

Grade Course	S1 MSTC	Subject	English Communication English I
Class Hours	4 / week		

Competencies

① Inquiry, Investigation	Continually ask questions about word meaning, precise scientific language, and information about the world. Additionally, students will complete a scientific abstract, based on MSTC original laboratory research.
② Communication	Through daily practice of speaking, writing, and listening in a STEM context, students will be able to ask, answer, understand, and empathize with each other, and their grade level.
③ Creativity	Grounded in term-long STEM projects, including social impacts of STEM, statistical analysis, and popular tech design, students will predict, hypothesize, and express their unique understanding of science and technology in numerous ways.

③	1) Succinctly summarize the content of the unit 2) To be able to explain the content of the unit in both an academic and scientific context	Qualify and quantify original lab research, through academic writing, speaking, and data visualization	Demonstrate the ability to propose, test, analyze, and synthesize a STEM hypothesis, and communicate the results in academic & scientific English
②	1) Understand a piece of non-fiction writing (content & reading comprehension) 2) Fully demonstrate mastery of unit (correct answers, original and precise language)	Based on B1, demonstrate an understanding of how language and communication are communicated in multiple contexts: reports, poster sessions, conferences, and personal understanding	Formulate new questions based on existing STEM research, and contemporary non-fiction scientific articles and written passages
①	1) Able to accurately answer qualitative and quantitative questions using grade-level STEM vocabulary 2) Able to competently write standard, grade-level compositions	1) To be able to independently read and write about content and assigned material 2) Explain and analyze published scientific papers and compare and contrast with one's own lab research	Recognize the the relationships between academic English, STEM English, and how science is communicated in speaking & writing
	A Recognition	B Logical Thinking	C Creative Thinking

Term	Month	Unit	Unit Goals	Activities / Long-Term Projects
1	4	(4/5) "The Power of Vision and Hard Work" (6/7) "The Sky's Your Only Limit"	(5/6) Students will focus on vocabulary, analyse the text, and discuss obstacles they have overcome and future careers through vocabulary quizzes, customised worksheets, and class discussions. (6/7) Students will focus on vocabulary, analyse the text, and discuss Kathrine Switzer and other female pioneers through vocabulary quizzes, customised worksheets, and class discussions.	(4/5) iMovie: In pairs, the students will select a medical, science, or engineering-based future career. They will then make an iMovie with a voice-over examining the path they must take to that career. Students will pick a specific area of science and investigate a future career in that area. (6/7) Group Presentation: In groups, students will research and present (through Keynote/PPT) on a female STEM pioneer of their choosing. Highlight their path and obstacles they have overcome, utilizing specialized language specific to MSTC poster presentations.
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2	9	(9/10) "Chocolate: A Story of Light and Dark" (11/12) "Oh Bento"	(9/10) Students will focus on vocabulary, analyse the text, and discuss the realities of the chocolate trade (including child labour, fair trade, and privilege) through vocabulary quizzes, customized worksheets, and class discussions. Further discussions on the chemical composition of chocolate, and other socially-utilized items will be peer-led. (11/12) Students will focus on vocabulary, analyse the text, and discuss how cultural cuisine and "commodified culture" becomes popular through globalization utilising vocabulary quizzes, customized worksheets, and class discussions.	(9/10) Academic Essay: Students will create an individual 3 paragraph structured essay choosing a country and exploring two aspects of those countries commodities. One commodity must be food and the other must be a science or technology export. (11/12) Survey & Analysis Technical Report: In groups, students will create a quantitative and qualitative survey, and will be asked to survey a specific sample size in order to gather enough information to complete an analysis on their own research. Students will then write a short report on their findings, complete with graphs, charts, and statistical tables.
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3	1	(1,2,3) "One Pen Can Change the World"	(1,2,3) Students will focus on vocabulary, analyse the text, and discuss the hardships that many young people around the world experience in order to gain an education in others through vocabulary quizzes, customized worksheets, and class discussions. Twice-weekly short speaking presentations on students' original laboratory research, based on the weekly STEM Journal, are required.	(1,2,3) Individual Podium Speech: Students will deliver a 2-minute inspirational speech that moves, captivates, and inspires their peers on a subject/topic from a list of STEM topics provided by the teachers. Students will synthesize their data, their personal experience, and their knowledge of the scientific method to fully express their learning.
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	3			