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| **Unit title** | **Key concept** | **Related concepts** | **Global context** | **Statement of inquiry** | **MYP subject group objectives** | **ATL skills** | **Content (topics, knowledge, skills)** |
| Phased autobiography  (pMyp) | Identity | Message, point of view | Identities and relationships | Writing about a life-changing event, students creatively show their point of view on their personal development and come to understand their identities and relationships with other people. | A: i, ii, iii  B: ii  C: ii, iii, iv  D: i, ii, iii | Reflective skills | Origin of my name - poster  Appearance and character vocabulary  Video (Partly Cloudy, Tamara)  Phased autobiography (life-changing event) |
| Fairy tales  (pMyp)  Interdisciplinary (History) | Creativity | Word choice, structure | Personal and cultural expression | Via creative writing, using specific words and structure, students express their cultural and personal values in culture-specific fairy-tales. | A: i, ii  D: i, ii | Creative thinking skills | Fairy-tales vocabulary  Analysis of various fairy-tales  Writing of a fairy-tale/story  Roald Dahl alternative fairy-tales |
| Food for thought  (pMyp) | Global interactions | Message, purpose | Globalization and sustainability | Understanding global interactions helps students grasp the message of sustainability and the need and purpose of global effort of saving the planet. | A: i, iii  B: i, ii, iii  C: i, ii, iii, iv  D: i, ii, iii | Reflective skills | Cooking show  Poster – pollution and/or sustainability  Food Inc. – movie  Food and pollution and sustainability vocabulary  Food and sustainability reading comprehension |
| Crime and punishment  (pMyp) | Systems | Conventions, function | fairness | Understanding various systems helps grasp how the society functions and its conventions help develop and practice fairness. | A: iii  B: i, iii  D: i, ii | Critical thinking skills | Crime and punishment vocabulary  Crime story writing  Crime prevention research  Statistics  (Mock trial) |
| Education  (Myp1) | Systems | Audience, conventions | Orientation of space and time | Understanding school systems in various cultures, the conventions ruling them, helps learning about schools in the past and on different places in the world and communicating about them with a sense of audience. | A: i, ii, iii  B: i, iii  C: i, ii, iii, iv  D: ii, iii | Communication skills | Presentations: educational systems in different countries  Critical thinking in education  Debate  School uniforms project  Reading comprehension – school systems in other countries  Pictures to analyse |
| Racism  (Myp1) | Communities | Empathy, point of view | Fairness and development | Living in various types of communities teaches empathy and perceiving others from various points of view encourages personal fairness and development. | A: i, ii, iii  B: i,ii, iii  C: ii, iii, iv  D: i, iii | Affective skills | Poster  Ppt presentation  Video  Rosa Parks – reading comprehension  Book reading – Noughts and Crosses |
| Mystery stories  (Myp1)  Interdisciplinary (music) | Creativity | Structure, word choice | Personal and cultural expression | Via creative writing, using specific words and structure, students express their cultural and personal values through stories full of mystery.. | A: i, iii  B: i, ii, iii  D: i, ii, iii | Creative thinking skills | Hound of Baskervilles - book reading  Hound of Baskervilles - 1950s movie  Mystery story writing |
| Healthy teenager  (Myp1) | Relationships | Empathy, conventions | Identities and relationships | Exploring relationships amongst teenagers and to oneself using empathy and understanding conventions dictated by the society leads to accepting one's own identity. | A: i, ii, iii  C: i, ii, iii, iv  D: i, ii, iii | Affective skills | Vocab test  Body idioms  Senses – group work  Role-play at the doctor`s  Leaflet  Documentaries |
| Travel  (Myp 2) | Time,space and place | Purpose,  Point of view | Orientation in space and time | Applying concepts of time, space and place to purpose of travelling and reflecting one´s point of view in orientation in space and time in creating their dreamplace for holiday. | A: i, ii, iii  B: i, ii  C: ii, iii, iv  D: i, ii, iii | Organization skills | Resort booklet  Travel vocabulary  Radio interview  Famous travellers  Video (Walter Mitty) |
