

## Course Overviews MYP English Language and Literature, UWC Thailand 2022-2023

All units taught in grades 6 to 10 are continuously being developed and improved to best meet the needs of the students at UWCT. Therefore, the following overview is only a reflection of current plans for the course. Some changes to these course overviews may occur as a result of planning done throughout the academic year.

Grade	Unit Number and Title	Books used	Key and Related Concepts	Global Context	Statement of Inquiry	Inquiry Questions	ATL Skills	Content (topics / knowledge/ subject specific skills)	Summative Assessment and MYP Criteria Assessed
6	Unit 1  Short Stories  Realistic Fiction	Selected short stories targeted at Grade 6.  Fish Cakes Eleven Click-Clack Rattle Bag	<b>Connections</b>  Character; Theme; Conflict	Identity and Relationships	Relationships between <b>characters</b> guide the reader to interpret a <b>theme</b> and reveal how <b>conflicts</b> of different kinds are <b>connected</b> with our own personal growth and identity.	<b>Factual:</b> How are short stories structured? What is realistic fiction?  <b>Conceptual:</b> How does a writer construct characters? How do structure, character and conflict help to convey a writer's theme?  <b>Debatable:</b> What makes a good story?	<b>Focus:</b> Thinking Skills -critical thinking -creative thinking  Communication Skills -reading -writing -Information literacy  Communicator Open Minded	Understand the elements and structure of a story. Identify different points of view in writing Reading critically and for comprehension Analyse a range of short stories, photos and literary techniques Practise visible thinking strategies and techniques  Use appropriate forms of writing for different purposes Access information to be informed and inform others Describing the setting in narratives Developing and describing characters in narratives Descriptive language usage and dialogue writing Organize and depict information logically Practice editing Punctuation and purpose of dialogue  Creating original works and ideas Transfer - Apply skills and knowledge from I&S geography to unfamiliar situation - realistic fiction narrative.	<b>Formative</b> - narrative writing (setting and character development)  <b>Summative</b> Creating an original realistic fiction narrative  Criterion B i, ii Criterion C i, iii Criterion D i, ii, iii, iv
6	Unit 2  Historical Fiction  Mini-IDU - IS	Journey to Joburg  The Night Diary  Letters from Rifka	<b>Perspective</b>  Genre; Setting	Orientation in space and Time	Writers of the historical fiction <b>genre</b> can reveal the orientation of space and time by using the <b>setting</b> to help us understand and learn different <b>perspectives</b> about events which have shaped history.	<b>Factual:</b> What is historical fiction? What are the conventions of historical fiction?  <b>Conceptual:</b> How can we use fact to create fiction? How can reading historical fiction give us a better understanding of history?  <b>Debatable:</b> Is historical fiction reliable or does it blur the boundaries between fiction and reality?	Thinking Skills -creative thinking -transfer skills  Communication Skills -reading -writing	Conventions of historical fiction Reading critically and for comprehension Identifying fact from fiction Gather and organize relevant information to formulate a historical setting Describing the setting in narratives Developing and describing characters in narratives Diary writing conventions and techniques Descriptive language usage and dialogue writing (focus on sensory techniques)	<b>Formative</b> - narrative writing (setting and character development) Moodboard  <b>Summative - IDU presentation</b> Diary writing Character profile and descriptive paragraphs Criterion B i, ii Criterion C i, iii Criterion D i, ii, iii, iv
6	Unit 3  Behind the lens - Documentaries  IDU - I&S, EXP, DT, Music, Art, Manta time		<b>Communication</b>  Audience Genre; Purpose	Globalization and Sustainability	Digital storytelling gives students an opportunity to connect to their community and create solutions; empowering them to be global citizens.	<b>Factual:</b> What is a documentary? What are the different film genres?  <b>Conceptual:</b> How real is the reality in a documentary? What conventions can be used to communicate to an audience in the genre of documentary?  <b>Debatable:</b> Are ethical issues central to documentary filmmaking? Can digital stories create positive changes in our society?	Communication skills  Social skills - Collaboration Thinking	Types of documentaries Features and conventions of documentaries Script reading, writing and analysis with a focus on narrative techniques Developing effective interview questions Exploring the role of filmmakers Expository writing - to investigate explain Paragraph writing and structure Ethical issues in documentary filmmaking Storyboarding	<b>Formative:</b> Directors inspiration book  <b>Summative (IDU):</b> Script analysis Criterion A  Completed film + written script Criterion B i, li, iii Criterion C i, ii, iii Criterion D i, ii, iii, iv <b>IDU Crit</b>
