



## Subject-Group Overview Planner 2023/2024

Subject Area: English Language and Literature

MYP Level: 1, 2

Time Frame	Unit title	Key concept	Related concepts	Global context	Statement of inquiry	Objectives/Objective strands/Assessment 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 <b>communication</b> directors create film to position audiences to respond in a particular way.	B: All strands C: All strands D: All strands	<b>Criterion B:</b> Organizing – Students organise their ideas either through a speech or narrative script <b>Criterion C:</b> Producing text – Students write a narrative script or speech <b>Criterion D:</b> 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	<ul style="list-style-type: none"> <li>- Listen actively to other perspectives and ideas</li> <li>- Practise observing carefully in order to recognize problems</li> <li>- Draw reasonable conclusions and generalisations; Revise understanding based on new information and evidence</li> <li>- Use brainstorming and visual diagrams to generate new ideas and inquiries</li> <li>- Create original works and ideas</li> <li>- Use existing works and ideas in new ways</li> <li>- Collect, record and verify data; Access information to be informed and to inform others</li> <li>- Make connections between various sources of information</li> <li>- Identify primary and secondary sources</li> <li>- Use critical-literacy skills to analyse and interpret media communications</li> <li>- Make informed choices about personal viewing experiences</li> <li>- Understand the impact of media representations and modes of presentation</li> <li>- Communicate information and ideas effectively to multiple audiences using a variety of media and formats</li> <li>- Focus on the process of creating by imitating the work of others</li> </ul> <b>Service as action</b> Make your own documentary ( <i>How can I make a difference</i> )
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	<b>Criterion B:</b> Organizing – Students organise their ideas by re-writing a myth <b>Criterion C:</b> Producing text – Students write a myth in a modern-day context or setting <b>Criterion D:</b> 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	<ul style="list-style-type: none"> <li>- Exercise leadership and take on a variety of roles within groups</li> <li>- Manage and resolve conflict, and work collaboratively in teams</li> <li>- Listen actively to other perspectives and ideas</li> <li>- Make inferences and draw conclusions Take effective notes in class</li> <li>- Write for different purposes</li> <li>- Read critically and for comprehension</li> <li>- Use intercultural understanding to interpret communication</li> <li>- Organize and depict information logically</li> <li>- Use appropriate forms of writing for different purposes and audiences</li> <li>- Reading, writing and using language to gather and communicate information</li> <li>- Structure information in summaries, essays and reports</li> <li>- Create original works and ideas</li> <li>- Use existing works and ideas in new ways</li> <li>- Practise flexible thinking – develop multiple opposing, contradictory and complementary arguments</li> <li>- Use brainstorming and visual diagrams to generate new ideas and inquiries</li> </ul> <b>Service as Action</b> <ul style="list-style-type: none"> <li>- Access information to be informed and inform others</li> <li>- Use critical-literacy skills to analyse and interpret media communications</li> <li>- Raise awareness of important issues through comics</li> </ul>
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	<b>Criterion A:</b> Analysing – Students analyse a charity advertisement <b>Criterion C:</b> Producing text – Students create PEA paragraphs in response to a question about the advert <b>Criterion D:</b> 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	<ul style="list-style-type: none"> <li>- Read critically and for comprehension</li> <li>- Make inferences and draw conclusions</li> <li>- Organize and depict information logically</li> <li>- Give and receive meaningful feedback</li> <li>- Use appropriate forms of writing for different purposes and audiences</li> <li>- Write for different purposes</li> <li>- Create original works and ideas</li> <li>- Use existing works and ideas in new ways</li> </ul> <b>Service as Action</b> <ul style="list-style-type: none"> <li>- 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;</li> </ul>

					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	<p><b>Criterion B:</b> Organizing – Students demonstrate effective organizing as they write a response to questions about the text</p> <p><b>Criterion C:</b> Producing text – Students make stylistic choices and decisions about information to support their argument</p> <p><b>Criterion D:</b> Using language – Students demonstrate using effective language through writing a response to a speech</p> <p>Individually, students read a speech from <i>The Merchant of Venice</i>. Students then write at least four PEA paragraphs focused on how the stylistic devices support the text.</p>	Collaboration skills Communication skills Creative-thinking skills Critical-thinking skills Information literacy skills Media literacy skills	<ul style="list-style-type: none"> <li>- Listen actively to other perspectives and ideas</li> <li>- Read critically and for comprehension</li> <li>- Make inferences and draw conclusions</li> <li>- Write for different purposes</li> <li>- Organize and depict information logically</li> <li>- Create original works and ideas</li> <li>- Use existing works and ideas in new ways</li> <li>- Gather and organize relevant information to formulate an argument</li> <li>- Evaluate evidence and arguments</li> <li>- Access information to be informed and inform others</li> <li>- Use critical-literacy skills to analyse and interpret media communications</li> <li>- Demonstrate awareness of media interpretations of events and ideas</li> </ul> <p><b>Service as Action</b></p> <ul style="list-style-type: none"> <li>- See a play, or watch a film version</li> </ul>
