiences Listen actively to other perspectives and ideas Build consensus Work collaboratively in teams

						Task 3: A public presentation on dark tourism (p. 189) Criterion B (i, ii), Criterion C (i, ii, iii), Criterion D (i, ii, iii, iv, v) Other possible summative tasks: ACTIVITY: No regrets (p. 171) Criterion C (i, ii, iii), Criterion D (i, ii, iii, iv) ACTIVITY: Adapting to your environment (p. 171) Criterion C (i, ii, iii), D (i, ii, iii, iv, v) (precise descriptors (for written or oral work) dependent on actual task)		- Give and receive meaningful feedback - Help others to succeed - Make connections between various sources of information - Access information to be informed and inform others - Present information in a variety of formats and platforms - Recognize unstated assumptions and bias - Revise understanding based on new information and evidence - Gather and organize relevant information to formulate an argument - Evaluate evidence and arguments - Consider ideas from multiple perspectives - Identify obstacles and challenges - Use brainstorming and visual diagrams to generate new ideas and inquiries - Consider multiple alternatives, including those that might be unlikely or impossible - Apply existing knowledge to generate new ideas, products or processes - Generate metaphors and analogies - Make guesses, ask 'what if' questions - Create original works and ideas - Use existing works and ideas in new ways - Change the context of an inquiry to gain different perspective - Service as action - Awareness campaign: Create an awareness campaign through posters, - brochures, or a website blog. This campaign should emphasize responsible - and respectful behaviour while visiting dark tourism sites.
2.What do our ethical and moral choices reveal about us?	Connections	Structure Context Character	Identities and relationships	Narrative structures can be used to show moral and ethical dilemmas, with people's responses to these revealing aspects of their character and identity.	C: i, ii, iii D: i, ii, iii, iv, v	Task 1: Presentation (p. 218) Criterion C (i, ii, iii), Criterion D (i, ii, iii, iv, v) Other possible summative tasks: Activity: What would you do? (pp. 192–3) Criterion C (i, iii), Criterion D (i, ii, iii, iv) Activity: Movies that made me bawl my eyes out (p. 195) Criterion C (i, iii), Criterion D (i, ii, iii, iv)	Communication skills Collaboration skills Information literacy skills Media literacy skills Critical-thinking skills Creative-thinking skills	- Make inferences and draw conclusions - Take effective notes in class - Make effective summary notes for studying - Organize and depict information logically - Give and receive meaningful feedback - Encourage others to contribute - Listen actively to other perspectives and ideas - Use critical-literacy skills to analyse and interpret media communications - Present information in a variety of formats and platforms - Access information to be informed and inform others - Communicate information and ideas effectively to multiple audiences using a variety of media and formats - Make informed choices about personal viewing experiences - Understand the impact of media representations and modes of presentation - Gather and organize relevant information to formulate an argument - Evaluate evidence and arguments - Consider ideas from multiple perspectives - Interpret data - Revise understanding based on new information and evidence - Draw reasonable conclusions and generalizations - Use existing works and ideas in new ways - Create original works and ideas Service as Action - Design a leaflet or videocast for students, which explains in language more accessible for them five different types of malpractice that students in a school might be tempted to engage with.
3.Should we always be able to say what we want, when we like?	Communication	Point of view Purpose Audience imperatives	Fairness and development	The rights and responsibilities of communication are important to consider, particularly in terms of the point of view being expressed, the purpose of expressing it and the	A: i, ii, iii B: i, ii D: i, ii, iii, iv	Task 1: Poetry commentary (p. 247) Criterion A (i, ii, iii), Criterion B (i, ii), Criterion D (i, ii, iii, iv) Task 2: Prose commentary (p. 247) (Criterion A (i, ii, iii), Criterion B (i, ii), Criterion D (i, ii, iii, iv)	Communication skills Collaboration skills Information literacy skills Media literacy skills Critical-thinking skills Creative-thinking skills Transfer skills	 Read critically and for comprehension Read a variety of sources for information Use intercultural understanding to interpret communication Negotiate ideas and knowledge with peers and teachers Write for different purposes Use and interpret a range of discipline-specific symbols Make inferences and draw conclusions Use a variety of speaking techniques to communicate with a variety of audiences Interpret and use effectively modes of non-verbal communication Listen actively to other perspectives and ideas Negotiate effectively

Advistable Advist	Learner of the control of the contro		1	1	T	T	I 10	1	1	Т	
A Willing of Commontained and supplies of a substantial process of the process of the common and	A STR a de Commercial de Comme	1									
4. What is completed in the control of the control	A-National Conventions of Conventi						is expressed.				
4.Vibrat de Consections Costex Hamilier and Authority personal control of the cost of the	A.V. Commercians Commerc										
A What do household the control of t	All All All Brain Continues and Continues										
Access authoration to be information and control of the conditions	A A I I II Vol. 10 Commentors A A I I I II Vol. 10 Commentors A A I I I II Vol. 10 Commentors A A I I I II Vol. 10 Commentors A A I I I II Vol. 10 Commentors A A I I I II Vol. 10 Commentors A A I I I II Vol. 10 Commentors A A I I I II Vol. 10 Commentors A A I I I II Vol. 10 Commentors A A I I I II Vol. 10 Commentors A A I I I II Vol. 10 Commentors A A I I I II Vol. 10 Commentors A A I I I II Vol. 10 Commentors A A I I I II Vol. 10 Commentors A A I I I II Vol. 10 Commentors A A I I I II Vol. 10 Commentors A A I I I II Vol. 10 Commentors A A I I I II Vol. 10 Commentors A A I I I I II Vol. 10 Commentors A A I I I I II Vol. 10 Commentors A A I I I I II Vol. 10 Commentors A A I I I I II Vol. 10 Commentors A A I I I I II Vol. 10 Commentors A I I I I I II Vol. 10 Commentors A I I I I I I I I I I I I I I I I I I										
Make consistent between various corrects of information (including proportations and contests of presentation (including proportations and contests of presentation). A What do Natify of Connections A What do Natify of Including the Contest of Proposition of Connections (including propositions). A What do Natify of Including the Contest of Including the Includ	AWAY de Carrections AWAY de Carrections Context C										
- Lindoctated the impact of models approximations and models of precination - Seek a range of prespectives from multiple and seators of securities of securities and seators of precinities and securities. Seek a range of prespectives and general various. - Province recombing mechanisms, and general various Province recombing inclinations, is boiling due to an imagine to waiting the seators, is boiling due to an imagine to waiting the seators, is boiling due to an imagine to waiting the seators, is boiling due to an imagine to waiting the seators, is boiling due to an imagine to waiting the seators, is boiling due to an imagine to waiting the seators, is boiling due to an imagine to waiting the seators, is boiling due to an imagine to waiting the waiting the seators, is boiling due to an imagine to waiting the waiting the waiting to waiting the waiting the entire various devices and the control on an imagine to waiting the waiting waiting the waiting the waiting the waiting the waiting to waiting the waiting the waiting to waiting the waiting the waiting the waiting to waiting the waitin	December the importance of modes representations and notes of presentation of contents of the contents of th										
- Secks a range of perspectives from multiple and varied sources: - Product evidence and argumentations to formation and parameter Product of the perspective section section of the perspective section of the perspective section of the perspective section section of the perspective sectio	Selection and an approximate from multiple and owned vorces to be based on the selection of an approximate to formation and evidence Development of the properties of the prop										
Foundate confidence and arguments General case and angiancy objects and information in formulate an argament General case and indigence program agramments General case and indigence programs agramments General case and	Profit the exidence and regimeners										
4.Wait do Connections Connect	Connectors 4.What do connectors continued to the state of the context of the con										
