

High School

English BA (G9 – G10)



SSIS Scope and Sequence

G9 MYP English B Advanced



Overview

→ Averaging 19 weeks per semester (38 weeks per year)

→ End of semester varies dependent upon Chinese New Year – Units may need to be moved accordingly

month week	Aug	September				October				November				December			January	
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
SEMESTER 1	SHORT FICTION (stories, fables, tales) 9 weeks									NOVEL <i>The Pearl (reader)/ Tuck Everlasting (original)</i> 10 weeks								

month week	February			March			April			May				June				
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
SEMESTER 2	POETRY (selection) 5 weeks			NONFICTION (biography, <i>Zlata's Diary</i>) 6 weeks						SHAKESPEREAN DRAMA <i>Macbeth</i> 8 weeks								

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Unit of Work	SSIS OILs	IB Framework	Unit Skills, Content or Knowledge	Common Assessments
Unit Title Short Fiction	1, 2, 3, 4, 5	MYP Area of Interaction Approaches to Learning	Unit Questions: How do we learn to read and analyze short fiction? How do we learn to develop our oral communication skills? 1. Active reading. Note-making. 2. Plot analysis. Plot chart. 3. Writing process. 4. Paragraph writing (expository). 5. Storyboard. 6. Following instructions. 7. Reading aloud. 8. Reading for details and gist. 9. Self and peer assessment. 10. Retelling. 11. Listening for details and gist. 12. Recreating short fiction in a short play (speaking). 13. Vocabulary development. 14. Parts of speech. 15. Conventions.	Plot chart (analytical writing). Play (performance). Paragraph writing.

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<p>Novel (Tuck Everlasting)</p>	<p>1, 2, 3, 4, 5</p>	<p>Environments</p> <p>SLE: Analyze a range of diverse environments and how these impact our lives</p>	<p>How does where we are affect who we become?</p> <ol style="list-style-type: none"> 1. Active reading. Annotating. 2. A letter to the author. 3. Plot analysis. Plot chart. 4. Theme analysis. Symbolism analysis. 5. Writing process. 6. Blurb/book report writing. 7. Paragraph writing (descriptive, narrative). 8. Following instructions. 9. Reading aloud. 10. Reading for details and gist. 11. Hot seat. 12. Self and peer assessment. 13. Character study. 14. Acting out dialogues from the novel (speaking). 15. Listening for details and gist. 16. Vocabulary development. 17. Sentence fluency. 16. Conventions. 	<p>A letter to the author.</p> <p>Acting out dialogues from the novel.</p> <p>Hot seat.</p>
<p>Poetry</p>	<p>1, 2, 3, 4, 5</p>	<p>Health and Social Education</p> <p>SLE: Begin to develop a clear sense of self</p>	<p>Who am I?</p> <ol style="list-style-type: none"> 1. Active reading. 2. Understanding poetry (reading comprehension). 3. Retelling a poem (oral and written). 4. Figurative language (simile, metaphor, personification). 5. Writing process. 6. Writing poetry (creative writing). 7. Following instructions. 8. Reading aloud. 9. Performing poetry. 10. Written personal response. 	<p>Personal response (the use of figures of speech in poetry).</p> <p>Creative writing (poetry).</p> <p>Retelling a poem.</p>

