

Grade 10 Language & Literature - English

Units of Study

UNIT 1:	"Shelf Life" (Creating A Culture of Reading)	Start: August	Duration: 2 Weeks / 6 Hours
<ul style="list-style-type: none"> • Concepts: Genre, Character, Point of View, Setting, Structure, Style. The unit focuses on exploring a variety of reading texts - fiction and non fiction - and developing strong reading habits. • Subject Specific Skills: Students will analyze different authors' styles, explore different genres and learn to respond to texts in writing and orally. Non-fiction texts will also be studied and also images. • Learning Experiences: Students will create a detailed reading log with response structures. The writing focus will be on analysis and writing analytical responses. 			
UNIT 2:	"Stories That Matter" (Producing Literary Texts for e Assessment)	Start: September	Duration: 4 Weeks / 12 Hours
<ul style="list-style-type: none"> • Concepts: Creativity, Context, Point of View, Self-Expression. Includes forms of imagery, dialogue, allusion and diction. The unit focuses on exploring various creative writing text types and developing a personal writing style. • Subject Specific Skills: Students will analyze author's writing style, explore different components of their personal writing style and experiment with different creative text types (image commentaries, screenplays, blogs) • Learning Experiences: Students will create a piece of creative writing that will demonstrate their personal style through the use of different stylistic devices and structural components. 			
UNIT 3:	"He Who Listens Well Takes Notes" (Literary Analysis)	Start: October	Duration: 3 Weeks / 9 Hours
<ul style="list-style-type: none"> • Concepts: Communication, Context, Purpose, Structure. Annotation and writing plan structure and development. The unit focuses on how authors communicate ideas in structured and purposeful ways to express their ideas. • Subject Specific Skills: Students will develop the skills of actively annotating a text, learn the structural components of a comprehensive writing plan and analyze literary content and context, specifically literary devices that support the text and the intention of the author. • Learning Experiences: Students will explore the varying stylistic components and creative choices authors make for different purposes. They will learn to transfer these choices into a logical, coherent and developed writing plan that builds upon itself. 			
UNIT 4:	"For You A Thousand Times Over" (Novel Analysis)	Start: November	Duration: 6 Weeks /18 Hours
<ul style="list-style-type: none"> • Concepts: Communication, Intertextuality, Style, Theme. Emphasis on the influence and components of context. The unit focuses on the constraints and adaptations made by individuals living under strife. • Subject Specific Skills: Students will extract the main ideas from the texts and explore and analyze how literary devices are used for different purposes. • Learning Experiences: Students will explore how authors use literary devices to develop a theme; examine author's reasoning for the choices they make; and learn how to write and structure a convincing and clear literary analysis essay. 			
UNIT 5:	Poetry "Balance"	Start: January	Duration: 3 Weeks / 6 Hours
<ul style="list-style-type: none"> • Concepts: Language and literature - English: Self-expression, Structure, Purpose, • Subject Specific Skills: Students will learn through the creative process of poetry writing, how to apply knowledge in order to raise awareness or reflect on the human impact. • Learning Experiences: Students create a Poetry Anthology exploring poetry techniques and forms. They will add photographic and other images in order to produce an artistic interpretation of how humans achieve balance. 			