6	Unit 4  Playing with words  Poetry/ Figurative Language	Variety of poems  "Etched in Clay"	<b>Creativity</b>  Purpose, Style, Self-expression	Personal and Cultural Expression	Poetry is a <b>creative</b> play on words and an aesthetic form of figurative language that uses aspects of <b>style</b> for the <b>purpose</b> of expressing personal and cultural ideas, feelings, beliefs and values.	<b>Factual:</b> What is poetry and how is it structured? What techniques and stylistic devices do poets use?  <b>Conceptual:</b> In what ways can emotive techniques work on an audience? How can poems evoke emotion in their audiences?  <b>Debatable:</b> Is it ethical to deliberately try to manipulate the emotions of others?	Communication, Thinking	Poetic Devices: alliteration, metaphor, simile, personification, onomatopoeia, rhyme, couplet, limerick, puns, word association & oratory techniques Different types of poems - exploring what is a poem Planning processes (mind mapping) Creating original works and ideas Cultural differences in feelings, emotions, humour and entertainment	<b>Formative:</b> Poetic devices quiz  <b>Summative:</b> Poetry Analysis: Criterion A i, ii, iii, iv  <b>Summative:</b> Personal Poetry Criterion C i, ii Criterion D i, ii, iv, v

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7	Unit 1  <b>Myths &amp; Legends</b>	Various Folktales from around the world  "Wonder Tales from Around the World" Heather Forest (NF 398.2)  Purchased Urban Legends, Maori myths and Greek myths (digital versions for online learning)	<b>Connections</b>  Context, Genre, Purpose	Personal and Cultural Expression	For centuries we have used the genre of myths and legends for the purpose of connecting to human behaviour, and individual and cultural identities.	<b>Factual:</b> What are myths and legends? What are the conventions of myths and legends?  <b>Conceptual:</b> What purpose do myths and legends fulfill? What can myths and legends reveal about human behaviour and culture?  <b>Debatable:</b> Is there a place for myths and legends in the modern world?	Thinking Skills -critical thinking  Information literacy skills	<b>Genre:</b> Exploring the genres of folklore and storytelling in different cultures and belief systems <b>Plot:</b> Plot mountain review + A hero's journey (for advanced students) <b>Characterisation:</b> Review of PAIRS and STEAL frameworks - myth analysis with these frameworks. <b>Writing skills:</b> VENN diagram planning; Compare and contrast devices; compare and contrast essay structure Reading for comprehension Understanding how to annotate texts for comprehension and purpose. Linking culture to myths and legends.	<b>Formative:</b> Story analysis - plot/ character/ genre features  VENN Diagram compare and contrast  <b>Summative</b> Comparative essay A i,ii, iii, iv D i, ii  Myth writing B i, ii C i,ii,iii D ii,iii,iv
7	Unit 2  <b>Can we Guess what the Future will hold?</b>  Science Fiction/ Dystopias	<i>City of Ember</i> Z for Zachariah	<b>Creativity</b>  Setting, Genre	Orientation in Space and Time	Writers of the genre of science fiction subvert our notions of space and time and creatively use futuristic settings to critique aspects of societies.	<b>Factual:</b> What is science fiction? What are the conventions of science fiction and dystopias?  <b>Conceptual:</b> What is the difference between utopias and dystopias? How can writers use science fiction to critique the societies in which they live?  <b>Debatable:</b> Can science fiction help predict the future?	Self-management - organisational	<b>Genre:</b> features and conventions of Scfi-Fi; Utopian vs Dystopian <b>Characterisation</b> - creating characters with PAIRS/STEAL framework; character hooks; an introduction to character development; describing characters using metaphors, similes, powerful adjectives/adverbs <b>Setting:</b> tools for creating imagery (appealing to senses; details; figurative language); structuring a description <b>Novel study:</b> City of Ember - weekly literature circles (see literature circle packs); weekly quick writes; weekly comprehension quizzes. <b>Language focus:</b> Will for prediction/ useful phrases for justifying Relative clauses	<b>Formative:</b> Authors inspiration notebook City of Ember quick writes Dystopian short story  <b>Summative</b> Opening of a teen dystopian novel C i,ii,iii D ii,iii,iv
