

Course Overviews MYP English Language Acquisition, UWC Thailand 2022-2023

All units taught in grades 6 to 10 are continuously being developed and improved to best meet the needs of the students at UWCT. Therefore, the following overview is only a reflection of current plans for the course. Some changes to these course overviews may occur as a result of planning done throughout the academic year.

Grade	Unit Number and Title	Key and Related Concepts	Global Context	Statement of Inquiry	Inquiry Questions	Approaches to Learning Skills taught / learnt / developed in this unit	Content (topics / knowledge/ subject specific skills)	Summative Assessment and MYP Criteria Assessed
6 Phase 2	Game Shows (3 weeks)	Communication Creativity Identity	Personal and Cultural expression	<i>The culture and creativity of a country can comminute its identity through popular game shows.</i>	Factual: How many different types of game show are there? Conceptual: Do game shows reflect a nation's culture? Debatable: Is it better to reward success or punish failure?	Social - How do shows of a particular country reflect the culture - punish vs reward. Communication - What are the best ways to communicate an idea in a game show. Thinking - What game show could reflect UWC Thailand values	Building Vocabulary Grammar for comparatives To engage the students. To produce natural English. To use comparative structures. To elicit descriptive language. Modals of obligation (for rules) Designing a simple game show Presenting Ideas to class	(C i, iii, iv, D i, ii, iii) Students interpret various game shows draw conclusions (D i, iii, iv, D i, ii, iii) Students create own game show then complete a comparative essay American game shows vs Japanese games shows.
6 Phase 3	New Invention (3 weeks)	Creativity Development	Scientific and Technological Innovation	<i>The creativity and usefulness of products or services drives the development of new inventions to meet the growing needs of humans.</i>	Factual: What is a good idea? Conceptual: How can we sell this idea? Debatable: How can new inventions help the world?	Research -Who is Thomas Edison and what did he invent. -What is a useess invention -What are the best inventions in the past 100 years. Communication -How can I make a presentation interesting for others.	Describing simple objects and uses Giving definitions What makes products successful Designing a Simple Product Marketing a product Deciding a Target Market	(A i, ii, iii) Understanding and interpreting the usefulness of various inventions (B i, ii, iii) Student read various invention descriptions (C i, iii, iv, D i, ii, iii) Evaluating others inventions (D i, iii, iv, D i, ii, iii) Students complete a 10-minute presentation to group using key prompts
6 Phase 4	How many languages can you speak? (4 weeks)	Communication Idiom	Creative Expression	<i>The way we perceive the world is influenced by the languages we use to communicate and by the cultural idioms of a country</i>	Factual: What type of bilingual are you? Conceptual: Do bilinguals see the world differently? Debatable: Does learning a second or third language make you smarter?	Social Skills - Working with others effectively - sharing ideas and finding out what difficulties they have learning a second language. Thinking - Drawing conclusions and interpreting data. Self-management -Use an article to plan and write an article. Communication -Using idioms to communicate.	Students complete "My languages" What type of bilingual are you? Article Students use the information from article to answer Q Introduction to idioms Students present their 3 favorite idioms from L1 Explain literal and figurative How language changes the way you perceive the world? Read story of Korean girl An Na Watch 2 videos about bilingualism - students analyze Use poster 10 Advantages of Being Bilingual Use Benefits of Being Bilingual or Speaking more than One Language (Besides being more attractive)	(A i, ii, iii) Understanding and interpreting what sort of bilingual you are (B i, ii, iii) Using Visuals to understand meaning (C i, iii, iv, D i, ii, iii) Evaluating others inventions (D i, iii, iv, D i, ii, iii) Students complete a 200 word magazine article "Do bilinguals have advantages in life key prompts
7 Phase 3/4	Zodiac (5 weeks)	Systems Perspective Global Interaction Independence	Globalization and Sustainability	<i>A utopian community creates systems that are fair and sustainable for all.</i>	Factual: What are the local problems in Phuket? What would make Phuket better? Conceptual: What constitutes a happy, safe and sustainably functional communality and to what extent does it have to depend with the rest of the world? Debatable: How will society be managed and what systems need to be in place?	Social Skills - Working with others effectively - sharing ideas and agreeing/disagreeing Thinking - Make connections to create a sustainable, thriving community -Applying what students learn to their own community. -Realizing the interconnectedness between systems in community Self-management -Use appropriate strategies for organizing community presentation Communication -Presenting and explaining ideas to others and answering challenging questions.	Content What is Utopia and dystopia and do they really exist? Considering macro/micro communities Services and facilities in a community Looking at the pros and cons of living in Phuket What would make Phuket a better place to live Research how other communities live (Amazonian, Cuba, Sentential Islands) Creating a fantasy community and its systems Will this be an open or closed community? How will people live and what is a typical day? Presenting findings to class and handling challenging questions Creating a brochure for your community Language Presentation Skills Giving detailed explanations Giving clear definitions Would - for speculation Building specific vocabulary related to systems and communities	(A i, ii, iii) Listening and taking notes from others presentations. (B i, ii, iii) Analysis of alternate communities (C i, iii, iv, D i, ii, iii) Evaluating others inventions (D i, iii, iv, D i, ii, iii) Presenting model community to class. Creating a brochure.
7 Phase 4	Life on Mars (4 weeks)	Point of View Creativity	Scientific and Technological Innovation	<i>Language used to describe our adventures in science can tell us as much about human creativity and behavior as about science, and different points of view on the usefulness of space exploration.</i>	Factual: Why do people want to go to Mars? Conceptual: How can sci-fi films tell us about human behavior? Debatable: Is it right to spend so much money on space travel/exploration, with all the problems of the world? Could the money be better spent?	Research -Do you think people will live on Mars in the near future? -What will housing, food, travel and more be like? Self-Management -What reasons Social and Communication Skills -Audience and appropriacy	Considering if Sci-Fi movies influence us What makes a good astronaut The pros and cons of attempting to settle on Mars Debating Skills Agreeing and Disagreeing politely Forming an argument with reasons/examples	(A i, ii, iii) Engage with visual test and interpret ideas and opinions (C i, iii, iv, D i, ii, iii) Agree and disagrees politely and communicate with an audience (D i, iii, iv, D i, ii, iii) Organize information into coherent text using linking and cohesive devices