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			<ol style="list-style-type: none"> 11. Self and peer assessment. 12. Listening for details and gist. 13. Vocabulary development. 14. Sentence fluency. 15. Conventions. 	
Nonfiction	1, 2, 3, 4, 5	<p>Community and Service</p> <p>SLE: Appreciate the cultural and social diversity of communities and the impact of their interaction on the global community</p>	<p>Where do I belong?</p> <ol style="list-style-type: none"> 1. Active reading. 2. Identifying fact and opinion (reading comprehension). 3. Message analysis. 4. Writing process. 5. Diary entry writing. 6. Paragraph writing (persuasive). 7. Research. 8. Biography writing. 9. Creative writing (a letter to Zlata). 10. Following instructions. 11. Reading for details and gist. 12. Self and peer assessment. 13. Listening for details and gist. 14. Oral presentation. 15. Vocabulary development. 16. Sentence fluency. 17. Conventions. 	<p>Oral presentation (biography writing process explained).</p> <p>A letter to Zlata (creative writing).</p>
Shakespearean Drama	1, 2, 3, 4, 5	<p>Health and Social Education</p> <p>SLE: Analyse and discuss the dynamics of different</p>	<p>What am I to you?</p> <ol style="list-style-type: none"> 1. Active reading. 2. Reading comprehension (details and gist). 3. Analysis of the writer's craft: figurative language, imagery, symbols. 4. Reading aloud (Reader's Theatre style). 	<p>Character study (descriptive essay).</p> <p>Recreating a scene from a play (performance).</p> <p>Script writing.</p>

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		relationships	<ol style="list-style-type: none">5. Theme analysis.6. Plot analysis. Plot chart.7. Character study.8. Summary (oral and written).9. Fantasy story writing.10. Following instructions.11. Self and peer assessment.12. Listening for details and gist.13. Hot seat (speaking).14. Acting out scenes (speaking).15. Script writing.16. Watch a screen version of the play. Discuss differences.17. Vocabulary development.18. Sentence fluency.19. Conventions.	
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SSIS Scope and Sequence

Grade 10 MYP English BA



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SEMESTER 1	The Diary of Anne Frank Play version Related readings AOI - HSE: How can one person make a difference?						Moderation Assessment Writing: C,D Text Interpretation: E			Krakauer, 'Into Thin Air' AOI – HI: How can I stay true to myself?				Moderation Assessment Text Interpretation: E					Film Study Krakauer, 'Into the Wild' Moderation Assessment Speaking: A,B		

month week	February			March				April				May				June			
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
SEMESTER 2	Con't			Lee, 'To Kill A Mockingbird' AOI – CS: How do we live in relation to one other?				Austen, 'Pride and Prejudice' Stage 6 Reader AOI – Env: How does our environment affect our relationships?				Internal Assessment A,B,C,D,E							

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Unit of Work	SSIS OILs	IB Framework	Unit Skills, Content or Knowledge	Common Assessments
Independent Reading		ATL, all AOI SLE: structure ideas and arguments, both orally and in writing, in a sustained and logical way supporting them with relevant examples.	Weekly record keeping, analysis. Assessment every 6 weeks.	Assessment: E, C,D
Weekly Article Share	all	ATL, all AOI SLE: adapt and take responsibility for roles in a group; contribute meaningfully to class discussions and encourage the sharing of ideas; can delegate when leading	Weekly choice of relevant articles, comprehension, group work. Assessment every 8 weeks.	Text Interpretation: E Oral presentation: A,B
The Diary of Anne Frank plus related readings	all	HSE SLE: identify, analyze and evaluate wide-ranging and long term effects of choices and exhibit accountability for decisions and actions	Essential Question: How can one person make a difference?	Text Interpretation: E (moderation) Essay C,D (moderation)
Krakauer, 'Into Thin Air' Film study: 'Into the Wild'	all	HI SLE: analyze and make judgments on the impact of the innovation and creation on individuals, communities, societies and the world from both positive and negative perspectives	Essential Question: How can I stay true to myself?	Oral assessment: A, B (moderation) Essay: C,D Text Interpretation: E (moderation)

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Lee, 'To Kill A Mockingbird'	all	<p style="text-align: center;">CS</p> <p>SLE: understand that a compassionate attitude on cultural and global levels allows for genuine responses to a community's needs</p>	Essential Question: How do we live in relation to one other?	<p>Essay: C,D</p> <p>Debate: A,B</p>
Austen, 'Pride and Prejudice'	all	<p style="text-align: center;">Env</p> <p>SLE: evaluate the effects of one's environment on another?</p>	Essential Question: How does our environment affect our relationships?	<p>Creative writing: C, D</p> <p>Role Play: A,B</p>