6 weeks	5. How can we separate facts form fiction?	Creativity	Genre, setting	Orientation in space and time	Writers of <b>the genre of historical fiction</b> can shed light on our <b>orientation</b> in <b>space and time</b> by using <b>setting creatively</b> 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	<ul style="list-style-type: none"> <li>- Evaluate evidence or arguments</li> <li>- Draw reasonable conclusions and generalisations</li> <li>- Recognise unstated assumptions and bias</li> <li>- Gather and organise relevant information to formulate and argument</li> <li>- make inferences and draw conclusions</li> <li>- Read critically and for comprehension</li> <li>- Write for different purposes</li> <li>- Organise and depict information logically</li> <li>- practise visible thinking strategies</li> <li>- Create original works and ideas</li> <li>- access information to be informed and inform others</li> <li>- Listen actively to other perspectives and ideas</li> <li>- Set goals that are challenging and realistic</li> </ul> <p><b>Service as action</b></p> <ul style="list-style-type: none"> <li>- Discuss a historical fiction in a book club</li> <li>- Write a historical novel (historical fiction)</li> <li>- Raise awareness about some of the issues in the novel</li> </ul>
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 <b>connections</b> with their audiences and to explore <b>themes</b> that shed light on how our <b>relationships</b> with others can help shape our individual <b>identities</b> .	A: All Strands		Communication skills Collaboration skills Information literacy skills Creative thinking skills Critical thinking skills Affective skills Media literacy skills	<ul style="list-style-type: none"> <li>- Make inferences and draw conclusions</li> <li>- Read critically and for comprehension</li> <li>- Make effective summary notes for studying</li> <li>- Write for different purposes</li> <li>- Take effective notes in class</li> <li>- practice empathy</li> <li>- Listen actively to other perspectives and ideas</li> <li>- Access information to be informed and inform others</li> <li>- Create new works and ideas</li> <li>- Draw reasonable conclusions and generalisations</li> <li>- Evaluate evidence or argument</li> <li>- managing state of mind (emotional management)</li> <li>- Demonstrate an awareness of media interpretation of events and ideas</li> </ul> <p><b>Service as Action</b></p> <ul style="list-style-type: none"> <li>- Raise awareness</li> <li>- Express yourself through writing</li> <li>- Watch more films!</li> </ul>

**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	<b>Criterion A: Analysing:</b> Students analyse the poem, <i>Valentine</i> . <b>Criterion B: Organizing:</b> Students organize their ideas in response to the prompts. <b>Criterion C: Producing text:</b> Students write responses to questions and two PEA paragraphs comparing and contrasting the poem to one from the chapter. <b>Criterion C: Producing text:</b> 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	<ul style="list-style-type: none"> <li>- Draw reasonable conclusions and generalisations; evaluate evidence or argument; gather and organize relevant information to formulate an argument</li> <li>- Read critically and for comprehension; organize and depict information logically; make inferences and draw conclusions; write for different purposes</li> <li>- Access information to be informed and inform others</li> </ul> <b>Service as Action</b> <ul style="list-style-type: none"> <li>- Read more poetry</li> <li>- Celebrate Valentine’s Day with some love poetry</li> </ul>
	2.Can we ever escape the past?	Creativity	Genre; Audience imperatives; Point of view	Personal and cultural expression	<b>Gothic literature</b> is a testament to human <b>creativity</b> , and for centuries writers have used the genre and as a vehicle through which we can explore and interrogate <b>culture</b> .	A: i, ii, iii B: i, ii, iii C: i, ii, iii D: i, ii, iii, iv	<b>Criterion A: Analysing:</b> Students conduct a close reading of a section from the novel. <b>Criterion B: Organizing:</b> Students organize their ideas using PEA paragraphs. <b>Criterion C: Producing text:</b> Students write PEA paragraphs in response to a question. <b>Criterion D: Using language:</b> 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 <i>Rebecca</i> a ghost story?’ using PEA paragraphs.	Communication skills Media literacy skills Critical-thinking skills Creative-thinking skills	<ul style="list-style-type: none"> <li>- Draw reasonable conclusions and generalisations</li> <li>- Evaluate evidence or argument</li> <li>- Consider ideas from multiple perspectives</li> <li>- Create original works and ideas</li> <li>- Make effective summary notes for studying</li> <li>- Read critically and for comprehension</li> <li>- Make inferences and draw conclusions</li> <li>- Organize and depict information logically</li> <li>- Access information to be informed and inform others</li> <li>- Demonstrate an awareness of media Interpretation of events and ideas</li> <li>- Listen actively to other perspectives and ideas</li> </ul> <b>Service as Action</b> <ul style="list-style-type: none"> <li>- Live in the present, not the past</li> <li>- 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.</li> </ul>
