

Grade Course	S2 MSTC	Subject	English Communication English II				
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
					Ⓐ Recognition	Ⓑ Logical Thinking	Ⓒ Creative Thinking

Term	Month	Unit	Unit Goals	Activities / Long-Term Projects
1	4	(4/5) "The Freedom to Be Yourself"	(5/6) Students will focus on vocabulary, analyze the text, and discuss the impact of different cultures, ideas, and technological innovations on the concept of "self" through vocabulary quizzes, customised worksheets, and class discussions. (6/7) Students will focus on vocabulary, analyze the text, and discuss the need for innovative designs and groundbreaking technological processes in impoverished areas across the world through vocabulary quizzes, customised worksheets, and class discussions.	(4/5) Group Poster Presentation: In groups, students will present the evolution of a piece of STEM technology or a process. Timelines, hypotheses, scientific trials, and "how-to" structural engineering explanations are required. (6/7) Individually or in pairs, students will create an innovative design/invention/system to aid impoverished areas across the world. Students will present their innovative design/invention/system through blueprints & design schematics labeled in English.
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	6	(6/7) "Designed to Change the World"		
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2	9	(9/10) "Laughter is the Best Medicine"	(9/10) Students will focus on vocabulary, analyze the text, and discuss the effects of and causes of laughter through vocabulary quizzes. Psychology, psychiatry, and medical studies on stress, joy, and chemical response will be addressed.	(9/10) Academic Essay: Individually, students will construct a 5 paragraph structured MSTC research essay on a topic of their choosing approved by the teacher. Abstract, hypothesis, data, results, and conclusion will be required. (11/12) Science Newspaper: As a class, students will produce a mini science newspaper highlighting current developments in science, health, sports science, space and physics among other topics of interest. Non-fiction writing rubrics will be utilized.
	10			
	11	(11/12) "The Underground Reporters"	(11/12) Students will focus on vocabulary, analyze the text, and discuss the history of Klepy, a clandestine newspaper created during the Nazi occupation in 1940 by Jewish youths. Additional resources on scientific blogs, social media, and academic science communication will be considered.	
	12			
3	1	(1,2,3) "Handwriting in the Digital Age"	(1,2,3) Students will focus on vocabulary, analyze the text, and discuss how modern technology has impacted on how we think and process information, achieved through vocabulary quizzes, customised 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 Project: Students will review the different projects they have studied. Then individually, students will get a choice of their final project medium to showcase their opinion on the impact of modern technology on how we think and process information, also known as the "Philosophy of Technology." Students will ask and answer researchable questions, synthesize their data, their personal experience, and their knowledge of the scientific method to fully express their learning.
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	3			