UNIT 6:	The Write Type (Producing Non - Literary Texts for e Assessment)	Start: February	Duration: 2 Weeks / 6 hours
<ul style="list-style-type: none"> • Concepts: Creativity, Context, Point of View, Self Expression • Subject Specific Skills: Students will prepare to respond to text types other than literary texts. Students will read, review and distinguish between texts using close reading strategies, making annotations, reading aloud and practicing the text features in their own writing. • Learning Experiences: Students will read/view and respond to a variety of non-literary text types. These include feature articles, letters, reviews, scripts, speeches and travel writing. They will note the format, register and language devices specific to each text type and assess both the effectiveness of communication and the purpose of each text considering its intended audience. 			
UNIT 7:	Under The Spotlight. Choice of Documentary Film. (Compare and Contrast)	Start: February	Duration: 6 Weeks / 18 hours
<ul style="list-style-type: none"> • Concepts: Perspective, Intertextuality, Style, Audience. The unit focuses on the different approaches documentary film makers and novelists use to tell a story. • Subject Specific Skills: Students will learn how to structure a strong compare and contrast essay, evaluate the choices the creator of a text makes and develop their observations with specific evidence from the film and novel. • Learning Experiences: Students will explore how filmmakers use different techniques and comment on the strengths and weaknesses of reaching an audience with the same story through a film. Zoom in on subtle similarities and differences in texts; evaluate the effectiveness of difference choices by creators of texts, focusing specifically in the emotional impact on the audience. 			
UNIT 8:	e- Assessment On Screen Exam Preparation	Start: April	Duration: 2 Weeks / 6 Hours
<ul style="list-style-type: none"> • Concepts: Communication, connection, form • Subject Specific Skills: Students will review the year's work and assessment tasks in order to prepare them for the final e-assessment examination in May. Skills applied: close reading, critical and analytical thinking, non-literary writing, comparative analysis of literary and non-literary text. • Learning Experiences: Students will make review notes, flash cards for keywords/ concepts, practice timed responses, learn demands of rubric, collaborate on reviewing notes. 			
UNIT 9:	IB DP Preparation for Lang & Lit and Lit Courses	Start: May - June	Duration: 2-3 Weeks / 6-9 Hours
<ul style="list-style-type: none"> • Concepts: The unit focuses on Language and Literature and Literature DP preparation. • Subject Specific Skills: Students will be shown how to manage a 2 year course. The ATLs of self-management, Communication and Thinking will be emphasised. Assessments will be explained and discussed. • Learning Experiences: Students will choose from a range of short modular units: Intro to Paper 1 'Guided Textual Analysis', Intro to the Individual Oral, Intro to EE, TOK and CAS, For The Love of Shakespeare, Documentary Film Study, Intro to DP Poetry, Intro to DP Novel Study (Student choice of Novel) 			

Grade 10 Language & Literature - English

Unit 1: Shelf Life - Creating a Culture of Reading

Start: August

Duration: 2.5 weeks (6 hours)

LEARNING EXPERIENCES:

In this unit, students will consider their reading identity, asking, Who am I as a reader? Through engagement with independent reading choices, time in class to read, and conferencing with the teacher about reading, students will develop reading volume, stamina, and complexity. Book talks will enable students to share recommendations and allegiances; read-alouds reinforce the importance and enjoyment of reading, and reflections the opportunity to think about ourselves as readers.

KEY CONCEPT: Identity

Genre/Setting reading goals, keeping track of reading, selecting books, challenging self with reading.

STATEMENT OF INQUIRY:

.Reading helps us to explore our identities and make connections to the experiences of others.

INQUIRY QUESTIONS:

Factual:

What happens when we read?
What strategies can help readers manage distractions in order to read for extended periods of time?

Conceptual:

How can reading exercise our brains?
How can reading improve concentration?
How can reading develop our imagination?
How do readers find books of interest?
How do readers balance “vacation” books, “just right” books, and “challenge” books?

Debatable:

Do two persons ever read the same book?

ATLs:

Self-Management

RESOURCES / LITERATURE OPTIONS:

- Selected Classroom Library books
- Choice of reading books from in room cart.

Grade 10 Language & Literature - English

Unit 2: “Stories that Matter” (Producing Literary Texts e Assessment)

Start: September

Duration: 4 weeks (12 hours)

LEARNING EXPERIENCES:

In this unit, students will focus on the creative self-expression that empowers an author to structure their point of view in a way that brings significance to personal identities and relationships. They will explore various creative writing text types (image commentary, blog post, screenplays) and create a piece of creative writing that will demonstrate their personal style through the use of different stylistic devices and structural components.

KEY CONCEPT: Creativity

Related Concepts / Subject Specific: Creative Writing

Context, Point of View, Self-Expression. Includes forms of imagery, dialogue, allusion and diction.

STATEMENT OF INQUIRY:

Creativity and self expression empower an author to structure their point of view in a way that brings significance to identities and relationships within a variety of contexts.

INQUIRY QUESTIONS:

Factual:

What are the components of narrative writing?

Conceptual:

How can we reveal character through concise expression?
How can devices and phrasing affect personal writing style?

Debatable:

Do the events in our lives, and our ways of expressing them, shape our identities?
Is it acceptable to mix fact and fiction?
Does our telling of the story impact the story’s believability? If so, does it matter?

OBJECTIVES AND ASSESSMENT CRITERIA:

A: Analyzing

Analyze the effects of a creator’s choices on an audience and provide examples, explanations and appropriate terminology to support the choices.

B: Organizing

Employ organizational structures that serve the context and intention and organize ideas in a sustained, coherent and logical manner.