	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	<b>Criterion A: Analysing:</b> Students analyse a statement about newspapers and social media. <b>Criterion B: Organising:</b> Students organise their ideas into an article for a broadsheet newspaper. <b>Criterion C: Producing text:</b> Students write an article for a broadsheet newspaper. <b>Criterion D: Using language:</b> 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	<ul style="list-style-type: none"> <li>- Draw reasonable conclusions and generalisations</li> <li>- Consider ideas from multiple perspectives</li> <li>- Create original works and ideas</li> <li>- Make effective summary notes for studying</li> <li>- Read critically and for comprehension</li> <li>- Write for different purposes</li> <li>- Give and receive meaningful feedback</li> <li>- Organise and depict information logically</li> <li>- Access information to be informed and inform others</li> <li>- Demonstrate an awareness of media interpretation of events and ideas</li> <li>- Listen actively to other perspectives and ideas</li> <li>- Set goals that are challenging and realistic</li> </ul> <b>Service as action</b> <ul style="list-style-type: none"> <li>- Keep up to date with the news</li> </ul>



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	<b>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, iii, iv)</b>  <b>Activity: A time when I showed courage ... (autobiographical writing) (p. 16) Criterion C (i, ii, iii), Criterion D (i, ii, iii, iv)</b>  <b>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)</b>  <b>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)</b>	Communication skills Organization skills Affective skills Reflection skills Media literacy skills Critical-thinking skills Creative-thinking skills	<ul style="list-style-type: none"><li>- Use and interpret a range of discipline-specific terms and symbols</li><li>- Use appropriate forms of writing for different purposes and audiences</li><li>- Read critically and for comprehension</li><li>- Make inferences and draw conclusions</li><li>- Write for different purposes</li><li>- Organize and depict information logically</li><li>- Set goals that are challenging and realistic</li><li>- Practise positive thinking</li><li>- Practise ‘bouncing back’ after adversity, mistakes and failures</li><li>- Practise ‘failing well’</li><li>- Keep a journal to record reflections</li><li>- Seek a range of perspectives from multiple and varied sources</li><li>- Consider ideas from multiple perspectives</li><li>- Formulate factual, topical, conceptual and debatable questions</li><li>- Evaluate evidence and arguments</li><li>- Create original works and ideas; use existing works and ideas in new ways</li></ul> <b>Service and Action</b> 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	<b>Activity: Writing a diary entry (p. 38) Criterion C (i, ii, iii), Criterion D (i, ii, iii, iv)</b> <b>Activity: Conflict (p. 43) (Explore how the use of conflicts in the play <i>The Miracle Worker</i> demonstrates the importance of communication in relationships) Criterion A (i, ii, iii), Criterion B (i, ii), Criterion D (i, ii, iii, iv)</b>  <b>Activity: Writing a formal letter (p. 47) Criterion B (i, ii, iii), Criterion D (i, ii, iii, iv)</b>  <b>Activity: Blog post (p. 47) Criterion C (i, ii, iii) (Criterion D (i, ii, iii, iv) may also be used)</b>  <b>Task: Dramatic monologue (p. 52) Criterion B (i, ii), Criterion C (i, ii, iii), Criterion D (i, ii, iii, iv)</b>	Communication skills Media literacy skills Critical-thinking skills Creative-thinking skills	<ul style="list-style-type: none"><li>- Use a variety of media to communicate with a range of audiences</li><li>- Use and interpret a range of discipline-specific terms and symbols</li><li>- Use a variety of organizers for academic writing tasks</li><li>- Make inferences and draw conclusions</li><li>- Use appropriate forms of writing for different purposes and audiences</li><li>- Write for different purposes; participate in, and contribute to, digital social media networks</li><li>- Interpret and use effectively modes of non-verbal communication</li><li>- Give and receive meaningful feedback</li><li>- Communicate information and ideas effectively to multiple audiences using a variety of media and formats</li><li>- Gather and organize relevant information to formulate an argument</li><li>- Draw reasonable conclusions and generalizations</li><li>- Use brainstorming and visual diagrams to generate new ideas and inquiries</li></ul> <b>Service and Action</b> <ul style="list-style-type: none"><li>- 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.</li><li>- 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.</li></ul>
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	<b>Task 1: Perspectives in song (p. 79) Criterion A (i, ii, iii), Criterion B (i, ii), Criterion D (i, ii, iii, iv)</b>  <b>Task 2: Narrative voices – A Mask of Defiance (p. 80)</b>	Communication skills Collaboration skills Affective skills Reflection skills Information literacy skills Media literacy skills	<ul style="list-style-type: none"><li>- Negotiate ideas and knowledge with peers and teachers</li><li>- Give and receive meaningful feedback</li><li>- Make inferences and draw conclusions</li><li>- Write for different purposes</li><li>- Listen actively to other perspectives and ideas</li><li>- Practise empathy</li><li>- Negotiate effectively</li></ul>