| Relationships  (Myp2) | Connections | Empathy, Idiom | Identities and relationships | Finding connections in interpersonal relationships leads to developing empathy and tolerance, while familiarization with idiomatic vocabulary helps expressing one's own identity in the context of humanity. | A: ii  B: i. iii  C: i, ii, iii  D: i, ii, iii | Affective skills | Debate  Family and friends idioms  Giving advice  Generations apart  Role play  Prejudice in relationships  Video (The Holiday)  Puberty and relationships |
| Technology  (Myp 2) | Creativity | Function, Meaning | Scientific and technical innovation | Through exploring creativity behind newest inventions, students learn to appreciate the function of technology in our everyday lives and determine meaning of scientific and technical innovation for humankind. | A: i, iii  B: ii  C: ii, iii, iv  D: i, ii, iii | Media literacy skills | Technology vocabulary  The history of a technological invention  A newly invented gadget  Poster analysis  Technology and humanity presentation |
| Jobs  (Myp 2) | Culture | Conventions, Purpose | Fairness and development | By exploring the background of their culture in the context of conventions, students unveil the purpose of their school effort when finding their dream job while understanding how fairness is important in their work development. | B: iii  C: i, ii, iii, iv  D: i, ii, iii | Transfer skills | CV  A letter of application  Dangerous jobs  Equality for all applicants  Equal opportunity employers  Using skills acquired at school in your dream job |
| Internet safety  (Myp 3) | Communication | Message, Purpose | Scientific and technical innovation | Internet as a means of communication carries various underlying messages and to determine their purpose is an important tool for keeping the internet usage safe. | A: i, ii, iii  D: i, ii, iii | Information literacy skills | Computer vocabulary  Dangers of the Internet  Diary  Analyzing a graph  Blog writing  Video (Internet predators) |
| Taking a viewpoint  (Myp3) | Perspective | Structure, Argument | Personal and cultural expression | Taking a viewpoint at controversial issues from different perspectives using logical arguments and specific structures helps develop individual expression. | B: i, ii, iii  C: i, ii, iii, iv  D: i, ii, iii | Communication skills  Collaboration skills | Persuasive style of writing  Essay  Learning argumentative expressions  Defending one’s opinion  Debate  How to listen to opposing arguments and understand them |
| Celebrities  (Myp 3) | Culture | Bias, Point of view | Identities and relationships | Exploring popular culture helps students to understand bias connected to celebrities and lets them express their point of view when it comes to identities and relationships of famous people. | A: i, ii, iii  B: i, ii  C: iii, iv  D: i, ii, iii | Media literacy skills | Questionnaire  What makes people famous  Celebrities then and now  Notting Hill - the film  Role play / interview - rising star |
| Professional athlete  (Myp 3) | Development | Context, point of view | Fairness and development | As students analyse the development of a professional athlete's career, they come to understand the context of athlete's career choice and they are required to express their point of view on the fairness of demand placed on athletes by companies and society. | A: iii  B: i, iii  C: i, ii, iii, iv  D: i, ii, iii | Critical thinking skills | Presentations on famous athletes  Requirements placed on professional athletes (physically, society)  Stages of athlete's career reading  Athletes, companies and advertisement  Are athletes overpaid?  Professional sport as a business  Debate  Videos  Writing an article |
| Me and my life  (Myp 4) | Identity | Audience, stylistic choices | Identities and relationships | Understanding their identity helps students communicate their life story with sense of audience, using appropriate stylistic choices and expressing their relationship to themselves as well as people around them. | C: iii, iv  D: i, ii, iii | Reflection skills | Presentation on a turning point in students´ life that occurred during summer holidays  Watching Steve Jobs documentary  Reading auto/biography  Commentary on auto/biography  Writing an autobiography |