7	Unit 3  <b>What makes a life worth learning about?</b>  IDU (exp + design - service)	Biographies  Poetry My parents; Presents from my aunt in Pakistan ; advanced - The Hill We Climb - Amanda Gorman  Novel study - hatchet	<b>Communication</b>  Context, Structure, Point of View	Identities and Relationships	Nonfiction texts preserve and communicate individual histories and which allow readers to develop an understanding of how social context can affect identity and relationships.	<b>Factual:</b> What are the characteristics of non-fiction texts? What are the different points of view in writing?  <b>Conceptual:</b> Why should we read and write biographical texts? How does social context affect a non-fiction text and the responses to them?  <b>Debatable:</b> What makes a life worth writing about?	Communication skills  Research skills	Different types of non-fiction texts, along with their different purposes and features ( news articles, biographies, letters, diaries, etc.)  -Conventions of biographies Value of reading and writing biographical texts -Creating research questions -Using different verb tenses -Explore the nature of courage and possible different points-of-view on this. -Novel study "Hatchet"	<b>Formative:</b> Poetry/ Biography/Memoir Analysis: A i, ii, iii, iv  <b>Summative:</b> Poem + accompanying narrative non-fiction C i, ii D i, ii, iv, v
7	Unit 4  <b>Double-Edged Swords</b>	Fiction and non-fiction texts	<b>Perspective</b>  Intertextuality, Point of view	Scientific and technical innovation	Different perspectives across different texts show how innovation brings both opportunity and risk, along with consequences and responsibilities.	<b>Factual:</b> What is a 'double-edged-sword'? What kind of innovations bring both opportunity and risk? How can texts show different points of view?  <b>Conceptual:</b> What are some different points of view and perspectives about inventions? What does 'taking responsibility' mean in the context of innovation?  <b>Debatable:</b> Can something that has been invented ever be 'un-invented'?	Critical Thinking skills	The significance of historical innovations and how they can have both positive and negative effects. -Effects are often not predicted by the innovator. - Connotation and denotation -Students will study and analyse poetry, extracts from novels and a range of nonfiction sources. -Causality and consequences - cause and effect -Analysis skills -Argument and reflection writing -Debates - parlay (written debates) and oral debates	<b>Formative:</b> Cause and effect chart  <b>Summative:</b> Analyse language used in an extract (A, B)  Debate about intellectual property (D)

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8	Unit 1 <b>What do our ethical and moral choices reveal about us?</b>	Novel study - Lord of the Flies	<b>Connections</b>  Structures, Intertextuality, Character	Identities and Relationships	We can make connections between different narrative structures that show moral and ethical dilemmas, with people's responses to these revealing aspects of their character and identity.	<b>Factual:</b> What are the intentions and effects of narrative structures? What are moral and ethical dilemmas?  <b>Conceptual:</b> How does our understanding of character and our feelings towards them change throughout a novel? What connections can be made with the unit novels? What can the use of violence say about human nature?  <b>Debatable:</b> Can killing someone ever be wholly excused or justified? Are the unit novels still relevant in the 21st century?	Social Skills  Critical thinking skills	Novel study - Lord of the Flies -Characterization (PAIRS/STEAL models) -Vocabulary and comprehension quizzes - Review of PEEL and PETAL paragraphs and how to select evidence from the text. - debating skills - freudian ideas id,superego, ego  Novel Study - Of Mice and Men (optional) -narrative structures, conflicts, characterization, plot development	<b>Formative:</b> Quick writes  <b>Summative:</b> Literary analysis (Aii.iii; Bii)  A socratic seminar (Ai, iv; Dii)