C: Producing Text

Produce texts that demonstrate insight and imagination, while exploring and reflecting critically on new perspectives and ideas arising from personal engagement with the creative process. Also make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience. Select relevant details and examples to develop ideas.

D: Using Language

Use correct grammar, appropriate and varied vocabulary, sentence structures and forms of expression. Write and speak in an appropriate register and style and spell accurately.

ATLs:

Communication, Creative Thinking

RESOURCES / LITERATURE OPTIONS:

- 40 Intriguing Photos to Make Students Think (New York Times)
- Grammar for High School* - Don and Jenny Killgallon

ASSESSMENT TASKS:

Creative Writing Commentary. Students will create a piece of creative writing based on an unseen image prompt. In class, written under timed conditions similar to the e assessment exam. Text Purpose - to entertain.

Grade 10 Language & Literature - English

Unit 3: “He who listens well takes notes” (Literary Analysis)

Start: October

Duration: 3 Weeks (9 hours)

LEARNING EXPERIENCES:

In this unit, students will develop the skills of actively annotating a text and creating a writing plan in preparation for an essay or commentary. They will analyze literary content and context, specifically literary devices that support the text and the intention of the author.

KEY CONCEPT: Communication

Related Concepts / Subject Specific: Literary Skill Development: Annotations and Writing Plans
Context, Purpose, Structure. Annotation and writing plan structure and development.

STATEMENT OF INQUIRY:

Communicating ideas in a structured and purposeful way helps provide context to a piece of literature.

INQUIRY QUESTIONS:

Factual:

What are annotations?
What are the structural components of a writing plan?

Conceptual:

How do I complete annotations?
How do I develop annotations in a way that is purposeful to the task?
How do I structure a paper that benefits me as a writer?

Debatable:

Does the style of annotations and writing plan affect the way in which thought is being expressed?

OBJECTIVES AND ASSESSMENT CRITERIA:

A: Analyzing

Analyze the content, context, language, structure, technique and style of text and the effects of a creator's choices on an audience.

B: Organizing

Employ organizational structures that serve the context and intention, and organize ideas in a sustained, coherent and logical manner. Use referencing and formatting tools to create a presentation style that is suitable to the context. [This criterion is not assessed in this unit].

C: Producing Text

Produce texts that demonstrate insight and imagination, while exploring and reflecting critically on new perspectives and ideas arising from personal engagement with the creative process. Also make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience. Select relevant details and examples to develop ideas. [This criterion is not assessed in this unit].

D: Using Language

Use correct grammar, appropriate and varied vocabulary, sentence structures and forms of expression. Write and speak in an appropriate register and style and spell accurately. [This criterion is not assessed in this unit].

ATLs:

Organization

RESOURCES / LITERATURE OPTIONS:

- Various extracts from traditional and contemporary authors (de Maupassant, Dahl, Nabokov, Parajuly, Bamfield).
- Self-selected reading passages.
- Numerous student exemplars.

ASSESSMENT TASKS:

Annotations and writing plan of an unseen extract. In-class written under timed e assessment exam conditions. Text Purpose - to analyze.

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Unit 4: “For You a Thousand Times Over” (Novel Analysis)

Start: November

Duration: 6 Weeks (18 Hours)

LEARNING EXPERIENCES:

In this unit, the student will explore how experiences of loss shape the connections we form with people and places. Students will read two texts and write an analytical essay on one work that analyses how an author uses context and theme for a selected purpose.

KEY CONCEPT: Connections

Related Concepts / Subject Specific: Comparative Analysis
Intertextuality, Style, Theme. Focus on the influence and components of context.

STATEMENT OF INQUIRY:

Experiences of loss shape the connections we form with people and places.

INQUIRY QUESTIONS:

Factual:

What is the history of Afghanistan?
What is a refugee?

Conceptual:

Does an individual choose his or her own path in life or is it predestined?
How do a person's actions affect his or her own destiny and the destinies of others?
Is it ever appropriate or necessary to remain a silent bystander when someone is being hurt?

Debatable:

Is it possible to atone for our wrongdoings?
Do we have an obligation to be loyal and truthful to our friends and family members?
How is it possible to atone for betrayal? How can you forgive yourself for something you regret doing?

OBJECTIVES AND ASSESSMENT CRITERIA:

A: Analyzing

Analyze the content, context, language, structure, technique and style of text(s), the creator's choices, and the relationship among texts and justify opinions and ideas, using examples, explanations and terminology. Evaluate similarities and differences by connecting features across and within texts.