| Why be green  (Myp 4) | Global interactions | Argument, inference | Globalization and sustainability | Global interactions in context of environmental issues teach us inference and argumentation in order to promote sustainable world for our future. | A: i, ii, iii  B: i, ii, iii  C: i, ii, iii, iv  D: i, iii | Transfer skills | Watching films An inconvenient truth, An inconvenient sequel  Reading (Al Gore - trial, environment and politics)  Debate  Avatar, Pocahontas and the message they send  Environmental law in Slovakia and advanced countries  Project: determine main environmental issues in Slovakia and offer a solution  New environmental solutions |
| Art  (Myp 4) | Form | Audience, purpose | Personal and cultural expression | Art in its various forms teaches students to communicate their feelings and opinions with a sense of audience, giving purpose to their personal and cultural expression. | A: i, ii, iii  B: i, ii, iii  C: ii, iii, iv  D: i, ii, iii | Creative thinking skills | Famous works vandalised reading comprehension  Graffiti quiz  Artists presentations  Types of art  Non-traditional forms of art  Black swan film - what people do for the sake of art  Writing an article  Artists and society |
| Events that changed the world  (Myp 4) | Change | Context, inference | Orientation in space and time | By understanding significant events that changed the world students comprehend today's world in context of different possible outcomes that help shed some light on historical inference and orientate better in space and time. | A: i, iii  B: i, iii  C: i, ii, iii, iv  D: i, ii, iii | Information literacy skills | Wright Brother's First Flight (1903)  Hitler Becomes German Chancellor (1933)  Vaccination/penicillin  Space travel  Internet banking  Martin Luther King Delivers His "I have a dream" speech (1963)  Beatlemania Arrives (1964)  Titanic  Right to vote  Red cross  Challenger  CHernobyl  Contraception and planned parenting  Fall of Berlin wall  Nelson Mandela  9/11  Social media  Internet  Atomic energy  Imitation game  If everyone cared Nickelback  Presentations  Debate  Persuasive essay |
| Is life fair?  (Myp 5) | Perspective | Empathy, Theme | Fairness and development | Looking at life situations from various perspectives teaches empathy and develops sense of fairness. | A: i, ii, iii  B: i, iii  C: i, ii, iii, iv  D: i, ii, iii | Media literacy skills  Collaboration skills | Fair trade - discussion  Role-play  reading comprehension - Stephen`s story  video - group work  Flowers for Algernon  seminar |
| Animal Farm  (Myp 5) | Change | Bias, Voice | Identities and relationships | Animal Farm is a plethora of timeless issues that each era understands and approaches with different means. It addresses people's attitude towards power, corruption, tyranny and exploitation; civil and human rights; fairness in social and political system.  Analysing it in contexts of both the book and modern times, students learn about universal social and political mechanisms they are part of. | B: i, ii, iii  C: i,ii, iii, iv  D: i, ii, iii | Creative thinking skills | Life of George Orwell  Analyzing the text  Vocabulary  Looking for connections and links with past and present  Public speech |
| Drama  (Myp 5) | Communication | Audience, Point of view | Globalization and sustainability | With the help of famous works written by well-known dramatists we are going to look for questions and answers based on Shakespear’s quote: “All the world's a stage, and all the men and women merely players: they have their exits and their entrances; and one man in his time plays many parts, his acts being seven ages.” | A: i,ii, iii  C: i, ii, iii, iv  D: i, ii, iii | Reflection skills  Transfer skills | Theatre  History of Drama  Charles Dickens - dramatization of Oliver Twist  Shakespeare  How Romeo and Julia would be different with a mobile phone - essay |
| Starting up a business  (Myp 5) | Creativity | Theme, Argument | Scientific and technical innovation | By taking into consideration future development of the market, students will be able to create a business plan and by presenting arguments ,they will have a chance to practice businesslike conversations. | A:i, ii, iii  B: i,ii, iii  C: i,ii,iii, iv | Organisation skills | Business English vocabulary and expressions  Liste  Group work - starting a business - project / presentation  Discussing advantages , disadvantages |