## Pure reasonable conclusions and appearance in Purpose and Content can provide a property and the statistics of the provide and the statistics of the provided and the provided and the statistics of the provided and the stati	Decre reasonable conclusions and general nations. Review and retaining the later role in ferrotration and evidence. Review and retaining the later role in ferrotration and evidence. Consider multiple alternatives, inclining those that might be whickly or unprossible Apply exiting lamboration by generative review storphylocitics and inclining the continuing those that might be whickly or unprossible Apply exiting lamborative in generative review products or process. Content flow of the product of										
## Revise and resulting fament on the information and evidence Develope canning or opening agregation, including famon of the conflict or impossible of context and famous and context and decrease of the context of manages of the context and decrease of the context of manages of the context and decrease of the context of manages of the context and decrease of the context of the c	4.What do book (i.e.) 4.What do book (i.e.) 4.What do book (i.e.) 4.What do book (i.e.) 5. Context ear existence will also and existence to the service of prompting a service of the										
- Develop contrary or oppositing arguments - Consider militing a literature in the complete final might be unlikely or impossible - Apply existing knowledge or together than delice and processors - Consider militing or and analogies - Change the united of an expany is again different perspectives Apply did in an abreviolage male militing in the complete final militing and analogies - Change the united of an expany is again different perspectives Apply did in an abreviolage or male militing in the standard of the processor of the standard of the s	4 When do Commerciony Context A When do Deathy Commerciony Context A When do Deathy Private Commerciony Context A When do Deathy Private Commerciony Context A Vill, III Commerciony Commerciony Context A Vill, III Commerciony Commerciony Context Co										
4.What do healthy and the context of a major to make the major to major to make the major to	A.What do labely best formation and place of the programment of the pr										
A What do beathy relationships look like? A What do beathy relationships look like look and place lookers and place and place and place lookers and	4. What do conceitous which people is a service of the production										
- Create organal works and ideas - Generate intertiphers and analogies - Change the contract of an inquiry to gain different perspectives - Apply skills and knowledge in mismaliar situations - Service as Action - Student Blog or Magazine: Start a student-run blog or magazine that allows students to express their opinions and ideas freely. The platform can serve use a space for aducted its never the first freedom of expression responsibly and the students of the relationships in the students of the relationships in the students of the relationships of the relationships of the students of the relationships of the students of the relationships of the relationships of the relationships of the relationships of	4. What do beathy electrons (E. III. III. Electron B. II. III. III. III. Electron B. II. III. III. Electron B. II. III. III. Electron B. II. III. III. III. III. Electron B. II. III. III. III. III. III. III. I										
4.What do neathy elationships look late? Connections look late? A bentities and relationships look late? Connections look late? A bentities and relationships look late? Connections look late? A i. ii. ii and the nature of the relationships look late? A ii. ii. ii and the nature of the relationships look late? A ii. ii. ii and the nature of the relationships in the relationships of the relationships in the relationships in the relationships of the relationships in the relationships of the relationship	- Connections between the context of an inquiry to gain different proportions— 4.What do healthy between the context of an inquiry to gain different proportions— 4.What do healthy between the context of an inquiry to gain different proportions— 5. Service as Action 5. Service as Action 5. Service as Action 6. Commentions 6. Context 1. Identities and relationships book like? 6. Context 1. Identities and relationships between the following particulars of the relationships book like? 6. Context 1. Identities and relationships between the life person of the context of the improvement of the relationships between the life person of the life person o										
4. What do brailing relationships look like? Cuntext relationships look like relationship	4. What do bathly relationships look fike? Connections for full dependence of the entire of the ent										- Generate metaphors and analogies
Service as Action Students for gross their opinions and ideas, freely. This pile form can serve as a space for students to express their opinions and ideas, freely. This pile form can serve as a space for students to express their opinions and ideas, freely. This pile form can serve as a space for students to express their opinions and ideas, freely. This pile form can serve as a space for students to express their opinions and ideas, freely. This pile form can serve as a space for students to express their opinions and ideas, freely. This pile form can serve as a space for students to express their opinions and ideas, freely. This pile form of expression responsibly. Commentions Context Identities and Context an excellent murals, sculptures, or other art installations in public spaces that concerv messages related to freedom of expression. Task 1: Benedick's diary (p. 292) Citieron 8 (i, ii), Citerion C (i, ii), ii), Citerion B (i, iii), Citerion B (iii),	### Service as Action Service as Action S										
4. What do healthy relationships look like? 4. What do healthy relationships look like? 4. What do healthy relationships look like? 5. Comections like years and the nature of the healthy relationships look like? 6. Comections like years are lated to context and the nature of the healthy relationships look like? 6. Comections like years are lated to context and the nature of the healthy relationships look like? 7. Community Art Project Organizes and appear to reverse meaning and recomplementary and the nature of the healthy of the healthy relationships like years. 8. Li, ii, iii like years and the nature of the healthy of the healthy of the healthy relationships like years. 8. Li, iii like years and the nature of the healthy of the healthy relationships like years. 9. Li, iii, iii like years and the nature of the healthy of the healthy relationships will be years. 10. Li, iii, iii, iii, iii, iii, iii, iii,	4.What do Naily relationships look like? Connections (Context can relationships look like?) Connections (Naily relationships look) Connections (Naily relat										- Apply skills and knowledge in unfamiliar situations
4.What do healthy relationships look like? Comections like? Cometted a demittee and relationships have feationships be look like? Comettee a demittee and relationships have form. Context a demittee and relationships have form. Context a demittee and relationships have form. Context an endationship have form. Context an endation have form of expression. Context and endet information literacy. Context and solve information and pleasure. Context end relationship have form of expression. Context end converges and discovered for information in express of research learning strategies. Context ending for endet representation and pleasure. Context end converges and discovered for information in express of research learning strategies. Context ending for endation engages. Context end form of expression. Context end converges and discovered for information in express of research learning strategies. Context end form of expression. Context endeation form of expression. Contex	4.What do hailty relationships took like? Connections hailty relationships took like? Connections have been been been been been been been be										Compiles as Astion
4. Whet do healthy relationships look like? 4. Whet do healthy relationships look like? 4. Whet do healthy relationships look like? 5. Connections be a relationships look like? 6. Connect can relationships look like? 6. Connections be a relationships look like a relationships look like a relationships look like? 6. Connectionships look like? 6. Connectionships look like? 6. Connectionships look like? 6. Connectionships look like a relationships look like a re	4.What do healthy relationships look like? Context to the context with each of the relationships of the relations										
4.What do health connections health health connections health connections health	4. What do healthy relationships look like? Connections look like look look like? Connections look like look look like. Connections like. Connections look like. Connections look. Red variety of sources and displat look based on their appropriateness of specific look like. Connections look look like. Connections look. In like look like. Connections like. Red contend look of writer properties of search look look like. Connections like. Connections like. Red connections look look like. Connections like. In like look look like. Connections like. In like look like. Connection like. In like look like. Connec										students to express their opinions and ideas freely. This platform can serve as
4.What do healthy relationships look like? Comecons healthy relationships book like? Comecons healthy relationships of the relationsh	A. What do healthy continues the ways relationships look like? A. What do healthy continues the ways relationships look like? A. What do healthy continues the ways relationships look like? A. What do healthy continues the ways relationships look like? A. What do healthy continues the ways relationships look like? A. What do healthy continues the ways relationships look like? A. What do healthy continues the ways relationships look like? A. What do healthy continues the ways relationships look like? A. What do healthy continues the ways relationships look like? A. What do healthy continues the ways relationships look like? A. What do healthy continues the ways relationships look like? A. What do healthy continues the ways relationships look like? A. What do healthy continues the ways relationships look like? A. What do healthy continues the ways relationships look like? A. What do healthy continues the ways relationships look like? A. What do healthy continues the ways relationships look like? A. What do healthy continues the ways relationships look like like the ways relationships look like and the healthy continues the ways relationships look like like ways look like like ways like like like like ways look like like ways like like like like like like like like										a space for students to exercise their freedom of expression responsibly.