						Thinking and Research		
8 Phase 3	Friendship (3 weeks)	Culture Meaning	Identities and Relationships	<i>Language is an essential tool that helps us to understand cultures, friendships and adds meaning in local and global contexts.</i>	<p>Factual: What happens to someone when they join a new school?</p> <p>Conceptual: Why can international students sometimes make it hard to make friends?</p> <p>Debatable: To what extent should it be the responsibility of teachers and students to make new students welcome?</p>	<p>Communication- Listening to perspectives and ideas of others. - Make inferences and draw conclusions</p> <p>Thinking -Analyzing and evaluating issues and ideas - Considering ideas from different perspectives -How to brainstorm ideas</p> <p>Self-management -Use aa diary for at least 2 weeks</p>	<p>Present Simple tenses likes/dislikes Adjectives of Character/Description What is a friend? What qualities does a friend have? Starting a new school Making new friends New friends Roleplay Making friends at an International school Writing a personal diary Making online friends - pros and cons</p>	<p>(A i, ii, iii) (B i, ii, iii) Interpreting a video on how to make friends. (C i, iii, iv, D i, ii, iii) Evaluating others inventions (D i, iii, iv, D i, ii, iii) writing a diary</p>
8 Phase 3/4	Alone or in A Crowd? (3 weeks)	Self- esteem Identity Attitudes Independence	Identities and Relationships	<i>People's attitudes are related to their identity and self-esteem and their view towards independence or relying on others.</i>	<p>Factual: Do we over think things, or is reflection is an important part of self-improvement?</p> <p>Conceptual: Would you rather live alone or in a crowd?</p> <p>Debatable: Which is the happier state reflection or focusing on the moment Or Both?</p>	<p>Communication - Negotiate ideas and knowledge with peers and teachers - Make inferences and draw conclusions - Use a variety of organizers for academic writing tasks</p> <p>Thinking - Make unexpected or unusual connections between objects and/or ideas - Create original works and ideas; use existing works and ideas in new ways</p> <p>Self-management -Use appropriate strategies for organizing complex information</p>	<p>Reflection Interpreting a visual Organizing ideas Writing opening paragraphs Writing a balanced essay Grammar: relative pronoun; relative clause It, this, that, they Opening sentence in paragraph Incorporating relevant vocabulary</p>	<p>(C i, iii, iv, interpret a picture and express it's meaning and understand the meaning D i, ii, iii) Balanced Essay and interpreting visual</p>
8 Phase 4	The Black Hole (4 weeks)	Time, Place and Space Peoples Exchange and Interaction	Orientation in space and Time	<i>Students will explore personal experiences through time, place and space; turning points in a story; discoveries and moral dilemmas and consider the exchange and interaction between people.</i>	<p>Factual: What makes us do the right thing?</p> <p>Conceptual: Is dark magic possible?</p> <p>Debatable: How can we use special powers in a positive way?</p>	<p>Self-Management -prepare a story board to log a story using black hole possibilities.</p> <p>Thinking -How will the story unfold and will it make sense to the reader. -what is the ending?</p>	<p>Moral Dilemmas Descriptive Writing Describe a story Plot Students become familiar with all components of a story Time Linking words Planning using a storyboard Speculative Language Past Tenses - Past continuous, Perfect Adjectives for descriptions of places and senses</p>	<p>(A i, ii, iii) Sifu - answer questions based on a movie clip (B i, ii, iii) Sifu Stan story - - read and answer comprehension questions on text. Making Inferences (C i, iii, iv, D i, ii, iii) Balanced Essay and interpreting visual (D i, iii, iv, D i, ii, iii) Constructing an opinion Essay - write an essay defining culture.</p>
8 Phase 4/5	The American Dream (4weeks)	Communities Development Motivation	Identities and Relationship	<i>Students will explore beliefs and values of national communities; dreams and personal development, social aspirations and what is means to be a certain nationality.</i>	<p>Factual: What are the aspirations of different nationalities?</p> <p>Conceptual: Is the American Dream fair and achievable for all?</p> <p>Debatable: How can poverty and privilege affect the American Dream?</p>	<p>Research -Who is the American Gothic -What is Barack Obama's background -What does the statue of liberty symbolize -Who are the criminal Penguins</p>	<p>What does the American Dream mean? What is the Dream of people from your country? To encourage discussion To make comparisons To construct an argument To watch penguins, doing cool stuff To analyze the Dream of different countries Taking notes</p>	<p>(A i, ii, iii) Students interpret 4 pictures and look for connections with the AD (B i, ii, iii) Watch and take notes on Pen Video (C i, iii, iv, D i, ii, iii) (D i, iii, iv, D i, ii, iii) Students present the dream of their country and then write a comparative essay on how it differs to the AD</p>
9 Phase 3/4	Who are we? Short Story - Sifu Stan Analysis Essay - Defining Culture (5 weeks)	Culture Philosophies and ways of life Belief Systems	Personal and cultural expression	<i>A culture has a belief system on which its members operate. As individuals, a person's moral values and philosophies play a crucial role in determining the actions (s)he will take.</i>	<p>Factual: Does our culture define us?</p> <p>Conceptual: How do we define culture?</p> <p>Debatable: How can our experiences and upbringing define us?</p>	<p>Communication - Give and receive meaningful feedback - Use appropriate forms of writing for different purposes and audiences - Read critically and for comprehension - Use a variety of organizers for academic writing tasks - Structure information in summaries, essays and reports</p> <p>Thinking - Gather and organize relevant information to formulate an argument</p>	<p>Constructing a balanced essay: Organisation of ideas Communicative achievement Ideas Giving Relevant Examples Register Point of View Linking words Vocabulary Essay: giving opinion, organization, paragraphing, using evidence Organization: Venn Diagram; key phrases Reading: understanding culture, recognizing patterns predicting, making interferences, detailed understanding, summary Grammar: Intermediate & continuous aspects, using conjunctions for complex sentences. Design a poster for social change</p>	<p>(A i, ii, iii) Sifu - answer questions based on short story (B i, ii, iii) Sifu Stan story - - read and answer comprehension questions on text. Ma (C i, iii, iv, D i, ii, iii) Interpreting visual and creating a poster for social change. (D i, iii, iv, D i, ii, iii) Constructing an opinion that defines cultures/Create a poster for social change. .</p>