					and interactions with others.		<p>Criterion B (i, ii), Criterion C (i, ii, iii), Criterion D (i, ii, iii, iv)</p> <p><b>Task 3: A letter to myself at 80 years old</b> (p. 80) Criterion B (i, ii), Criterion C (i, ii, iii), Criterion D (i, ii, iii, iv)</p> <p><b>Task 3: A letter to myself at 80 years old</b> (p. 80) Criterion B (i, ii), Criterion C (i, ii, iii), Criterion D (i, ii, iii, iv)</p> <p><b>Task 4: Literary essay or oral presentation</b> (pp. 80–1) Criterion A (i, ii, iii) and Criterion D (i, ii, iii, iv – literary essay / i, ii, iv, v – oral presentation)</p> <p><b>Task 5: Blog post</b> (p. 81) Criterion C (i, ii, iii), Criterion D (i, ii, iii, iv)</p> <p><b>FORMATIVE TASKS WHICH MAY BE USED SUMMATIVELY</b></p> <p><b>Activity: Narrative perspective</b> (a dramatic monologue) (p. 61) Criterion C (i, ii, iii), Criterion D (i, ii, iv, v)</p>	<p>Critical-thinking skills</p> <p>Creative-thinking skills</p>	<ul style="list-style-type: none"> <li>- Encourage others to contribute</li> <li>- Self-motivation and resilience</li> </ul> <p><b>Service and Action:</b> Random acts of kindness.</p> <ul style="list-style-type: none"> <li>- 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.</li> <li>- Identify strengths and weaknesses of personal learning strategies (self-assessment)</li> <li>- Consider ATL skills development – how can I share my skills to help peers who need more practice?</li> <li>- Make connections between various sources of information</li> <li>- Understand the impact of media representations and modes of presentation</li> <li>- Demonstrate awareness of media interpretations of events and ideas</li> <li>- Recognize unstated assumptions and bias</li> <li>- Revise understanding based on new information and evidence</li> <li>- Draw reasonable conclusions and generalizations</li> <li>- Gather and organize relevant information to formulate an argument</li> <li>- Consider ideas from multiple perspectives</li> <li>- Use existing works and ideas in new ways</li> <li>- Create original works and ideas</li> <li>- Use brainstorming and visual diagrams to generate new ideas and inquiries</li> </ul>
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.	<p>A: i, ii, iii, iv</p> <p>B: i, ii</p> <p>C: i, ii, iii</p> <p>D: i, ii, iii, iv</p>	<p><b>Task 1: Poetry commentary</b> (p. 110) Criterion A (i, ii, iii, iv), Criterion B (i, ii), Criterion D (i, ii, iii, iv)</p> <p><b>Task 2: A poem pastiche</b> (p. 110) Criterion C (i, ii, iii), Criterion D (i, ii, iii, iv)</p>	<p>Communication skills</p> <p>Collaboration skills</p> <p>Reflection skills</p> <p>Information literacy skills</p> <p>Media literacy skills</p> <p>Critical-thinking skills</p> <p>Creative-thinking skills</p>	<ul style="list-style-type: none"> <li>- Give and receive meaningful feedback</li> <li>- Paraphrase accurately and concisely</li> <li>- Read critically and for comprehension</li> <li>- Make inferences and draw conclusions</li> <li>- Use and interpret a range of discipline-specific terms and symbols</li> <li>- Use a variety of speaking techniques to communicate with a variety of audiences</li> <li>- Build consensus</li> <li>- Make fair and equitable decisions</li> <li>- Take responsibility for one’s own actions</li> <li>- Focus on the process of creating by imitating the work of others</li> <li>- Consider ethical implications</li> <li>- Access information to be informed and to inform others</li> <li>- Understand the impact of media representations and modes of presentation</li> <li>- Recognize unstated assumptions and bias</li> <li>- Draw reasonable conclusions and generalizations</li> <li>- Gather and organize relevant information to formulate an argument</li> <li>- Use brainstorming and visual diagrams to generate new ideas and inquiries</li> </ul> <p><b>Service and Action:</b></p> <ul style="list-style-type: none"> <li>- 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.</li> </ul>
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	<p>A: i, ii, iii</p> <p>B: i, ii</p> <p>C: i, ii, iii</p> <p>D: i, ii, iii, iv</p>	<p><b>Task 1: Write a short story</b> (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)</p> <p><b>Task 2: Analyse your short story</b> (p. 133) Criterion A (i, ii, iii)</p>	<p>Communication skills</p> <p>Information literacy skills</p> <p>Media literacy skills</p> <p>Critical-thinking skills</p> <p>Creative-thinking skills</p>	<ul style="list-style-type: none"> <li>- Use appropriate forms of writing for different purposes and audiences</li> <li>- Give and receive meaningful feedback</li> <li>- Read critically and for comprehension</li> <li>- Make inferences and draw conclusions</li> <li>- Access information to be informed and to inform others</li> <li>- Understand the impact of media representations and modes of presentation</li> <li>- Revise understanding based on new information and evidence</li> <li>- Draw reasonable conclusions and generalizations</li> <li>- Gather and organize relevant information to formulate an argument</li> <li>- Consider ideas from multiple perspectives</li> </ul>

					personal growth which help to form a person’s identity.		<b>Other possible summative tasks:</b> <b>Activity: Jerry’s report card</b> (p. 119) Criterion C (i, ii, iii), Criterion D (i, ii, iii, iv)  <b>Activity: Pa and Dave</b> (p. 126) Criterion A (i, ii, iii), Criterion C (i, ii, iii), Criterion D (i, ii, iii, iv)  <b>Activity: Dave’s diary</b> (p. 130) Criterion C (i, ii, iii), Criterion D (i, ii, iii, iv)		<ul style="list-style-type: none"> <li>- Use existing works and ideas in new ways</li> <li>- Create original works and ideas</li> <li>- Use brainstorming and visual diagrams to generate new ideas and inquiries</li> </ul> <p><b>Service and Action:</b> (p. 132)</p> <ul style="list-style-type: none"> <li>- 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.</li> <li>- 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.</li> </ul>