4.What do healthy relationships look like? Connections bealthy relationships look like? Connections bealth relationships look like? Connections bealth relationships look like? Connections look like in the people connect with each other, and the nature of the relationships they form. Connections look like? Connections look like in the people connect with each other, and the nature of the relationships they form. Connections look like? Connections look like in the people connect with each other, and the nature of the relationships they form. Connections look like? Connections look like in the people connect with each other, and the nature of the relationships they form. Connections look like? Connections look like in the people connect with each other, and the nature of the relationships they form. Connections look like? Connections look like in the people connect with each other, and the nature of the relationships they form. Connections look like? Connections skills ling manned of comprehension will be added the people connect with each other, and the nature of the relationships link link link link link link link link	4.What do healthy relationships look like? Connections health look look look look look look look loo										a space for state the share to share the share
4.What do healthy relationships look like? 4.What do healthy relationships look like? 5. Connections healthy relationships look like? 5. Connections healthy relationships look like? 6. Connections health relationships they form. 7. Connections health relationships they form. 7. Connections health relationships they form. 8. Likerature essay (p. 292) Criterion A (li, li, li), Criterion B (li, li), li, li) with the chapter: 8. Connections health relationships they form. 8. Likerature essay (p. 292) Criterion A (li, li, li), Criterion B (li, li), li) with the chapter: 8. Connections health relationships in the relationships they form. 8. Connections health relationships in the relationships they form. 9. Connections health relationships in the nature of the relationships they form. 10. Likerature essay (p. 292) Criterion A (li, li, li), Criterion D (li, li, li, ly) 10. Likerature essay (p. 292) Criterion A (li, li, li), Criterion B (li, li), li) with the chapter: 10. Likerature essay (p. 292) Criterion A (li, li), li, Criterion B (li, li), li, li, li) 10. Likerature essay (p. 292) Criterion B (li, li), li, li, li) 10. Likerature essay (p. 292) Criterion B (li, li), li, li, li) 10. Likerature essay (p. 292) Criterion B (li, li), li, li, li) 10. Likerature essay (p. 292) Criterion B (li, li), li, li, li) 10. Likerature essay (p. 292) Criterion B (li, li), li, li, li) 10. Likerature essay (p. 292) Criterion B (li, li), li, li, li) 10. Likerature essay (p. 292) Criterion B (li, li), li, like looks laterature essay (p. 292) Criterion B (li, li), li, like looks laterature essay (p. 292) Criterion B (li, li), like looks laterature essay (p. 292) Criterion B (li, li), like looks laterature essay (p. 292) Criterion B (li, li), like looks laterature essay (p. 29	4. What do healthy relationships look like? 4. What do healthy relationships look like? 5. Connections beatthy relationships look like? 5. Connections beatthy relationships look like? 6. Connections beatth connect with each other, and the nature of the relationships they form. 6. Connections beatth connect with each other, and the nature of the relationships they form. 7. Task 2: Benedick's dilary (p. 292) Communication skills in formation literacy skills in formation literacy skills. Information l										- Community Art Project: Organize an art project that promotes freedom of
4. What do healthy relationships look like? 4. What do healthy relationships look like? 5. Connections by the relationships look like? 5. Connections by the relationships look like? 6. Connections by the relationships look like? 7. Connections by the relationships look like? 8. Connections by the relationships like like like like like like like like	4. What do betthy relationships look like? 4. What do betthy relationships look like? 4. What do betthy relationships look like? 5. In it is a separate the people connect with each other, and the nature of the relationships they from. 5. In it is it, it is it is the people connect with each other, and the nature of the relationships they from. 6. In it is it										expression. Students can create murals, sculptures, or other art installations in
healthy relationships look like? Teltionships look like? B i, ii, iii, iii, iii, iii, iii, iii,	healthy relationships look like? Part Chiefen B (f, ii), Cirterion B (f, ii), Cirterion B (f, iii), Cirterion B (f, iii), Cirterion D (f, iii, iii)										
relationships look like? Discription Comment with each other, and the nature of the relationships they form. Discription Comment Commen	relationships look like? In which people connect with each other, and the nature of the relationships they form. In which people connect with each other, and the nature of the relationships they form. In which people connect with each other, and the nature of the relationships they form. In which people connect with each other, and the nature of the relationships they form. In which people connect with each other, and the nature of the relationships they form. In which people connect with each other, and the nature of the relationships they form. In which people connect with each other, and the nature of the relationships they form. In which people connect with each other, and the nature of the relationships they form. In which people connect with each other, and the nature of the relationships they form. In which people connect with each other, and the nature of the relationships they form. In which people connect with each other, and the nature of the relationships they form. In which people connect with each other, and the nature of the relationships they form. In which people connections the relationships they form. In which people connections and each of their people of some some formation in transposition by a few within the chapter. Activity: Reporting a scam (p. 277) Criterion 0 (p. ii, iii, iv) Activity: Reporting a scam (p. 277) Criterion 0 (p. ii, iii, iv) In which people does not be a few within the chapter. Activity: Reporting a scam (p. 277) Criterion 0 (p. ii, iii, iv) Activity: Reporting a scam (p. 277) Criterion 0 (p. ii, iii, iv) In which calls literacy skills Creater thanking skills Creater thanking skills Creater thanking skills Creater the resolution of the straight and weaknesses of research learning strategies Access information to the resolute connections and estern thanking the straight and weaknesses of research learning strategies Access information to the relationships and weaknesses of research learning the state to specific uses a feature thanking skills Creater			Connections	Context			A: i, ii, iii			