8	Unit 2 <b>Do you believe in Magic?</b>	Fantasy novels DND quests  The Guided Ones  Acatar Witch	<b>Creativity</b>  Genre; Theme, Setting	Orientation in Space and Time	In some genres, writers are able to use their creativity to transgress the bounds of space and time through exploring familiar themes in unfamiliar settings.	<b>Factual:</b> What is fantasy? How is fantasy different from other genres?  <b>Conceptual:</b> How does life in the fantasy world help us learn about the real world? How do authors use language and imagery to create fantasy worlds?  <b>Debatable:</b> Can we use fantasy to escape?	Communication skills  Self management skills	The skills of literary analysis: developing critical appreciation of the treatment of themes (motifs), setting across a range of diverse sample texts. The treatment of genre and genre convention. Identifying language and imagery in fantasy How does a writer 'grab' the reader's interest - story openings Characterization - creating hooks Setting and real places - map creation The stages of creative writing: emphasis on planning, drafting, editing and peer / self review.	<b>Formative:</b> Authors inspiration book Setting maps Literature circle  <b>Summative:</b> Opening to a teen fantasy novel Bi,ii,iii Ci,iii Di,ii,iii,iv
8	Unit 3 <b>The Art of Persuasion</b>	Adverts  Propaganda  Social Media Graphs Different news sources Biased texts  Editorial cartoons  Protest poetry Song lyrics  L&L Concept Book 1-4 4/5 - 6 & 9	<b>Communication</b>  Purpose, Audience Imperatives, Bias	Personal and Cultural Expression	It is important in an age of mass information, that we have the skills to evaluate and decode different forms of communication that present personal and cultural expression, to understand purpose, audience and possible bias.	<b>Factual:</b> What is the purpose of advertising,propaganda and factual news? What is bias and what does it look like? What is 'freedom of expression'?  <b>Conceptual:</b> How are persuasive and stylistic techniques used when presenting information? How can we engage with, and respond to mass media communication in a more informed way?  <b>Debatable:</b> Is all art a form of protest or propaganda? What is the role of media if we cannot trust the information it gives us?	Communication Skills  Information Literacy skills  Media literacy skills  Critical thinking skills  Creative thinking skills	Persuasive writing techniques Persuasive writing essay structures Analysis of propoganda and advertising Impacts of advertising on behaviour and way of thinking Advertisements over time Different advertisements around the world Dangerous consequences of irresponsible advertising Personal responsibility The meaning of propoganda. How different media allow for different kinds of audience / reader manipulation. What Bias is and what it looks like How different kinds of audiences are targeted and how / why those audiences might reach different interpretations. Literacy skills in order to engage with and respond to media communication in a more informed way.	<b>Formative:</b> Analysis of political propoganda; creating propoganda using specific techniques  <b>Summative:</b> Persuasive essay (linked to IS unit) C,D  Different forms of informational texts (biased views) - B, C, D
8	Unit 1 <b>Is Knowledge Power?</b>	Film - The First Grader	<b>Perspective</b>  Context, Theme	Fairness and Development	Film and imagery are a medium for promoting fairness and development and through exploring the theme of education and by helping us understand context, they can give us a new perspective.	<b>Factual:</b> What are themes that resonate in literature and film? What is the purpose of education?  <b>Conceptual:</b> How can education empower people? How do film and literature shape our ideas about education?  <b>Debatable:</b> Is education the most powerful weapon?	Communication skills	What is education Kimani Ng'ang'a Maruges's story Purpose and benefits of an education Attitudes about education from around the world Education in film and literature Education as a right and a privilege Photo analysis and story writing -Types of conflict in literature and films	<b>Summative:</b> Criterion A; D: v - Novel study - Analysis of characters, theme, conflicts - essay writing response (presentation)