9 Phase 3/4	Abilities and Opportunities (4 weeks)	Connections Empathy	Identities and Relationships Motivation	We can use language to make connections and realize our own personal ambitions and abilities and, having done so, define ways in which we can use our abilities to help others by creating empathy	Factual: How difficult is it for an individual to achieve their ambition. Conceptual: Can service learning help to develop your own skills at helping others? Debatable: Do people with more opportunities do better in life?	Communication -Skimming and Scanning -using visuals to communicate Social -Working towards agreement Self-management Thinking -evaluating a picture and drawing conclusions -Studying Maslow's hierarchy of needs -Interpret data	Reading: <i>The story of Michael Oher</i> Planning and scaffolding Formative Writing Descriptions Maslow Hierarchy of Needs Presentation Skills Matching Parts of a Text	(A i, ii, iii) Students interpret Maslow's H and various images i, iii) Test Michael Oher - write a description (C i, ii, iii, D i, ii) Presentation to class 10minutes relationship between opportunity and ability and make suggestions how governments can help.
9 Phase 4	Happiness and Fulfillment	Creativity Purpose						
9 Phase 4/5	The Worst Criminals (3weeks)	Perspective Logic	Fairness and Development	<i>Students will explore crimes and the way individuals are punished/ rehabilitated back into society using the logic and perspective of different parts of the world.</i>	Factual: Why are so many crimes committed? Conceptual: What makes people commit crimes? Debatable: How should we punish/rehabilitate criminals?	Research (FBI/Guardian) -Who are the worst criminals and what crimes do they commit. -Which country has the highest crime rate and why? -Does incarceration help? Thinking To look at different approaches of different countries	Comparative Essay - Who is the worst criminal and why? What are the different types of Crime To argue your point persuasively To research and take notes	(A i, ii, iii) (B i, ii, iii) (C i, iii, iv, D i, ii, iii) (D i, iii, iv, D i, ii, iii) Essay - who is the worst criminal and why? What should their punishment be? Is prison effective.
9 Phase 5	Advertising (4 weeks)	Communication	Personal and Cultural Expression	<i>The language used to sell products and services and what strategies producers use to communicate with their consumers.</i>	Factual: What are persuasive selling techniques? Conceptual: What emotive techniques to advertiser use and do you agree with them? Debatable: Can persuasive techniques sell inferior products?	Communication Thinking Media Literacy	Using emotive language Creating a poster Attractive Formatting Selling techniques	(A i, ii, iii) (B i, ii, iii) (C i, iii, iv, D i, ii, iii) (D i, iii, iv, D i, ii, iii)