connect with each other, and the nature of the relationships they form. Task 2: Uterature essay (p. 292) Criterion A (i, ii, iii), virterion B (i, ii), Criterion B (i, iii), Criterion D (i, ii, iii, vi) Criterion D (i, iii, iii, vi) Criterion D (iii, iii, iii, vi) Criterion D (ii, iii, iii, vi) Criterion D (iii, iiii, vi) Criterion D (iii, iiii, vi) Criterion D (iii, iiii, vi) Criterion D (ii	look like? Connect with each other, and the nature of the relationships they form. Information literacy stills critical-thinking skills reported in the chapter: Task 2: Literature essay [p. 292] Criterion B (i, ii), criterion B (i, iii), iii), criterion B (i, iii), criterion B (iii), criterion B (iii), iii), criterion B (iii					relationships					
other, and the nature of the relationships they form. Task 2: Literature essay (p. 292) Criterion A (i, ii, iii), Criterion B (i, ii, iii), Criterion D (i, ii, iii), Criterion B (ii, iii	other, and the nature of the relationships they form. Task 2: Iterature essay (p. 29.2) Criterion A (i, i, iii), Criterion B (i, ii, iii), Criterion C (i, ii, iii), Criterion B (ii, iii, iii), Criterion B (ii, iii, iii), Criterion B (ii, iii), Criterion B (ii, iii, iii), Criterion B (iii, iii), Criterion B (iii, iii), Criterion B (iii), iii), Criterion B								iii), Criterion D (i, ii, iii, iv)		
Media literacy skills Criterion D (i, ii, iii, iii) Criterion D (i, ii, iii, iii) Other possible summative tasks within the chapter: Activity: Fake love / Extension (p. 274) Criterion D (i, ii, iii), criterion C (i, ii, iii), Criterion D (i, ii, iii, iii) Activity: Reporting a scam Extension (p. 277) Criterion D (i, ii, iii), vi Activity: Reporting a scam Extension (p. 277) Criterion D (i, ii, iii), vi Carrying out internet research (p. 283) Criterion D (i, ii, iii), criterion C (i, ii, iii), Criterion D (i, ii, iii), vi Activity: The gossip columnist (p. 283) Criterion D (i, ii, iii), Criterion D (ii, iiii), Criterion D (ii, iiiii), Criterion D (ii, iiii), Criterion D (ii, iiii), Criterion D (ii, iiii), Criterion D (iii), (iii), (iii), Vi Crarying out internet research (p. 288) Criterion C (i, ii, iii), Criterion D (iii), (iii), (iii), Vi Criterion D (ii, iii), (iii), Vi Criterion D (ii, iii), Vi Criterion D (ii, iii), Vi Criterion D (ii, iiii), Vi Criterion D (iii), Vi Criteri	The relationships they form. Criterion A (i, ii, iii), Criterion B (i, ii), Criterion D (i, ii, iii, iii) Other possible summative tasks within the chapter: Activity: Fake love / Extension (p. 27d) Criterion B (i, iii), Criterion C (i, ii, iii), Criterion D (i, ii, iii, iii) Activity: Reporting a scam (p. 277) Criterion B (i, ii, iii), Criterion D (i, ii, iii), Criterion D (ii, iii), iii) Activity: Reporting a scam - Extension (p. 277) Criterion D (ii, iii), iii) Activity: Reporting a scam - Extension (p. 277) Criterion D (ii, iii), iii) Activity: Reporting a scam - Extension (p. 277) Criterion D (ii, iii), iii) Activity: Reporting a scam - Extension (p. 277) Criterion D (ii, iii), iii) Activity: Reporting a scam - Extension (p. 277) Criterion D (ii, iii), iii) Creating out internet research (p. 283) Criterion D (ii, iii), iii) Carrying out internet research (p. 283) Criterion D (ii, iii), iii) Carrying out internet research (p. 283) Criterion D (ii, iii), iii) Activity: The gossip columnist (p. 285) Criterion D (ii, iii), iv) Activity: Read all about it! (news opinion article) (p. 290) Criterion B (ii, iii), Criterion D (ii, iii), iv) Activity: Read all about it! (news opinion article) (p. 290) Criterion B (ii, iii), Criterion D (ii, iii), iv) Activity: Read all about it! (news opinion article) (p. 290) Criterion B (ii, iii), Criterion D (ii, iii), iv) Activity: Read all adout it! (news opinion article) (p. 290) Criterion B (iii, iii), Criterion D (iii, iii), iv) Activity: Read all adout it! (news opinion article) (p. 290) Criterion B (iii), iii), iii)		look like?					D. 1, 11, 111, 1V,			
they form. Critical-thinking skills Critica	they form. The form of (i, ii, ii, ii, ii)								- · · · · · · · · · · · · · · · · · · ·		
Other possible summative tasks within the chapter: Activity: Fake low of Extension (p. 274) Criterion B (i, ii, iii), Criterion C (i, ii, iii), Criterion D (i, ii, iii, v) Activity: Reporting a scam (p. 277) Criterion C (i, ii, iii), Criterion C (i, ii, iii), Criterion D (i, ii, iii, v) Activity: Reporting a scam — Extension (p. 277) Criterion D (i, ii, iii, v) Activity: Reporting a scam — Extension (p. 277) Criterion D (i, ii, iii, v) Activity: Reporting a scam — Extension (p. 277) Criterion D (i, ii, iii, v) Activity: Reporting a scam — Extension (p. 277) Criterion D (i, ii, iii, v) Activity: Reporting a scam — Extension (p. 277) Criterion D (i, ii, iii, v) Activity: Reporting a scam — Extension (p. 277) Criterion D (i, ii, iii, v) Activity: Reporting a scam — Extension (p. 277) Criterion D (i, ii, iii, v) Activity: Reporting a scam — Extension (p. 277) Criterion D (i, ii, iii, v) Activity: Reporting a scam (p. 277) Criterion D (i, ii, iii, v) Activity: Reporting a scam (p. 277) Criterion D (i, ii, iii, v) Activity: Reporting a scam (p. 277) Criterion D (i, ii, iii, v) Activity: Reporting a scam (p. 277) Criterion D (i, ii, iii, v) Activity: The