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9	1: Drama - An Inspector Calls	Drama (An Inspector Calls)	Perspective Character Context	Income and social inequality	Writers use distinct characters and perspectives to explore fairness and development in different contexts of production and reception.	<b>Factual:</b> What role do characters play in contributing to themes? What were social conditions like in Britain in the early and middle 20th century? <b>Conceptual:</b> How does the playwright use character to reflect varied beliefs, attitudes and values of the time? <b>Debatable:</b> To what extent can literature (and performance) impact an audience and bring about social change?	Communication skills Thinking skills	The ways in which context - historical / temporal, social-cultural, political affects the production and reception of literary works. How authors exploit the possibilities of dramatic form and structure to convey powerful messages and create impact. How literary and stylistic elements elevate the quality of a text and create opportunities for more advanced, nuanced reading. The skills of close critical reading - from initial annotation and note-making to developed argument and synthesis.  Analysing effect of character action, dialogue, stage directions, use of dramatic devices, including structure and specific literary devices, on the audience. Organising argument in written form. Writing accurately and precisely	Coursework critical essay Criteria A, B  A - Analysing I, ii, iii, iv  B - Organising I, ii, iii
9	2: Express Yourself (A variety of literary and non-literary descriptive extracts)	Original composition	<b>Communication</b>  Self-expression Audience imperatives	Peoples and boundaries	Students will explore different linguistic devices to support self-expression, describe the world around them and how to meet an audience's needs and desires.	<b>Factual:</b> What steps do I need to take in order to write effectively for different audiences and purposes? What are the common linguistic devices used by writers to create mood and tone? <b>Conceptual:</b> How do writer's bring texts to life through language and structure? How can I learn about myself through writing? <b>Debatable:</b> Is there a place for descriptive writing in the modern world?	Communication skills Self management skills	Understanding and applying the ingredients of good descriptive writing through examination of model texts. Understanding how writers can communicate effectively and memorably. Exploring different aspects of style and voice in descriptive writing. Developing advanced critical appreciation of the role of emotive vocabulary, tone and mood to a text's success. Descriptive writing techniques and use of structure for effect.	A personal composition: written or recorded Criteria  B - Organising I, ii  C- Producing text I, ii,iii  D - Using Language I, ii, iii, iv, v
9	3: Poetry	Poetry	Creativity Genres Intertextuality	Personal and cultural expression	Students will explore the relationships between poetry and different art forms with an appreciation of genre and the potential for creativity.	<b>Factual:</b> What are the main poetic devices used by poets to express ideas? <b>Conceptual:</b> Why might some poems seemingly 'fail' whilst others succeed? How do poets make use of the poetic form and poetic devices for creative endeavour? <b>Debatable:</b> Is poetry the pinnacle of literary expression? Why or why not?	Thinking skills Communication skills	Developing awareness and understanding of different varieties and styles of poetry as well as poetic devices used to make meaning. Developing skills of close critical analysis with specific focus on the writers' choices in language, form and structure. Exploring 'intertext' conversations and connections between selected art and selected poetry. Exploring how writers use poetry as a vehicle to express and depict culture. Develop own use of poetic devices and structures.	An anthology of poems with a detailed commentary on one poem Criteria A - Analysing ii, iii, iv  B - Organising I, ii  C- Producing text I, ii,iii  D - Using Language I, ii, iii, iv, v
