

Phases	Unit number	Unit Title	Global Context	Exploration	Key Concept	Related Concepts	SOI	Objectives				A:	B:	C:	D:	ATL	Content Exploration
(1 - 2) Emergent	1	Can School be my second home	Identities and relationships	Identity formation	Connection	Purpose	The connections we build at home and school shape our identity and give purpose to our relationships.	A Listening			D Writing	All Strands				Communication	Numbers, subjects, elements of a classroom, pronouns, adjectives, daily routine, family members, relationships, Greetings, Swar, Vyvanjan, Matraas, nouns, Gender, Opposites, numbers, subjects, adjectives, daily routine, languages, places in the school
	2	World of Festivals	Personal and cultural expression	beliefs and values	Culture	Meaning	Festivals are meaningful cultural expressions reflecting shared beliefs and values.		B Reading	C Speaking		All Strands	All Strands		Research	Students will learn about the significance of celebrations, traditional foods and festive cuisine, rituals and customs, and the historical origins of celebrations. Students will talk about religious festivals, national holidays, and harvest festivals. The unit will also delve into celebrations around the world. Students will learn vocabulary and sentence structure.	
	3	Flavours of the world	Scientific and technical innovation	methods	Creativity	Function	Creative exploration of culinary methods reveals how innovation and function shape the way we experience global flavours.		B Reading	C Speaking		All Strands	All Strands		Thinking	Comparison, likes/dislikes, food items, ingredients, utensils, healthy and unhealthy food, Spices, major cuisine of the world, instructional writing.	
	4	Does travel make us citizens of the world?	Orientation in space and time	exchange and interaction	Communication	Point of view	Exploring diverse perspectives through travel fosters intercultural understanding and shapes our identity as global citizens.	A Listening			D Writing	All Strands			All Strands	Social	Modes of transport, transactions and interactions in different places, vacations, life abroad, situations during travel, present tense of verbs, currencies, languages, and historical places and monuments
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Phase (3 - 4) Capable	Unit 1	Can words paint a thousand picture?	Identities and Relationships	creation	Creativity	perspective, Pattern	Language, as a creative tool, reveals how identities are formed and relationships are shaped through patterns and varied perspectives.	A Listening			D Writing	All strands			All strands	Thinking	How to write your own story, Developing vocabulary, comics writing, Note taking, Poetry, what makes a story real? Painting a picture with words, Beginning, middle and end of a story structure, Visual craft - Presentation features, The visual magic of comics, Interview, Listen to the audio.
	Unit 2	The Progressive Journey of Technology	scientific and technical innovation	Models	Connection	Meaning	The connection of scientific and technological innovation of new models impacts human behavior, bringing meaningful progress and challenges to society.	A Listening	B Reading			All strands	All strands		Research	Students will learn about new vocabulary, Importance of technology in daily life, History of Mobile(Listening), Market in the fingers of Hand, Advertisement, Invention of the internet, Information revolution is a boon or a curse, Article - Now you can keep an eye on pollution through your phone	
	Unit 3	Language - Bilingualism and Multilingualism	personal and cultural expression	language and linguistic systems	Communication	Idiom, Voice	Individuals and cultures create their own idioms in each Languages in order to communicate and express their own voice.			C Speaking	D Writing			All strands	All strands	Communication	Students will learn - Vocabulary, Article - Indian words that spice up English, Film review and book review, 11 German proverbs are the essence of life (Based on the proverb frame a story), Importance of mother tongue, translation, Advantages of Bilingualism, Magazine Article/Grammar Knowledge: One word for a sentence, Sentence structure, Cartoon.Survey-My languages and me, Using idioms in sentences
	Unit 4	Living Values and Resolving Differences	Fairness and Development	difference and inclusion	Culture	Empathy, Point of view	Exploring fairness and inclusion helps us understand how cultural differences affect perspectives, build empathy, and lead to personal and social growth.		B Reading	C Speaking			All strands	All strands		Social	Students will learn about a fact and an opinion, Vocabulary, Making connections between ideas, Discussion and debate, Arguments, Analysing a conflict, Speech, Grammar Knowledge - Unseen passage(Connect between cause and the effect?) Storyteller - short story that includes one or more conflicts.
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	Unit 1	Happiness and fulfillment	Identities and relationships	happiness and the good life	Creativity	Purpose, theme	Texts about identities offer share common themes, but writers use their creativity to give their text different purposes.	A Listening			D Writing	All strands			All strands	Thinking - Critical thinking	Two different lifestyles? Cause and effect - what makes you happy? Cause and Effect - transitions, goal, Back-story (Character A and Character B quotes), One cause, several effects, Role-play, career advice, Which kinds of intelligence do you Have? Theme of happiness for teenagers, The hunt for happiness, audio-visual texts, How to Live the Good Life? Going beyond the chapter
	Unit 2	Migrations	Orientation in time and space	People	Culture	context, empathy	It is often easier to empathize with people from other cultures, times and places when we understand the context in which they have lived.		B Reading	C Speaking			All strands	All strands		Thinking - Critical thinking	Analysing connections, Considering an issue from multiple perspectives, conducting an interview, writing a critical opinion piece. Discussion - What happens when you take children away from their culture? Identifying truth statements, Interview and participating in conducting an interview,Analysing conventions and connections, Audio-visual-text(my story of immigration)
	Unit 3	Why twenty-first century skills?	Scientific and technical innovation	Adaptation, Ingenuity, Progress	Connection	Context	In the context of a rapidly evolving scientific and technological world, developing twenty-first century skills enables learners to connect their thinking and identity with personalized learning styles, empowering them to become active, adaptable, and responsible global citizens.	A Listening			D Writing	All Strands			All Strands	Thinking - Critical skills- identify trends and forecast possibilities	Is education necessary in order to become successful? Activity? What is your education quote? Classroom then/now(Nineteenth-Century classroom vs twentieth-century classroom vs Twenty-first century classroom) , Images of twenty first century, classroom of the future, Is technology taking over teaching? What is twenty-first century education? How do ATL skills compare to twenty-first century skills? The classroom, Activity: Poems about school, Is more time at school helpful?, Designing your own twenty-first century skills timetable, The Early Bird gets the bad grade, flipped classroom, Am i prepared for the future? Can you learn to be intelligent? Can Mindfulness help students do better in school? picture description(Listening and Writing)
	Unit 4	Nature and Wildlife: The Heart of Our Planet	Globalization and Sustainability	the responsibility to protect the planet	Communication	Purpose,Audience	Through purposeful communication, we can connect with diverse audiences to raise awareness and promote the protection of nature and wildlife.		B Reading	C Speaking			All Strands	All Strands		Communication Skills	1 Reading and Listening Comprehension: Articles on endangered species, national parks, conservation efforts, Podcasts/interviews with environmentalists or wildlife photographers, News reports on deforestation, ocean pollution, poaching, climate impact 2. Speaking Activities: Debates: Zoos: Conservation or Cruelty?/, 'Is eco-tourism helping or harming nature? Presentations: Highlight a country's conservation effort or a famous wildlife activist Oral description: Describe a natural habitat or explain an animal's role in the ecosystem 3. Writing Tasks: essays: Why should we protect biodiversity? Blog entry or diary: A day in the life of a forest ranger or an endangered animal (Speaking), letter: Write to a government official asking for stronger environmental laws, picture description 4. Grammar and Vocabulary Focus Connectors and sequencing for cause-effect essays , Vocabulary around Wildlife and habitats , Environmental issues Climate language