gossip columnist (p. 283) Criterion B (i, ii, iii, v) Activity: The gossip columnist (p. 283) Criterion D (i, ii, iii, v) Activity: The gossip columnist (p. 283) Criterion C (i, ii, iii, iv) Activity: The gossip columnist (p. 283) Criterion C (i, ii, iii, iv) Activity: The gossip columnist (p. 283) Criterion C (ii, ii, iii, v) Activity: The gossip columnist (p. 283) Criterion C (ii, ii, iii, v) Activity: The gossip columnist (p. 283) Criterion C (ii, ii, iii, v) Activity: The gossip columnist (p. 283) Criterion C (ii, ii, iii, v) Activity: The gossip columnist (p. 283) Criterion C (ii, ii, iii, v) Activity: The gossip columnist (p. 283) Criterion C (ii, iii, ii, v) Activity: The gossip columnist (p. 283) Criterion C (ii, iii, ii, v) Activity: The gossip columnist (p. 283) Criterion C (ii, iii, ii, v) Activity: The gossip columnist (p. 283) Criterion C (iii, iii, ii, v	Other possible summative tasks within the chapter: Activity: Fake love / Extension (p. 274) Criterion 8 (i, ii, iii), Criterion C (i, ii, iii), criterion B (i, i, iii), Criterion C (i, ii, iii), criterion B (i, i, iii), Criterion C (i, ii, iii), criterion B (i, i, iii), Criterion C (i, ii, iii), criterion B (i, i, iii), Criterion C (i, ii, iii), criterion B (i, i, iii), Criterion B (i, iii), Criterion B								** ** **		
Skills Transfer skills Other possible summative tasks within the chapter: Activity: Fake love / Extension (p. 274) Criterion B (i, ii, iii), Criterion C (i, ii, iii), Criterion D (i, ii, iii), Criterion C (i, ii, iii), Criterion B (i, ii, iii), Criterion C (i, ii, iii), Criterion B (i, ii, iii), Criterion C (i, ii, iii), Criterion D (i, ii, iii), Criterion D (ii, iii, iii), Criterion D (ii, iiii, iii), Criterion D (iii, iiii), Criterion D (iii, iiii), Criterion D (iiii), iiii, iii), Criterion D (iiii), iiii, iii), Criterion D (iiii), iiii, iii), Criterion D (iiii), iiii, iiii), Criterion D (iiii), iiii, iiii), Criterion D (iiii), iiiiii, Criterion D (iiiii), iiiiii, Criterion D (iiii), iiiii, Criterion D (iiii)	Skills Transfer skills Within the chapter: Activity: Rebe lowe / Extension (p. 274) Criterion B (i, ii, iii), Criterion B (i, ii, iii), Criterion B (i, iii), iii), Criterion B (ii, iii), Criterion D (ii, iiii), Criterion D (ii, iii), Criterion D (ii, iiii), Criterion D (ii, iii), Criterion D (ii, iiii), Criterion D (ii, iiii), Criterion D (ii, iii), Criterion D (iii), iii), Criterion								ii), Criterion D (i, ii, iii, iv)		
Transfer skills Within the chapter: Activity: Fake love / Extension (p. 277) Criterion B (i, ii, iii), Criterion D (i, ii, iii), Criterion C (i, ii, iii), Criterion D (i, ii, iii), Criterion C (i, ii, iii), Criterion D (i, ii, iii, iii), Criterion D (i, ii, iii, iv), Criterion D (i, iii, iii, iv), Criterion D (i, ii, iii, iv), C	Transfer skills within the chapter: Activity: Fake love / Extension (p. 274) Criterion B (i, ii, iii,)/ Criterion C (i, ii, iii), Criterion D (i, ii, iii,)/ Activity: Reporting a scam (p. 277) Criterion B (i, ii, iii), Criterion C (i, ii, iii), Criterion D (i, ii, iii, v) Activity: Reporting a scam (p. 277) Criterion D (i, ii, iii, v) Activity: Reporting a scam (p. 277) Criterion D (i, ii, iii, v) Activity: Reporting a scam (p. 277) Criterion D (i, ii, iii, v) Activity: Reporting a scam (p. 277) Criterion D (i, ii, iii, v) Carrying out internet research (p. 233) Criterion D (i, ii, iii, v) Carrying out internet research (p. 233) Criterion B (i, ii, iii), Criterion D (i, ii, iii, v) Carrying out internet research (p. 233) Criterion B (i, ii, iii), Criterion D (i, ii, iii, v) Activity: The possip columnist (p. 288) Criterion D (i, ii, iii, v) Activity: The possip columnist (p. 288) Criterion D (i, ii, iii, v) Activity: The possip columnist (p. 288) Criterion D (i, ii, iii, v) Criterion G (i, ii, iii), Criterion D (i, ii, iii, v) Activity: The possip columnist (p. 288) Criterion D (i, ii, iii, v) Criterion D (i, ii, iii, Criterion D (i, ii, iii), Criterion D (i, ii, iii), Criterion D (ii, iii, iii) Criterion D (ii, iii) Criterion D (ii, iii) Criterion D (ii, iii) Criterion D (ii, iii) Criterion D (ii										
Activity: Fake love / Extension (p. 274) Criterions (c, (i, ii, iii,). Criterion D (i, ii, iii,). Criterion D (i, ii, iii), Criterion D (i, ii, iii), Criterion D (i, ii, iii,). Activity: Reporting a scam (p. 277) Criterion B (i, ii, iii, iii), Criterion D (i, ii, iii, iv) Activity: Reporting a scam – Extension (p. 277) Criterion C (i, ii, iii, v) Activity: Reporting a scam – Extension (p. 277) Criterion D (i, ii, iii, v) Carrying out internet research (p. 283) Criterion D (i, ii, iii, iv) Carrying out internet research (p. 283) Criterion B (i, iii, ii, iv), Criterion B (i, ii, ii, iv), Criterion D (i, ii, iii, iv) Activity: The gossip columnist (p. 283) Criterion D (i, ii, iii, iv) Activity: The gossip columnist (p. 288) Criterion D (i, ii, iii, iv) Activity: The gossip columnist (p. 288) Criterion C (i, ii, iii, iv) Activity: The gossip columnist (p. 288) Criterion C (i, ii, iii, iv) Activity: The gossip columnist (p. 288) Criterion C (i, ii, iii, iv) Activity: The gossip columnist (p. 288) Criterion C (i, ii, iii, iv) Activity: The gossip columnist (p. 288) Criterion C (i, ii, iii, iv) Activity: The gossip columnist (p. 288) Criterion C (i, ii, iii, iv) Activity: The gossip columnist (p. 288) Criterion C (i, ii, iii), Criterion C (i, ii, iii, iv) Activity: The gossip columnist (p. 288) Criterion C (i, ii, iii, iv) Activity: The gossip columnist (p. 288) Criterion C (i, ii, iii), Criterion C (i, ii, iii), Criterion C (i, ii, iii, iv) Activity: The gossip columnist (p. 288) Criterion C (i, ii, iii, iv) Carrying out internet research (p. 288) Criterion C (i, ii, iii, iv) Consider multiple alternatives, including those that might be unlikely or impossible complementary arguments Create carrying out overs and decit information and devidence consider multiple alternatives, including those that might be unlikely or impossible complementary arguments Create carrying	Activity: Fake love / Extension (p. 274) Criterion B (i, ii, iii), Criterion C (i, ii, iii), Criterion D (i, ii, iii, w) Activity: Reporting a scam (p. 277) Criterion B (i, ii, iii), Criterion C (i, ii, iii), Criterion D (i, ii, iii, w) Activity: Reporting a scam (p. 277) Criterion B (i, ii, iii), Criterion D (i, ii, iii, v) Activity: Reporting a scam — Extension (p. 277) Criterion C (i, ii, iii), Criterion D (i, ii, iii, v) Carrying out internet research (p. 283) Criterion B (i, ii, iii), Criterion C (i, ii, iii), Criterion D (i, ii, iii, v) Carrying out internet research (p. 283) Criterion B (i, ii, iii), Criterion D (i, ii, iii, v) Activity: The gossip columnist (p. 288) Criterion C (i, ii, iii), Criterion D (i, ii, iii, v) Activity: Read all about it! (news opinion article) (p. 290) Criterion B (i, ii, iii), Criterion D (ii, iii), Criterion D (ii, iii), Criterion D (ii, iii), Criterion D (ii), Criterion D (iii), Criterion D (iii), Criterion D								I	Transfer skills	