9	4: Online Life + Life Online	Non Fiction Reading + Writing	Connections Style Audience imperatives	Scientific and technical innovation	Students will inquire into the connected nature of online communications and the distinctive style and audience engagement which governs readership and consumption as well as the impact this is having on the individual and society. .	<b>Factual:</b> What evidence suggests that we are becoming more reliant on screen-technology in our daily lives? <b>Conceptual:</b> How is our tech-mediated way of life impacting the individual and society? <b>Debatable:</b> What are the benefits and costs of our growing dependence on technology?	Research skills Communication skills	How to retrieve, critically interrogate and debate information and sources. Critical synthesis of ideas from - and evaluation of - competing media sources. Identifying, exploring and examining media 'agendas', bias and propaganda. Researching a phenomena: gathering evidence, examining perspectives, developing and presenting an informed argument to an audience.	Exploratory-analytical presentation Criteria  B - Organising I, ii,iii  C- Producing text I, ii,iii  D - Using Language I, ii, iii, iv, v
9	5: The Curious Incident of the Dog in the Night Time	Novel	Perspective Point of view Style	Identities and relationships	Students will explore perspective through the writer's creative choices in point of view and style.	<b>Factual:</b> What strategies are employed by writers to express or showcase a character's 'difference'? <b>Conceptual:</b> How might literature teach us the value of seeing the world through another's eyes?	Thinking Social	Literary analysis: theme, perspective, character development and depiction Essay writing Empathic writing	Coursework critical essay A - Analysing I, ii, iii, iv  B - Organising I, ii,iii



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						<b>Debatable:</b> Do disability narratives exploit or inform? Explain.			C- Producing text I, ii,iii  D - Using Language I, ii, iii, iv, v
10	1:Coming of Age	Graphic novel	Identity  Genre Self-expression	Personal and cultural expression	An author's choice of genre and techniques is a form of self-expression and a reflection of their identity.	<b>Factual:</b> What are key elements of the graphic novel genre? What competing values and ideologies created conflict in 20th century Iran?  <b>Conceptual:</b> How do authors represent their 'self' in autobiographical works? How do visual and lexical modes effectively complement each other?  <b>Debatable:</b> How effective are graphic novels at communicating purpose, compared to more 'traditional' literary forms?	Communication Research	Students will learn about the competing geopolitical and social values that affected life in Iran in the 20th century (and continue to influence it now).  Students will learn key elements of the graphic novel genre and page layout. They will learn about concepts related to comics and using visual methods of expression.  Students will discuss, debate and reach conclusions about the 'self' in an autobiographical work and discuss an author's representation of their 'self' in their own work.  Students will research alternative opinions and ideas about literary texts and engage in academic-level reading and research and begin to incorporate these ideas in their analytical writing.  Students will continue to develop their awareness of authorial choices (both lexical and visual) and continue to explore their meaning.  Students will continue to develop their analytical writing skills through developing depth and complexity and incorporating others' opinions in their writing.	<u>Written analysis of the literary text.</u> A - analysing B - organising  <u>Potential creative task: translating graphic novel into prose or vice versa.</u> C - producing text D - using language
10	2: Be Persuaded Part 1  IDU with EXP Entrepreneurship Unit	Analysis of adverts	Communication  Audience imperatives Purpose	Personal and Cultural Expression  Students will explore the purpose of creative expression in relation to persuasion: persuading an audience to laugh, believe, to agree or to buy.	It is important for a text's creative expression to closely correspond with its intended purpose and audience.	<b>Factual:</b> What are common techniques used to persuade audiences? What is a signature brand story and what are the ingredients of a good one?  <b>Conceptual:</b> How do texts <i>inspire</i> ? Can we use the persuasive devices used to sell products to sell an idea for social change?  <b>Debatable:</b> Where does the balance between "what" and "why" lie in persuading?	Communication Research:	Students will further develop their understanding of persuasion in texts according to different purposes and audiences.  