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	<b>Task 1: Speech analysis of <i>Animal Farm</i></b> (p. 158) Criterion A (i, ii, iii), Criterion B (i, ii), Criterion D (i, ii, iii, iv) <b>Task 2: Evaluating a non-fiction speech</b> (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) <b>Task 3: A comparative commentary</b> (p. 159) Criterion A (i, ii, iii, iv), Criterion B (i, ii), Criterion C (i, ii, iii), Criterion D (i, ii, iii, iv) <b>Task 4: Literature essay</b> (p. 160) 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	<ul style="list-style-type: none"> <li>- Make inferences and draw conclusions</li> <li>- Write for different purposes</li> <li>- Read critically and for comprehension</li> <li>- Interpret a range of discipline-specific symbols</li> <li>- Use a variety of speaking techniques to communicate with a variety of audiences</li> <li>- Read a variety of sources for information</li> <li>- Find information for disciplinary inquiries</li> <li>- Manage and resolve conflict, and work collaboratively in teams</li> <li>- Build consensus</li> <li>- Access information to be informed and inform others</li> <li>- Make connections between various sources of information</li> <li>- Use critical-literacy skills to analyse and interpret media communications</li> <li>- Evaluate and select information sources and digital tools based on their appropriateness to specific tasks</li> <li>- Understand the benefits and limitations of personal sensory learning preferences when accessing, processing and recalling information</li> <li>- Understand the impact of media representations and modes of presentation</li> <li>- Demonstrate awareness of media interpretations of events and ideas</li> <li>- Communicate information and ideas effectively to multiple audiences using a variety of media and formats</li> <li>- Locate and evaluate information from a variety of sources and media</li> <li>- Seek a range of perspectives from multiple and varied sources</li> <li>- Recognize unstated assumptions and bias</li> <li>- Gather and organize relevant information to formulate an argument</li> <li>- Evaluate evidence and arguments</li> <li>- Draw reasonable conclusions and generalizations</li> <li>- Practise observing carefully in order to recognize problems</li> <li>- Use existing works and ideas in new ways</li> <li>- Create original works and ideas</li> </ul> <p><b>Service and Action:</b></p> <ul style="list-style-type: none"> <li>- 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), and then asking members of a school or local community to try to differentiate between the different kinds. They might additionally be asked to report back their findings in class or assembly or similar.</li> </ul>
- <div> <b>Subject Area: English Language and Literature MYP Level: <u>5</u></b> </div>									
	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	<b>Task 1: Creative writing – leaving home</b> (p. 187) Criterion B (i, ii), Criterion C (i, ii, iii), Criterion D (i, ii, iii, iv, v)  <b>Task 2: Analysis of a holiday advertisement</b> (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	<ul style="list-style-type: none"> <li>- Evaluate evidence and arguments</li> <li>- Make inferences and draw conclusions</li> <li>- Write for different purposes</li> <li>- Read critically and for comprehension</li> <li>- Use a variety of speaking techniques to communicate with a variety of audiences</li> <li>- Listen actively to other perspectives and ideas</li> <li>- Use appropriate forms of writing for different purposes and audiences</li> <li>- Use a variety of media to communicate with a range of audiences</li> <li>- Listen actively to other perspectives and ideas</li> <li>- Build consensus</li> <li>- Work collaboratively in teams</li> </ul>

							<p><b>Task 3: A public presentation on dark tourism</b> (p. 189) Criterion B (i, ii), Criterion C (i, ii, iii), Criterion D (i, ii, iii, iv, v)</p> <p><b>Other possible summative tasks:</b></p> <p><b>ACTIVITY: No regrets</b> (p. 171) Criterion C (i, ii, iii), Criterion D (i, ii, iii, iv)</p> <p><b>ACTIVITY: Adapting to your environment</b> (p. 171) Criterion C (i, ii, iii), D (i, ii, iii, iv, v) (precise descriptors (for written or oral work) dependent on actual task)</p>		<ul style="list-style-type: none"><li>- Give and receive meaningful feedback</li><li>- Help others to succeed</li><li>- Make connections between various sources of information</li><li>- Access information to be informed and inform others</li><li>- Present information in a variety of formats and platforms</li><li>- Recognize unstated assumptions and bias</li><li>- Revise understanding based on new information and evidence</li><li>- Gather and organize relevant information to formulate an argument</li><li>- Evaluate evidence and arguments</li><li>- Consider ideas from multiple perspectives</li><li>- Identify obstacles and challenges</li><li>- Use brainstorming and visual diagrams to generate new ideas and inquiries</li><li>- Consider multiple alternatives, including those that might be unlikely or impossible</li><li>- Apply existing knowledge to generate new ideas, products or processes</li><li>- Generate metaphors and analogies</li><li>- Make guesses, ask ‘what if’ questions</li><li>- Create original works and ideas</li><li>- Use existing works and ideas in new ways</li><li>- Change the context of an inquiry to gain different perspective</li></ul> <p>-</p> <p><b>Service as action</b></p> <p><b>Awareness campaign:</b> Create an awareness campaign through posters, brochures, or a website blog. This campaign should emphasize responsible and respectful behaviour while visiting dark tourism sites.</p>