274) Criterion B (i, ii, iii), Criterion C (i, ii, iii), Criterion D (i, ii, iii), Criterion D (i, ii, iii), Criterion B (i, ii, iii), Criterion B (i, ii, iii), Criterion B (i, ii, iii), Criterion D (i, ii, iii), Criterion C (i, ii, iii), Criterion D (i, ii, iii), Criterion D (i, ii, iii), Criterion C (i, ii, iii), Criterion C (i, ii, iii), Criterion C (i, ii, iii), Criterion D (i, ii, iii, iv) Activity: Reporting a scam – Extension (p. 277) Criterion C (i, ii, iii), Criterion D (i, ii, iii, v) Carrying out internet research (p. 283) Criterion B (i, ii, iii), Criterion D (i, ii, iii, iv) Carrying out internet research (p. 283) Criterion B (i, ii, iii), Criterion D (i, ii, iii, iv) Carrying out internet research (p. 283) Criterion B (i, ii, iii), Criterion D (i, ii, iii), Criterion C (i, ii, iii), Criterion C (i, ii, iii), Criterion D (i, ii, iii, iv) Activity: The gossip columnist (p. 288) Criterion C (i, ii, iii), Criterion D (i, ii, iii, iv) Consider multiple alternatives, including those that might be unlikely or impossible Use brainstorming and visual diagrams to generate new ideas and inquiries Practise flexible thinking – develop multiple opposing, contradictory and complementary agaments Create original works and ideas	Type of the first										
C (i, ii, iii), Criterion D (i, ii, iii, iv) Activity: Reporting a scam (p. Extension (p. 277) Criterion B (i, ii, iii), vi) Activity: Reporting a scam — Extension (p. 277) Criterion C (i, ii, iii), Criterion D (i, ii, iii, vi) Activity: Reporting a scam — Extension (p. 277) Criterion C (i, ii, iii), Criterion D (i, ii, iii, vi) Carrying out internet research (p. 283) Criterion B (i, ii, iii), Criterion D (i, ii, iii, vi) Carrying out internet research (p. 278) Criterion B (i, ii, iii), Criterion D (i, ii, iii), Vi) Activity: The gossip columnist (p. 278) Criterion D (i, ii, iii), Criterion D (i, ii, iii), Vi) Activity: The gossip columnist (p. 278) Criterion D (i, ii, iii), Criterion D (i, ii, iii), Vi) Activity: The gossip columnist (p. 279) Criterion D (i, ii, iii), Criterion D (i, ii, iii), Vi) Activity: The gossip columnist (p. 279) Criterion D (i, ii, iii), Criterion D (i, ii, iii), Vi) Activity: The gossip columnist (p. 279) Criterion D (i, ii, iii), Criterion D (i, ii, iii), Vi) Activity: The gossip columnist (p. 279) Criterion D (i, ii, iii), Vi) Activity: The gossip columnist (p. 279) Criterion D (i, ii, iii), Vi) Activity: The gossip columnist (p. 279) Criterion D (i, ii, iii), Vi) Activity: The gossip columnist (p. 279) Criterion D (i, ii, iii), Vi) Activity: The gossip columnist (p. 279) Criterion D (i, ii, iii), Vi) Activity: The gossip columnist (p. 270) Criterion D (i, ii, iii), Vi) Activity: The gossip columnist (p. 270) Criterion D (p. ii, iii), Vi) Activity: The gossip columnist (p. 270) Criterion D (p. ii, iii), Vi) Activity: The gossip columnist (p. 270) Criterion D (p. ii, iii), Vi) Activity: The gossip columnist (p. 270) Criterion D (p. ii, iii), Vi) Activity: The gossip columnist (p. 270) Criterion D (p. ii, iii), Vi) Activity: The gossip columnist (p. 270) Criterion D (p. ii, iii), Vi) Activity: The gossip columnist (p. 270) Criterion D (p. ii, iii), Vi) Activity: The gossip columnist (p. 271) Criterion D (p. ii, iii), Vi) Activity: The gossip columnist (p. 2	C (i, ii, iii), Criterion D (i, ii, iii), viv Activity: Reporting a scam (p. 277) Criterion B (i, ii, iii), Criterion C (i, ii, iii), vi) Activity: Reporting a scam – Extension (p. 277) Criterion C (i, ii, iii), vi) Activity: Reporting a scam – Extension D (i, ii, iii), criterion D (i, ii, iii), vi) Carrying out internet research (p. 283) Criterion B (i, ii, iii), Criterion C (i, iii), cri										• • • • • • • • • • • • • • • • • • • •
Activity: Reporting a scam (p. 277) Criterion B (i, ii, iii), Criterion C (i, ii, iiii), Criterion D (i, ii, iii), Criterion D (i, ii, iii), Criterion D (i, ii, iii), Criterion C (i, ii, iii), Criterion D (ii, iii), Criterion D (iii, iii), Criterion D (iii), Criterion D (iii, iii), Criterion D (iii), Iiii), Criterion D (iii), Iiii), Criterion D (iii), Iiii), Criterion D (iii), Iiii), Volumber and Criterion D (iii)	Activity: Reporting a scam (p. 277) Criterion B (i, ii, iii), Criterion C (i, ii, iii), Criterion D (ii, iiii), Criterion D (ii, iiii), Criterion D (iii, iiii), Criterion D (iii), Iiii, Criterion D (iii), Iiii, Criterion D (iii), Iiii), Criterion D (iii), Iiiii), Criterion D (iii), Iiiiiiiiiiiiiiiiiiiiiiiiiiiiiiiiii										
277) Criterion B (i, ii, iii), Criterion C (i, ii, iii), Criterion D (i, ii, iii), Criterion D (i, ii, iii), v) Activity: Reporting a scam — Extension (p. 277) Criterion C (i, ii, iii), Criterion D (i, ii, iii), Criterion C (i, ii, iii), Criterion D	277) Criterion B (î, ii, iii), Criterion C (i, ii, iii), Criterion D (1		
C (i, ii, iii), Criterion D (i, ii, iii), vi) Activity: Reporting a scam – Extension (p. 277) Criterion C (i, ii, iii), Criterion D (j, ii, iii), Criterion D (i, ii, iii),	C (i, ii, iii), Criterion D (i, ii, iii), v) Activity: Reporting a scam – Extension (p. 277) Criterion C (i, ii, iii), criterion D (i, ii, iii, v) Carrying out internet research (p. 283) Criterion B (i, ii, iii), Criterion D (_ · · · · · · · · · · · · · · · · · · ·		
