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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, iiiB: iiC: ii, iii, ivD: i, ii, iii | Reflective skills | Origin of my name - posterAppearance and character vocabularyVideo (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, iiD: i, ii | Creative thinking skills | Fairy-tales vocabularyAnalysis of various fairy-talesWriting of a fairy-tale/storyRoald 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, iiiB: i, ii, iiiC: i, ii, iii, ivD: i, ii, iii  | Reflective skills | Cooking showPoster – pollution and/or sustainabilityFood Inc. – movieFood and pollution and sustainability vocabularyFood 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: iiiB: i, iiiD: i, ii | Critical thinking skills | Crime and punishment vocabularyCrime story writingCrime prevention researchStatistics (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, iiiB: i, iiiC: i, ii, iii, ivD: ii, iii | Communication skills | Presentations: educational systems in different countriesCritical thinking in educationDebateSchool uniforms projectReading 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, iiiB: i,ii, iiiC: ii, iii, ivD: i, iii | Affective skills | PosterPpt presentationVideoRosa Parks – reading comprehensionBook 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, iiiB: i, ii, iiiD: i, ii, iii | Creative thinking skills | Hound of Baskervilles - book readingHound of Baskervilles - 1950s movieMystery 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, iiiC: i, ii, iii, ivD: i, ii, iii | Affective skills | Vocab testBody idiomsSenses – group workRole-play at the doctor`sLeafletDocumentaries |
| 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, iiiB: i, iiC: ii, iii, ivD: i, ii, iii | Organization skills | Resort bookletTravel vocabularyRadio interviewFamous travellersVideo (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: iiB: i. iiiC: i, ii, iiiD: i, ii, iii | Affective skills | DebateFamily and friends idiomsGiving adviceGenerations apartRole playPrejudice in relationshipsVideo (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, iiiB: iiC: ii, iii, ivD: i, ii, iii | Media literacy skills | Technology vocabularyThe history of a technological inventionA newly invented gadgetPoster analysisTechnology 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: iiiC: i, ii, iii, ivD: i, ii, iii | Transfer skills | CVA letter of applicationDangerous jobsEquality for all applicantsEqual opportunity employersUsing 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, iiiD: i, ii, iii | Information literacy skills | Computer vocabularyDangers of the InternetDiaryAnalyzing a graphBlog writingVideo (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, iiiC: i, ii, iii, ivD: i, ii, iii | Communication skillsCollaboration skills | Persuasive style of writingEssayLearning argumentative expressionsDefending one’s opinionDebateHow 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, iiiB: i, iiC: iii, ivD: i, ii, iii | Media literacy skills | Questionnaire What makes people famousCelebrities then and nowNotting Hill - the filmRole 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: iiiB: i, iiiC: i, ii, iii, ivD: i, ii, iii | Critical thinking skills | Presentations on famous athletesRequirements placed on professional athletes (physically, society)Stages of athlete's career readingAthletes, companies and advertisementAre athletes overpaid?Professional sport as a businessDebateVideosWriting 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, ivD: i, ii, iii | Reflection skills | Presentation on a turning point in students´ life that occurred during summer holidaysWatching Steve Jobs documentaryReading auto/biographyCommentary 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, iiiB: i, ii, iiiC: i, ii, iii, ivD: i, iii | Transfer skills | Watching films An inconvenient truth, An inconvenient sequelReading (Al Gore - trial, environment and politics)DebateAvatar, Pocahontas and the message they sendEnvironmental law in Slovakia and advanced countriesProject: 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, iiiB: i, ii, iiiC: ii, iii, ivD: i, ii, iii | Creative thinking skills | Famous works vandalised reading comprehensionGraffiti quizArtists presentationsTypes of artNon-traditional forms of artBlack swan film - what people do for the sake of artWriting an articleArtists 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, iiiB: i, iiiC: i, ii, iii, ivD: i, ii, iii | Information literacy skills | Wright Brother's First Flight (1903)Hitler Becomes German Chancellor (1933)Vaccination/penicillinSpace travelInternet bankingMartin Luther King Delivers His "I have a dream" speech (1963)Beatlemania Arrives (1964)TitanicRight to voteRed crossChallengerCHernobylContraception and planned parentingFall of Berlin wallNelson Mandela9/11Social mediaInternetAtomic energyImitation gameIf everyone cared NickelbackPresentationsDebatePersuasive 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, iiiB: i, iiiC: i, ii, iii, ivD: i, ii, iii | Media literacy skills Collaboration skills | Fair trade - discussionRole-play reading comprehension - Stephen`s storyvideo - group workFlowers for Algernonseminar |
| 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, iiiC: i,ii, iii, ivD: i, ii, iii | Creative thinking skills | Life of George OrwellAnalyzing the textVocabularyLooking for connections and links with past and presentPublic 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, iiiC: i, ii, iii, ivD: i, ii, iii | Reflection skillsTransfer skills | Theatre History of DramaCharles Dickens - dramatization of Oliver TwistShakespeareHow 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, iiiB: i,ii, iiiC: i,ii,iii, iv | Organisation skills | Business English vocabulary and expressionsListeGroup work - starting a business - project / presentationDiscussing advantages , disadvantages |