Students will spend a significant time analysing the techniques of persuasion utilised in advertisements. Emphasis will be specifically placed on underlying messages of motivation or inspiration. They will compare and contrast different types of advertisements, from those that appear more as public service announcements to those that directly target the purchase of a product.  Students will discover and practise effective oral communication skills and appropriate, professional presentation skills.  Students will create their own texts that correspond to their entrepreneurship project in EXP. They will work in a group to create persuasive presentations for a dragon's den scenario. They will work individually to produce posters to promote their product or stall at the Festival of Light.  Students will select persuasive texts to compare and analyse and will produce an oral analysis of two texts with similar purposes and audiences.	Students will work collaboratively to create a moving image advert selling an idea connected to our mission statement/ to effect social change. They will then present an individual analysis/ commentary on their advert explaining its effectiveness, their intentions and the devices they used to persuade/ create a brand image.  A - Analysing (commentary) I, ii, iii, iv  B - Organising (commentary and advert) I, ii, iii  C- Producing Text (advert and commentary) I, ii, iii  D - Using Language(advert and commentary) I, ii, iii, iv, v
10	3: World Literature: the universal and the unique through poetry	Poetry:  'Nothing's Changed'  Search for my Tongue'  'Half Caste'	Culture  Self expression Theme	Orientation in Time and Space	Themes are often universal but culture and context means writing from individual cultures has definite unique qualities.	<b>Factual:</b> What is the effect of figurative language/poetic devices on a reader's understanding of a text?  <b>Conceptual:</b> How does cultural context affect the creation of and response to a text?  <b>Debatable:</b> To what degree is literature universal?	Communication Self Management:	Students will explore personal experience and try different ways of expressing these ideas, applying different language techniques. Students will further develop analytical skills in relation to literature analysis, particularly poetry.. Students will compare and contrast their own work to other literary works, using this as an opportunity to grow their skills.	Ongoing analysis of poems studied in the unit.  Students will write their own poem with an accompanying analysis or an essay on one or two poems studied

		<p>'Two Scavengers and a Truck'</p> <p>One free choice</p>							<p>A - Analysing I, ii, iii, iv</p> <p>B - Organising I, ii, iii</p> <p>C- Producing Text I, ii, iii</p> <p>D - Using Language I, ii, iii, iv, v</p>
10	4: Be Persuaded: Developing Argument	Argument	<p>Aesthetics</p> <p>Audience imperatives</p> <p>Purpose</p> <p>Style</p>	Fairness and Development	<p>It is important for a text's language, structure and content to work together to persuade an intended audience.</p>	<p>Factual question: what are the notable stylistic and structural features of the argument genre? What are the issues surrounding gun crime (especially in the US)?</p> <p>Conceptual question: how do producers of argument employ key features of the genre (language and structure) to persuade and convey a message? How can history and current events teach us about the subject matter? How do I select useful facts to contribute to my argument?</p> <p>Debatable question: does gun crime reveal something much deeper about societies which don't prohibit the use of guns ?</p>	Communication Research	<p>Students will explore their own views and current understanding of gun culture (particularly in the USA) and engage with a number of pro and anti gun arguments using a variety of texts, including the film 'Bowling for Columbine'. Students will deconstruct arguments and good persuasive speeches to identify the language structures and techniques used by writers to create good arguments. Students will then work together to construct an anti gun argument. The presentation will be followed by individual writing of arguments using the learnt structure of the genre, persuasive devices and the range of arguments they have encountered in the unit. Students will have the opportunity to present their arguments to each other.</p>	<p><u>Written argument or Oral Presentation of an argument</u></p> <p>B - Organising I, ii, iii</p> <p>C- Producing Text I, ii, iii</p> <p>D - Using Language I, ii, iii, iv, v</p>