Activity: Reporting a scam – Extension (p. 277) Criterion C (i, ii, iii), Criterion D (i, ii, ii	Activity: Reporting a scam – Extension (p. 277) Criterion D (i, ii, iii, v) Carrying out internet research (p. 283) Criterion D (i, ii, iii), Criter										1
Extension (p. 277) Criterion C (i, ii, iii), Criterion D (i, ii, iii), Criterion D (i, ii, iii), Criterion D (i, ii, iii), Criterion B (i, ii, iii), Criterion B (i, ii, iii), Criterion D (i, ii, iii),	Extension (p. 277) Criterion C (i, ii, iii), Criterion D (i, ii, iii, v) Carrying out internet research (p. 283) Criterion B (i, ii, iii), Criterion C (i, ii, iii), Criterion D (i, ii, iii), Criterion C (i, ii, iii), Criterion D (i, ii, iii), Criterion C (i, ii, iii), Criterion D (i, ii, iii), Criterion D (i, ii, iii), Criterion C (i, ii, iii), Criterion C (i, ii, iii), Criterion D (i, ii, iii, ii), Criterion D (i, ii, iii), Criterion D (i, ii, iii), Crit										
variety of sources and media (including digital social media and online networks). Carrying out internet research (p. 283) Criterion D (i, ii, iii), Criterion D (i, ii, iii)	variety of sources and media (including digital social media and online networks). Carrying out internet research (p. 283) Criterion D (i, ii, iii), Criterion D (ii, ii, iii), Criterion D (
Carrying out internet research (p. 283) Criterion B (i, ii, iii), Criterion C (i, ii, iii), Criterion D (i, ii, iii), Crit	Carrying out internet research (p. 283) Criterion B (i, ii, iii), Criterion C (i, ii, iii), Criterion D (i, ii, iii), Crit								1		
283) Criterion B (i, ii, iii), Criterion C (i, ii, iii), Criterion D (i, ii, iii), Criterion C (i, ii, iii), Criterion D (i, ii, iii), Criterion C (i, ii, iii), Criterion D (i, ii, iii), Criterion C (i, ii, iii), Criterion D (i, ii, iii), Criterion C (i, ii, iii), Criterion D (i, ii, iii), Criterion C (i, ii, iii), Criterion D (283) Criterion B (i, ii, iii), Criterion D (1		
C (i, ii, iii), Criterion D (i, iii, iii), Criterion D (i,	C (i, ii, iii), Criterion D (i, ii, iii, iv) Carrying out internet research (p. 283) Criterion B (i, ii, iii), Criterion C (i, ii, iii), Criterion D								· ·		- Gather and organize relevant information to formulate an argument
Carrying out internet research (p. 283) Criterion B (i, ii, iii), Criterion C (i, ii, iii), Criterion C (i, ii, iii), Criterion D (i, ii, iii), Criterion D (i, ii, iii), Criterion C (i, ii, iii), Criterion D (i, ii, iii), Criterion D (i, ii, iii), Criterion C (i, ii, iii), Criterion D (i, ii, iii, iv) D (i, ii, iii, iv) Consider ideas from multiple perspectives Revise understanding based on new information and evidence Consider multiple alternatives, including those that might be unlikely or impossible Use brainstorming and visual diagrams to generate new ideas and inquiries Practise flexible thinking – develop multiple opposing, contradictory and complementary arguments Create original works and ideas	Carrying out internet research (p. 283) Criterion B (i, ii, iii), Criterion C (i, ii, iii), Criterion D (i, ii, iii), Crit								1		
283) Criterion B (i, ii, iii), Criterion C (i, ii, iii), Criterion D (ii, iii, iii), Criterion D (ii, ii, iii), Criterion D (ii, ii, iii), Criterion D (ii, i	283) Criterion B (i, ii, iii), Criterion C (i, ii, iii), Criterion D (
C (i, ii, iii), Criterion D (i, ii, iii, iv) Activity: The gossip columnist (p. 288) Criterion C (i, ii, iii), Criterion D (ii, ii, iii	C (i, ii, iii), Criterion D (i, ii, iii), v) Activity: The gossip columnist (p. 288) Criterion C (i, ii, iii), Criterion D (i, ii, iii), Criterion										
Activity: The gossip columnist (p. 288) Criterion C (i, ii, iii), Criterion D (i, ii, iii) Criterion D (ii, i	Activity: The gossip columnist (p. 288) Criterion C (i, ii, iii), Criterion D (i, ii, iii), Water and all about it! (news opinion article) (p. 290) Criterion B (i, ii), Criterion C (i, ii, iii), Activity: Read all about it! (news opinion article) (p. 290) Criterion B (i, ii), Criterion C (i, ii, iii), Activity: The gossip columnist (p. 288) Criterion C (i, ii, iii), Criterion C (i, ii, iii), Criterion C (i, ii, iii), - Create original works and ideas - Use existing works and ideas in new ways - Change the context of an inquiry in order to gain a different perspective										
288) Criterion C (i, ii, iii), Criterion D (i, ii, iii, iv) Create original works and ideas	288) Criterion C (i, ii, iii), Criterion D (i, ii, iii, iv) Activity: Read all about it! (news opinion article) (p. 290) Criterion B (i, ii), Criterion C (i, ii, iii), - Tractise flexible thinking – develop multiple opposing, contradictory and complementary arguments - Create original works and ideas - Use existing works and ideas in new ways - Change the context of an inquiry in order to gain a different perspective										
D (i, ii, iii, iv) - Create original works and ideas	D (i, ii, iii, iv) Activity: Read all about it! (news opinion article) (p. 290) Criterion B (i, ii), Criterion C (i, ii, iii), Create original works and ideas - Use existing works and ideas in new ways - Change the context of an inquiry in order to gain a different perspective										
	Activity: Read all about it! (news opinion article) (p. 290) Criterion B (i, ii), Criterion C (i, ii, iii), - Use existing works and ideas in new ways - Change the context of an inquiry in order to gain a different perspective								D (i, ii, iii, iv)		
	opinion article) (p. 290) Criterion B (i, ii), Criterion C (i, ii, iii), - Change the context of an inquiry in order to gain a different perspective								Activity: Read all about it! (news		
	B (i, ii), Criterion C (i, ii, iii),								opinion article) (p. 290) Criterion		
B (i, ii), Criterion C (i, ii, iii),	Critarion D./i. ii. iii. iv/										
Criterion D (i, ii, iii, iv) Service as Action			1		1	I	I	I	Criterion D (i ii iii iv)	l	Service as Action

								- Develop awareness about the different types of relationships among MYP 1-3 level students, and what might be done in response to such behaviours.