	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	<p><b>Task 1: Presentation</b> (p. 218) Criterion C (i, ii, iii), Criterion D (i, ii, iii, iv, v)</p> <p><b>Other possible summative tasks:</b></p> <p><b>Activity: What would you do?</b> (pp. 192–3) Criterion C (i, iii), Criterion D (i, ii, iii, iv)</p> <p><b>Activity: Movies that made me bawl my eyes out</b> (p. 195) Criterion C (i, iii), Criterion D (i, ii, iii, iv)</p>	Communication skills Collaboration skills Information literacy skills Media literacy skills Critical-thinking skills Creative-thinking skills	<ul style="list-style-type: none"><li>- Make inferences and draw conclusions</li><li>- Take effective notes in class</li><li>- Make effective summary notes for studying</li><li>- Organize and depict information logically</li><li>- Give and receive meaningful feedback</li><li>- Encourage others to contribute</li><li>- Listen actively to other perspectives and ideas</li><li>- Use critical-literacy skills to analyse and interpret media communications</li><li>- Present information in a variety of formats and platforms</li><li>- Access information to be informed and inform others</li><li>- Communicate information and ideas effectively to multiple audiences using a variety of media and formats</li><li>- Make informed choices about personal viewing experiences</li><li>- Understand the impact of media representations and modes of presentation</li><li>- Gather and organize relevant information to formulate an argument</li><li>- Evaluate evidence and arguments</li><li>- Consider ideas from multiple perspectives</li><li>- Interpret data</li><li>- Revise understanding based on new information and evidence</li><li>- Draw reasonable conclusions and generalizations</li><li>- Use existing works and ideas in new ways</li><li>- Create original works and ideas</li></ul> <p><b>Service as Action</b></p> <ul style="list-style-type: none"><li>- 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.</li></ul>
	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	<p><b>Task 1: Poetry commentary</b> (p. 247) Criterion A (i, ii, iii), Criterion B (i, ii), Criterion D (i, ii, iii, iv)</p> <p><b>Task 2: Prose commentary</b> (p. 247) (Criterion A (i, ii, iii), Criterion B (i, ii), Criterion D (i, ii, iii, iv)</p>	Communication skills Collaboration skills Information literacy skills Media literacy skills Critical-thinking skills Creative-thinking skills Transfer skills	<ul style="list-style-type: none"><li>- Read critically and for comprehension</li><li>- Read a variety of sources for information</li><li>- Use intercultural understanding to interpret communication</li><li>- Negotiate ideas and knowledge with peers and teachers</li><li>- Write for different purposes</li><li>- Use and interpret a range of discipline-specific symbols</li><li>- Make inferences and draw conclusions</li><li>- Use a variety of speaking techniques to communicate with a variety of audiences</li><li>- Interpret and use effectively modes of non-verbal communication</li><li>- Listen actively to other perspectives and ideas</li><li>- Negotiate effectively</li></ul>



					audience to which it is expressed.				<ul style="list-style-type: none"><li>- Encourage others to contribute</li><li>- Make fair and equitable decisions</li><li>- Build consensus</li><li>- Practise empathy</li><li>- Manage and resolve conflict, and work collaboratively in teams</li><li>- Delegate and share responsibility for decision-making</li><li>- Exercise leadership and take on a variety of roles within groups</li><li>- Access information to be informed and inform others</li><li>- Make connections between various sources of information</li><li>- Understand the impact of media representations and modes of presentation</li><li>- Seek a range of perspectives from multiple and varied sources</li><li>- Evaluate evidence and arguments</li><li>- Gather and organize relevant information to formulate an argument</li><li>- Draw reasonable conclusions and generalizations</li><li>- Revise understanding based on new information and evidence</li><li>- Develop contrary or opposing arguments</li><li>- Consider multiple alternatives, including those that might be unlikely or impossible</li><li>- Apply existing knowledge to generate new ideas, products or processes</li><li>- Create original works and ideas</li><li>- Generate metaphors and analogies</li><li>- Change the context of an inquiry to gain different perspectives</li><li>- Apply skills and knowledge in unfamiliar situations</li></ul> <p><b>Service as Action</b></p> <ul style="list-style-type: none"><li>- <b>Student Blog or Magazine:</b> Start a student-run blog or magazine that allows students to express their opinions and ideas freely. This platform can serve as a space for students to exercise their freedom of expression responsibly.</li><li>- <b>Community Art Project:</b> Organize an art project that promotes freedom of expression. Students can create murals, sculptures, or other art installations in public spaces that convey messages related to freedom of expression.</li></ul>