B: Organizing

Employ organizational structures that serve the context and intention, and organize ideas in a sustained, coherent and logical manner. Use referencing and formatting tools to create a presentation style that is suitable to the context.

C: Producing Text

Produce texts that demonstrate insight and imagination, while exploring and reflecting critically on new perspectives and ideas arising from personal engagement with the creative process. Also make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience. Select relevant details and examples to develop ideas.

D: Using Language

Use correct grammar, appropriate and varied vocabulary, sentence structures and forms of expression. Write and speak in an appropriate register and style and spell accurately.

ATLs:

Organization, Information Literacy

RESOURCES / LITERATURE OPTIONS:

- *The Kite Runner* by Khaled Hosseini
- *A Thousand Splendid Suns* by Khaled Hosseini
- *Sea Prayer* - Khaled Hosseini
- Various videos contextualizing location and time period

ASSESSMENT TASKS:

Analysis Essay. In-class written test under timed conditions. Text Purpose - to analyze.

Grade 10 Language & Literature - English

Unit 5: Poetry : “Balance”

Start: January

Duration: 3 Weeks (14 Hours)

LEARNING EXPERIENCES: In this unit, students will explore the wonderful world of Poetry. They will write poetry using a variety of frameworks and experiment with different styles and forms such as Sonnets, Narratives and Ballads. They will also identify, use and explain poetic devices and techniques (35 devices in Grade 10) and they will learn how to write a poem Commentary / Analysis Essay analyzing chronologically line by line or by theme or device. The unit focuses on creativity and freedom and allowing students to express themselves by creating and designing a Poetry Anthology.

KEY CONCEPT: Connections

Related Concepts: Self-Expression, Style, Audience Imperatives.
Includes poetic devices such as allusion, couplets, rhyme, symbolism

STATEMENT OF INQUIRY:

Poetry is a way of shaping and speaking language, drawing on the senses, in order to express human emotion and experiences to audiences, through a poetry anthology.

INQUIRY QUESTIONS:

Factual:

What is Poetry? How do we define it?
What tools does the poet have in his/her toolbox?
What different forms of poetry are there?
What are the different language techniques used in Poetry?

Conceptual:

How does poetry differ from prose?
How does poetry construct meaning?
How do particular poetic techniques create or emphasize certain emotions?
How do writers use figurative language to express themselves in poetry?

Debatable:

Poetry is not music. Is poetry free?
What is the effect of figurative language on the reader?
Does the performance of the poem drastically affect how the audience interprets meaning in the poem?

OBJECTIVES AND ASSESSMENT CRITERIA:

A: Analyzing

Analyze the content, context, language, structure, technique and style of text(s), the creator's choices, and the relationship among texts and justify opinions and ideas, using examples, explanations and terminology. Evaluate similarities and differences by connecting features across and within texts.

B: Organizing

Employ organizational structures that serve the context and intention, and organize ideas in a sustained, coherent and logical manner. Use referencing and formatting tools to create a presentation style that is suitable to the context.

C: Producing Text

Produce texts that demonstrate insight and imagination, while exploring and reflecting critically on new perspectives and ideas arising from personal engagement with the creative process. Also make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience. Select relevant details and examples to develop ideas.

D: Using Language

Use correct grammar, appropriate and varied vocabulary, sentence structures and forms of expression. Write and speak in an appropriate register and style and spell accurately.

ATLs:

Self Management, Social, Research

RESOURCES / LITERATURE OPTIONS:

- Poetry Slam, Performance Poetry Videos from YouTube (Eg Sarah Kay, Harry Baker, Marshall Jones).
- Poems of Roger McGough, Brian Patten, Adrian Henri / the Liverpool 'Beat poets.
- Poems by Billy Collins, Maya Angelou, Benjamin Zephaniah, Langston Hughes, Naomi Shihab Nye and others.

ASSESSMENT TASKS: Creating and Designing a poetry Anthology with original images. (Assessed on Criteria ABCD)

Grade 10 Language & Literature - English

Unit 6: “Let’s Write!” (Producing Non-Literary Texts for e Assessment)

Start: February

Duration: 3 weeks (9 Hours)

LEARNING EXPERIENCES:

In this unit, students will focus on the creative self-expression that empowers an author to structure their point of view in a way that brings significance to personal identities and relationships. They will explore various creative writing text types (image commentary, blog post, screenplays) and create a piece of creative writing that will demonstrate their personal style through the use of different stylistic devices and structural components.