5.How do we deal with a double-edged sword?	Perspective	Point of view Intertextuality	Scientific and technical innovation	Different perspectives across different texts show how innovation brings both opportunity and risk, along with consequences and responsibilities.	A: i, ii, iii, iv B: i, ii, iii C: i, ii, iii D: i, ii, iii, iv	Task 1: Discursive writing (p. 319) Criterion B (i, ii), Criterion C (i, ii, iii), Criterion D (i, ii, iii), iv) Task 2: Magazine feature article (p. 319) Criterion B (i, ii, iii), Criterion C (i, ii, iii), Criterion D (i, ii, iii, iv) Task 3: Commentary – poetry (p. 319) Criterion A (i, ii, iii), Criterion B (i, ii), Criterion D (i, ii, iii, iv) Task 4: Comparative writing (p. 319) Criterion A (i, ii, iii, iv), Criterion B (i, ii), Criterion D (i, ii, iii, iv) Other possible summative tasks: Activity: Writing about the Blue Factory (diary) (p. 300) Criterion C (i, ii, iii), Criterion D (i, ii, iii), Criterion B (i, ii, possibly iii), Criterion C (i, ii, iii), Criterion D (i, ii, iii), Criterion C (i, ii, iii), Criterion D (i, ii, iii), Criterion C (i, iii), Criterion D (i, ii, iii), Criterion C (i, iii), Criterion D (i, ii, iii), Criterion B (i, ii, iii), Criterion D (i, ii, iii), Criterion B (i, ii, iii), Criterion D (i, ii, iii), Criterion B (i, ii, iii), Criterion D (i, ii, iii), Criterion B (i, ii, iii), Criterion D (i, ii, iii), Criterion B (i, ii, iii), Criterion D (i, ii, iii), Criterion B (i, ii, iiii), Criterion D (i, ii, iii), Criterion B (i, ii, iiii), Criterion D (i, ii, iii), Criterion B (i, ii, iiii), Criterion D (i, ii, iii), Criterion B (i, ii, iiii), Criterion D (i, ii, iii), Criterion B (i, ii, iiii), Criterion D (i, ii, iii), Criterion B (i, ii, iiii), Criterion D (i, ii, iii), Criterion B (i, ii, iiii), Criterion D (i, ii, iii), Criterion B (i, ii, iiii), Criterion D (i, ii, iii), Criterion B (i, ii, iiii), Criterion D (i, ii, iii), Criterion D (i, ii, iii), Criterion B (i, ii, iiii), Criterion D (i, ii, iii), Criterion B (i, ii, iiii), Criterion D (i, ii, iii), Criterion D (i, ii, iii), Criterion B (i, ii, iiii), Criterion D (i, ii, iii), Criterion B (i, ii, iiii), Criterion C (i),	Communication skills Collaboration skills Information literacy skills Critical-thinking skills Creative-thinking skills	students, and what might be done in response to such behaviours. Use a variety of speaking techniques to communicate with a variety of audiences Read critically and for comprehension Paraphrase accurately and concisely Use appropriate forms of writing for different purposes and audiences Share ideas with multiple audiences using a variety of digital environments and me Give and receive meaningful feedback Make inferences and draw conclusions Use and interpret a range of discipline-specific terms and symbols Organize and depict information logically Use a variety of organizers for academic writing tasks Structure information in summaries, essays and reports Listen actively to other perspectives and ideas Build consensus Use critical-literacy skills to analyse and interpret media communications Access information to be informed and inform others Create references and citations, use footnotes/endnotes and construct a bibliography according to recognized conventions Evaluate and select information sources and digital tools based on their appropriate to specific tasks Consider ideas from multiple perspectives Gather and organize relevant information to formulate an argument Draw reasonable conclusions and generalizations Recognize unstated assumptions and bias Interpret data Evaluate evidence and arguments Evaluate and manage risk Create original works and ideas Use existing works and ideas Use existing works and ideas Use brainstorming and visual diagrams to generate new ideas and inquiries Make guesses, ask 'what if' questions and generate testable hypotheses Consider multiple alternatives, including those that might be unlikely or impossible Practise flexible thinking – develop multiple opposing contradictory and complementary arguments
6.What am I responsible for?	Connections	Context	Identities and relationships	Ideas about personal responsibility presented in a cultural context can lead readers to	A: i, ii, iii, iv B: i, ii C: i, ii, iii D: i, ii, iii, iv	Criterion D (i, ii, iii, iv) Task 1: Creative writing – the telephone call (p. 352) Criterion B (i, ii), Criterion C (i, ii, iii), Criterion D (i, ii, iii, iv)	Communication skills Collaboration skills Organization skills Reflection skills Information literacy	 Read critically and for comprehension Make inferences and draw conclusions Draw reasonable conclusions and generalizations Use appropriate forms of writing for different purposes and audiences Write for different purposes
				examine the impact of their actions on those around them.		Task 2: A letter to Amir on how to overcome guilt and regret (p. 352) Criterion B (i, ii, iii), Criterion C (i, ii, iii), Criterion D (i, ii, iii, iv)	skills Critical-thinking skills Creative-thinking skills	 Take responsibility for one's own actions Build consensus Help others to succeed Listen actively to other perspectives and ideas Advocate for one's own rights and needs Practise empathy
						Task 3: A literary essay (p. 352) Criterion A (i, ii, iii),		Use appropriate strategies for organizing complex informationSet goals

Criterion B (i, ii), (ii, iii, iv) Other possible sun within the chapter Activity: 'What w worst sin?' (pp. Criterion A (i, ii, iii) (i, ii, iv, (speech (transcript))) Activity: Reason (diary writing) (p. C (i, ii, iii), Criteric iv) Activity: Refuge (speech or transc Criterion C (i, ii, iii, iv, v (speech (transcript))) Activity: Perspe people smugglir or transcript), Op. C (i, ii, iii), Criteric (speech) / i, ii, jii, Activity: Decisio poetry (compara 348) Criterion A (ii, iii, iv)	- Consider personal learning strategies — What factors are important for helping me learn well - Access information to be informed and inform others - Collect and analyse data to make informed decisions - Consider ideas from multiple perspectives 341–2) ii), Criterion D ii) / i, ii, iii, iv - Revise understanding based on new information and evidence - Identify obstacles and challenges - Evaluate and manage risk - Develop contrary or opposing arguments - Consider multiple alternatives, including those that might be unlikely or impossible - Use brainstorming and visual diagrams to generate new ideas and inquiries - Make guesses, ask 'what if' questions and generate testable hypotheses - Create original works and ideas - Use existing works and ideas - Use existing works and ideas in new ways - Apply existing knowledge to generate new ideas, products or processes - Revise understanding based on new information and evidence - Service as Action - Allow students to express their understanding of a book 'Kite runner' through creative projects such as artwork, short films, or writing their own short stories inspired by the themes in the book. - Watch a film version. - Watch a film version.
---	--