	4.What do healthy relationships look like?	Connections	Context	Identities and relationships	Context can influence the ways in which people connect with each other, and the nature of the relationships they form.	A: i, ii, iii B: i, ii, iii C: i, ii, iii D: i, ii, iii, iv,	<p><b>Task 1: Benedick’s diary</b> (p. 292) Criterion B (i, ii), Criterion C (i, ii, iii), Criterion D (i, ii, iii, iv)</p> <p><b>Task 2: Literature essay</b> (p. 292) Criterion A (i, ii, iii), Criterion B (i, ii), Criterion D (i, ii, iii, iv)</p> <p><b>Other possible summative tasks within the chapter:</b> <b>Activity: Fake love / Extension</b> (p. 274) Criterion B (i, ii, iii), Criterion C (i, ii, iii), Criterion D (i, ii, iii, iv) <b>Activity: Reporting a scam</b> (p. 277) Criterion B (i, ii, iii), Criterion C (i, ii, iii), Criterion D (i, ii, iii, iv) <b>Activity: Reporting a scam – Extension</b> (p. 277) Criterion C (i, ii, iii), Criterion D (i, ii, iii, v) <b>Carrying out internet research</b> (p. 283) Criterion B (i, ii, iii), Criterion C (i, ii, iii), Criterion D (i, ii, iii, iv) <b>Carrying out internet research</b> (p. 283) Criterion B (i, ii, iii), Criterion C (i, ii, iii), Criterion D (i, ii, iii, iv) <b>Activity: The gossip columnist</b> (p. 288) Criterion C (i, ii, iii), Criterion D (i, ii, iii, iv) <b>Activity: Read all about it!</b> (news opinion article) (p. 290) Criterion B (i, ii), Criterion C (i, ii, iii), Criterion D (i, ii, iii, iv)</p>	Communication skills Collaboration skills Reflection skills Information literacy skills Media literacy skills Critical-thinking skills Creative-thinking skills Transfer skills	<ul style="list-style-type: none"><li>- Organize and depict information logically</li><li>- Read critically and for comprehension</li><li>- Make inferences and draw conclusions</li><li>- Read a variety of sources for information and pleasure</li><li>- Use appropriate forms of writing for different purposes and audiences</li><li>- Build consensus</li><li>- Help others succeed</li><li>- Manage and resolve conflict, and work collaboratively in teams</li><li>- Give and receive meaningful feedback</li><li>- Identify strengths and weaknesses of research learning strategies</li><li>- Access information to be informed and inform others</li><li>- Evaluate and select information sources and digital tools based on their appropriateness to specific tasks</li><li>- Identify primary and secondary sources</li><li>- Make connections between various sources of information</li><li>- Present information in a variety of formats and platforms</li><li>- Use critical-literacy skills to analyse and interpret media communications</li><li>- Understand the impact of media representations and modes of presentation</li><li>- Locate, organize, analyse, evaluate, synthesize and ethically use information from a variety of sources and media (including digital social media and online networks).</li><li>- Draw reasonable conclusions and generalizations</li><li>- Gather and organize relevant information to formulate an argument</li><li>- Evaluate evidence and arguments</li><li>- Consider ideas from multiple perspectives</li><li>- Revise understanding based on new information and evidence</li><li>- Consider multiple alternatives, including those that might be unlikely or impossible</li><li>- Use brainstorming and visual diagrams to generate new ideas and inquiries</li><li>- Practise flexible thinking – develop multiple opposing, contradictory and complementary arguments</li><li>- Create original works and ideas</li><li>- Use existing works and ideas in new ways</li><li>- Change the context of an inquiry in order to gain a different perspective</li></ul> <p><b>Service as Action</b></p>

									<ul style="list-style-type: none"><li>- Develop awareness about the different types of relationships among MYP 1-3 level students, and what might be done in response to such behaviours.</li></ul>
	<b>5.</b> 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	<p><b>Task 1: Discursive writing</b> (p. 319) Criterion B (i, ii), Criterion C (i, ii, iii), Criterion D (i, ii, iii, iv)</p> <p><b>Task 2: Magazine feature article</b> (p. 319) Criterion B (i, ii, iii), Criterion C (i, ii, iii), Criterion D (i, ii, iii, iv)</p> <p><b>Task 3: Commentary – poetry</b> (p. 319) Criterion A (i, ii, iii), Criterion B (i, ii), Criterion D (i, ii, iii, iv)</p> <p><b>Task 4: Comparative writing</b> (p. 319) Criterion A (i, ii, iii, iv), Criterion B (i, ii), Criterion D (i, ii, iii, iv)</p> <p><b>Other possible summative tasks:</b> <b>Activity: Writing about the Blue Factory</b> (diary) (p. 300) Criterion C (i, ii, iii), Criterion D (i, ii, iii, iv) <b>Activity: Writing about the Blue Factory</b> (letter to a newspaper) (p. 300) Criterion B (i, ii, possibly iii), Criterion C (i, ii, iii), Criterion D (i, ii, iii, iv) <b>Activity: A biography of Sir Isaac Newton</b> (p. 302) Criterion B (i, ii, iii), Criterion C (i, iii), Criterion D (i, ii, iii, iv) <b>Activity: Elements of fiction</b> (commentary / guided textual analysis of extract from <i>The World Set Free</i>) (p. 311) Criterion A (i, ii, iii), Criterion B (i, ii, iii), Criterion D (i, ii, iii, iv) <b>Activity: Elements of nonfiction / Extension</b> (commentary / guided textual analysis of online article about the predictions of HG Wells) (p. 312) Criterion A (i, ii, iii), Criterion B (i, ii, iii), Criterion D (i, ii, iii, iv) <b>Activity: Report writing</b> (p. 318) Criterion B (i, ii, iii), Criterion C (i), Criterion D (i, ii, iii, iv)</p>	Communication skills Collaboration skills Information literacy skills Critical-thinking skills Creative-thinking skills	<ul style="list-style-type: none"><li>- Use a variety of speaking techniques to communicate with a variety of audiences</li><li>- Read critically and for comprehension</li><li>- Paraphrase accurately and concisely</li><li>- Use appropriate forms of writing for different purposes and audiences</li><li>- Share ideas with multiple audiences using a variety of digital environments and media</li><li>- Give and receive meaningful feedback</li><li>- Make inferences and draw conclusions</li><li>- Use and interpret a range of discipline-specific terms and symbols</li><li>- Organize and depict information