KEY CONCEPT: Creativity

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STATEMENT OF INQUIRY:

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INQUIRY QUESTIONS:

Factual:

What are the components of narrative writing?

Conceptual:

How can we reveal character through concise expression?
How can devices and phrasing affect personal writing style?

Debatable:

Do the events in our lives, and our ways of expressing them, shape our identities?
Is it acceptable to mix fact and fiction?
Does our telling of the story impact the story’s believability? If so, does it matter?

OBJECTIVES AND ASSESSMENT CRITERIA:

A: Analyzing

Analyze the effects of a creator’s choices on an audience and provide examples, explanations and appropriate terminology to support the choices.

B: Organizing

Employ organizational structures that serve the context and intention and organize ideas in a sustained, coherent and logical manner.

C: Producing Text

Produce texts that demonstrate insight and imagination, while exploring and reflecting critically on new perspectives and ideas arising from personal engagement with the creative process. Also make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience. Select relevant details and examples to develop ideas.

D: Using Language

Use correct grammar, appropriate and varied vocabulary, sentence structures and forms of expression. Write and speak in an appropriate register and style and spell accurately.

ATLs:

Communication, Creative Thinking

RESOURCES / LITERATURE OPTIONS:

- “My Name” by Sandra Cisneros
- “Boys and Girls” by Alice Munro
- Clips from Jimmy Fallon’s “The Tonight Show”
- Various image commentary, blog posts and screenplay exemplars, articles, reviews

ASSESSMENT TASKS:

Creative Writing Commentary. Students will create a piece of creative writing based on an unseen prompt. In Class, written under timed conditions. Text Purpose - to entertain.

Grade 10 Language & Literature - English

Unit 7: “We See Things As We Are” (Compare and Contrast Essay)

Start: February

Duration: 6 Weeks (18 hours)

LEARNING EXPERIENCES:

In this unit, students will focus on the different approaches film makers and novelists use to tell a story. They will learn filmmaking techniques and compare the strengths and weaknesses of reaching an audience with the same story through a film and a novel, the structural techniques of a compare and contrast essay and how to uncover the more subtle similarities and differences between texts. Students will evaluate the effectiveness of the different choices by creators of texts, focusing specifically on the emotional impact on the audience.

KEY CONCEPT: Perspective

Related Concepts / Subject Specific: Study Similarities and Differences, Intertextuality, Style

STATEMENT OF INQUIRY:

Creators’ choices and our individual interpretations of the world influence our emotional response.

INQUIRY QUESTIONS:

Factual:

Which film techniques do you notice?
What are the characteristics of your novel’s genre? What techniques does the author use?
What similarities and differences do you notice between texts?
What world do we enter when we read or view this text?

Conceptual:

How do the filmmakers and the novelist develop similar storytelling features with different techniques?
What are the risks of invention?
What shapes a character?

Debatable:

Do the visual components that depict the setting in a film take away from our ability to imagine?
Is the first text to be developed superior? Can the other text can ever match up?
Are novels the best text type for showcasing character development and relationships?

OBJECTIVES AND ASSESSMENT CRITERIA:

A: Analyzing

Analyze the content, context, language, structure, technique and style of text(s), the creator’s choices, and the relationship among texts and justify opinions and ideas, using examples, explanations and terminology. Evaluate similarities and differences by connecting features across and within genres and texts.

B: Organizing

Employ organizational structures that serve the context and intention, and organize ideas in a sustained, coherent and logical manner. Use referencing and formatting tools to create a presentation style that is suitable to the context.

C: Producing Text

Produce texts that demonstrate insight and imagination, while exploring and reflecting critically on new perspectives and ideas arising from personal engagement with the creative process. Also make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience. Select relevant details and examples to develop ideas.

D: Using Language

Use correct grammar, appropriate and varied vocabulary, sentence structures and forms of expression. Write and speak in an appropriate register and style and spell accurately.