logically</li><li>- Use a variety of organizers for academic writing tasks</li><li>- Structure information in summaries, essays and reports</li><li>- Listen actively to other perspectives and ideas</li><li>- Build consensus</li><li>- Use critical-literacy skills to analyse and interpret media communications</li><li>- Access information to be informed and inform others</li><li>- Create references and citations, use footnotes/endnotes and construct a bibliography according to recognized conventions</li><li>- Evaluate and select information sources and digital tools based on their appropriateness to specific tasks</li><li>- Consider ideas from multiple perspectives</li><li>- Gather and organize relevant information to formulate an argument</li><li>- Draw reasonable conclusions and generalizations</li><li>- Recognize unstated assumptions and bias</li><li>- Interpret data</li><li>- Evaluate evidence and arguments</li><li>- Evaluate and manage risk</li><li>- Create original works and ideas</li><li>- Use existing works and ideas in new ways</li><li>- Use brainstorming and visual diagrams to generate new ideas and inquiries</li><li>- Make guesses, ask ‘what if’ questions and generate testable hypotheses</li><li>- Consider multiple alternatives, including those that might be unlikely or impossible</li><li>- Practise flexible thinking – develop multiple opposing contradictory and complementary arguments</li></ul> <p><b>Service as Action</b></p> <ul style="list-style-type: none"><li>- Social action /an example of advocacy: to research information about a specific event and current situation in order to write an informed ‘social action’ letter to express your views on this.</li></ul>
	<b>6.</b> What am I responsible for?	Connections	Context	Identities and relationships	Ideas about personal responsibility presented in a cultural context can lead readers to examine the impact of their actions on those around them.	A: i, ii, iii, iv B: i, ii C: i, ii, iii D: i, ii, iii, iv	<p><b>Task 1: Creative writing – the telephone call</b> (p. 352) Criterion B (i, ii), Criterion C (i, ii, iii), Criterion D (i, ii, iii, iv)</p> <p><b>Task 2: A letter to Amir on how to overcome guilt and regret</b> (p. 352) Criterion B (i, ii, iii), Criterion C (i, ii, iii), Criterion D (i, ii, iii, iv)</p> <p><b>Task 3: A literary essay</b> (p. 352) Criterion A (i, ii, iii),</p>	Communication skills Collaboration skills Organization skills Reflection skills Information literacy skills Critical-thinking skills Creative-thinking skills	<ul style="list-style-type: none"><li>- Read critically and for comprehension</li><li>- Make inferences and draw conclusions</li><li>- Draw reasonable conclusions and generalizations</li><li>- Use appropriate forms of writing for different purposes and audiences</li><li>- Write for different purposes</li><li>- Take responsibility for one’s own actions</li><li>- Build consensus</li><li>- Help others to succeed</li><li>- Listen actively to other perspectives and ideas</li><li>- Advocate for one’s own rights and needs</li><li>- Practise empathy</li><li>- Use appropriate strategies for organizing complex information</li><li>- Set goals</li></ul>

						<p>Criterion B (i, ii), Criterion D (i, ii, iii, iv)</p> <p><b>Other possible summative tasks within the chapter:</b></p> <p><b>Activity: ‘What was Amir’s worst sin?’</b> (pp. 341–2) Criterion A (i, ii, iii), Criterion D (i, ii, iv, v (speech) / i, ii, iii, iv (transcript))</p> <p><b>Activity: Reasons to flee</b> (diary writing) (p. 342) Criterion C (i, ii, iii), Criterion D (i, ii, iii, iv)</p> <p><b>Activity: Refugee voices</b> (speech or transcript) (p. 344) Criterion C (i, ii, iii), Criterion D (i, ii, iv, v (speech) / i, ii, iii, iv (transcript))</p> <p><b>Activity: Perspectives on people smuggling</b> (speeches or transcripts) (p. 344) Criterion C (i, ii, iii), Criterion D (i, ii, iv, v (speech) / i, ii, iii, iv (transcript))</p> <p><b>Activity: Decision-making poetry</b> (comparative essay) (p. 348) Criterion A (i, ii, iii, iv), Criterion B (i, ii), Criterion D (i, ii, iii, iv)</p>		<ul style="list-style-type: none"><li>- Plan strategies and take action to achieve personal and academic goals</li><li>- Consider personal learning strategies – What factors are important for helping me learn well</li><li>- Access information to be informed and inform others</li><li>- Collect and analyse data to make informed decisions</li><li>- Consider ideas from multiple perspectives</li><li>- Draw reasonable conclusions and generalizations</li><li>- Gather and organize relevant information to formulate an argument</li><li>- Revise understanding based on new information and evidence</li><li>- Identify obstacles and challenges</li><li>- Evaluate and manage risk</li><li>- Develop contrary or opposing arguments</li><li>- Consider multiple alternatives, including those that might be unlikely or impossible</li><li>- Use brainstorming and visual diagrams to generate new ideas and inquiries</li><li>- Make guesses, ask ‘what if’ questions and generate testable hypotheses</li><li>- Create original works and ideas</li><li>- Use existing works and ideas in new ways</li><li>- Apply existing knowledge to generate new ideas, products or processes</li><li>- Revise understanding based on new information and evidence</li></ul> <p><b>Service as Action</b></p> <ul style="list-style-type: none"><li>- Allow students to express their understanding of a book ‘<i>Kite runner</i>’ through creative projects such as artwork, short films, or writing their own short stories inspired by the themes in the book.</li><li>- Watch a film version.</li></ul>
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