ATLs:

Critical Thinking: Analysis and Transfer

RESOURCES / LITERATURE OPTIONS:

▪ <i>Frankenstein</i> by Mary Shelley	▪ <i>Frankenstein</i> dir. James Whale, Universal Pictures, 1931
▪ <i>The Woman in Black</i> , Susan Hill	▪ <i>The Woman in Black</i> , dir. James Watkins, CBS Films, 2012
▪ <i>To Kill A Mockingbird</i> by Harper Lee	▪ <i>To Kill A Mockingbird</i> dir. Robert Mulligan, Universal Pictures, 1962

▪ <i>I'm not Scared</i> by Niccolò Ammaniti	▪ <i>I'm not Scared</i> (Italian: <i>Io Non Ho Paura</i>) dir. Gabriele Salvatores, 2003
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ASSESSMENT TASKS:

Compare and Contrast Essay. In-class written test under timed conditions. Text Purpose - to analyze.

Grade 10 Language & Literature - English

Unit 8: e Assessment On Screen Exam Preparation

Start: April

Duration: 2 weeks (6 Hours)

LEARNING EXPERIENCES:

In this unit, students will focus on preparing for the English Language and Literature e assessment on screen exam. Students will be shown past papers and shown how to work through the 2 hour exam.

KEY CONCEPT:

Related Concepts / Subject Specific: Using the GC

STATEMENT OF INQUIRY:

Timed exams vs. Course Work? What do you prefer?

INQUIRY QUESTIONS:

Factual:

How should I use time in the exam?

Conceptual:

Are exams the best way to assess?

Debatable:

What are the best ways to prepare for on line exams?

OBJECTIVES AND ASSESSMENT CRITERIA:

A: Analyzing

Analyze the effects of a creator's choices on an audience and provide examples, explanations and appropriate terminology to support the choices.

B: Organizing

Employ organizational structures that serve the context and intention and organize ideas in a sustained, coherent and logical manner.

C: Producing Text

Produce texts that demonstrate insight and imagination, while exploring and reflecting critically on new perspectives and ideas arising from personal engagement with the creative process. Also make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience. Select relevant details and examples to develop ideas.

D: Using Language

Use correct grammar, appropriate and varied vocabulary, sentence structures and forms of expression. Write and speak in an appropriate register and style and spell accurately.

ATLs:

Self-management: exam preparation

RESOURCES / LITERATURE OPTIONS:

Past exam papers. 2016 - 2022 Papers.

ASSESSMENT TASKS:

Students will be shown past questions and will have opportunities to answer questions individually and in small groups. Teachers will advise on exam strategy, use exemplars and give feedback using exam marking guidelines and mark schemes.

Grade 10 Language & Literature - English

Unit 9: IB DP Preparation for Lang & Lit and Lit Courses

Start: May - June

Duration: 2-3 Weeks (9 Hours approx.)

LEARNING EXPERIENCES:

In this unit, students will be given an overview of what to expect in the DP Programmes for Language and Literature and Literature. Students will be shown course outlines and likely texts and the assessments will be explained. There is an emphasis on reading literary and non literary texts written, audio and video. Students will be offered a range of modular, shortened units with opportunities for practice.

KEY CONCEPT:

Related Concepts / Subject Specific: DP Preparation

STATEMENT OF INQUIRY:

Good preparation is the key to good learning.

INQUIRY QUESTIONS:

Factual:

What are the components of the DP courses?

Conceptual:

How do I make connections and see different perspectives?

Debatable:

Should I choose Language and Literature or Literature?

OBJECTIVES AND ASSESSMENT CRITERIA:

Criteria for the DP Courses will be different.

A: Analyzing

Analyze the effects of a creator's choices on an audience and provide examples, explanations and appropriate terminology to support the choices.

B: Organizing

Employ organizational structures that serve the context and intention and organize ideas in a sustained, coherent and logical manner.

C: Producing Text

Produce texts that demonstrate insight and imagination, while exploring and reflecting critically on new perspectives and ideas arising from personal engagement with the creative process. Also make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience. Select relevant details and examples to develop ideas.

D: Using Language

Use correct grammar, appropriate and varied vocabulary, sentence structures and forms of expression. Write and speak in an appropriate register and style and spell accurately.

ATLs:

Communication, Self-management, Thinking

UNITS / RESOURCES / LITERATURE OPTIONS

- Intro to DP Resources
- Intro to Paper 1 'Guided Textual Analysis'
- Intro to the Individual Oral
- Intro to EE, TOK and CAS
- For The Love of Shakespeare
- Documentary Film Study
- Intro to DP Poetry
- Intro to Novel Study (Student choice of Novel)

ASSESSMENT TASKS:

Students complete a short task for each of the units studied. Teachers give specific, targeted feedback thinking about requirements and expectations in the DP programme.