Course Overviews MYP

Thai Language and Literature, UWC Thailand 2024-2025 Cycle B

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 Reading with Empathy The Little Prince เจ้าชายน้อย	*The Little Prince* *[*เจ้าชายน้อย] Antoine de Saint-Exupéry	**Key Concept:** Perspective **Related Concepts:** Character, Empathy, Relationships, Self-expression, Theme, Symbolism	**Personal and Cultural Expression;** exploring how stories communicate feelings, values, perspectives, and relationships.	Stories help us explore different perspectives, express feelings, and develop empathy for others.	**Factual:** What are the basic elements of a novel? How are characters, settings, and events developed? **Conceptual:** How does perspective shape our understanding of characters and relationships? How can literature help us understand other people's feelings? **Debatable:** Can reading stories help us become more empathetic?	**Communication:** Express ideas, feelings, and responses clearly in speaking and writing. **Thinking:** Identify, connect, and explain characters, events, relationships, and themes. **Social:** Listen to and respect different perspectives. **Self-Management:** Read independently and organise reading notes.	**Novel Elements:** Character, setting, plot, conflict, narrator, and theme. **Character & Relationships:** Traits, feelings, motivations, relationships, and changes. **Perspective & Empathy:** Explore characters' perspectives and emotions. **Self-Expression:** How characters communicate feelings, ideas, and identity. **Literary Techniques:** Symbolism, imagery, metaphor, dialogue, and repetition. **Reading Skills:** Close reading, inference, evidence selection, and explanation. **Language:** Vocabulary, descriptive language, and basic literary terminology. **Formative Assessments:** • Character Profile • Character & Relationship Map • Close Reading & Annotation • Empathy Reading Journal • Literary Elements Chart • Symbol & Meaning Hunt • Evidence & Explanation Practice • Vocabulary & Language Practice	**Summative: Basic Novel Analysis** Write a short analytical response exploring a character, relationship, theme, or literary element using evidence from the novel. **Criterion A** **Analysing:** Identify and explain how characters, relationships, themes, or literary techniques contribute to meaning, using relevant evidence. **Criterion D** **Using Language:** Use clear, accurate, and appropriate language and literary vocabulary to communicate ideas.
6	Unit 2 Creating Worlds	*The Little Prince* *[*เจ้าชายน้อย]	**Key Concept:** Creativity	**Personal and Cultural Expression** ; exploring how	Writers use characters, settings, and descriptive	**Factual:** What makes a character and setting believable and interesting?	**Communication:** Use descriptive and creative language to communicate	**Character:** Character traits, appearance, personality, motivation, relationships, and development.	**A Tour of My Planet [Creative Writing Piece]**

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	[Character & Setting] Creative Writing	Antoine de Saint-Exupéry	**Related Concepts:** Character, Setting, Perspective, Style, Atmosphere, Description	writers use imagination, language, and creative choices to express ideas and create fictional worlds.	language to create imaginative worlds and communicate ideas from different perspectives.	What language choices help create a clear setting? **Conceptual:** How do setting and atmosphere influence characters and events? How does point of view change the way a story is experienced? How can descriptive language help readers imagine a fictional world? **Debatable:** Does a strong setting matter as much as the characters in a story?	ideas clearly to an audience. **Creative Thinking:** Generate and develop original characters, settings, and story ideas. **Thinking:** Make connections between character, setting, atmosphere, and plot. **Self-Management:** Plan, draft, revise, and edit a creative writing piece.	**Setting:** Place, time, environment, atmosphere, culture, and social context. **World-Building:** Design an original planet including environment, atmosphere, inhabitants, culture, rules, and way of life. **Descriptive Language:** Sensory details, imagery, adjectives, precise verbs, figurative language, and word choice. **Point of View:** First-person and third-person perspectives; how POV influences description and experience. **Storytelling:** Character + Setting + Point of View + Events. **Connection to *The Little Prince*:** Examine how the planets, inhabitants, and encounters in the novel create meaning before applying these ideas to an original world. **Formative Assessments:** • Character Profile & Character Map • Setting & Atmosphere Analysis • Descriptive Language Practice • Sensory Writing Exercises • Planet Design Sketch • World-Building: People, Culture & Environment • Point-of-View Practice • Story Planning / Storyboard • Creative Writing Draft & Peer Feedback	Students design an original planet inspired by the world-building of *The Little Prince*. They develop its environment, atmosphere, inhabitants, culture, and distinctive features, then write a creative narrative in which the Little Prince visits and explores their planet. Students choose an appropriate **point of view** and use descriptive language to bring the planet, characters, and experience to life. **Criterion B** **Organizing:** Organise ideas, events, characters, and setting into a coherent and purposeful narrative. **Criterion C** **Producing Text:** Create an imaginative and engaging creative writing piece that develops an original world, characters, and experience for the reader. **+Criterion D Using Language**
6	Unit 3 Myths and Folktales Stories We Share	**Thai Myths and Folktales** นิทานพื้นบ้านและตำนานไทย	**Key Concept:** Identity **Related Concepts:** Context, Purpose, Motif, Culture,	**Personal and Cultural Expression** ; exploring how stories reflect cultural beliefs, values, identities, and	Myths and folktales use recurring motifs, characters, and narrative patterns to express cultural values and connect people across different	**Factual:** What are myths and folktales? What are common motifs, characters, and plot patterns? **Conceptual:** How do motifs reflect the beliefs and values of a culture?	**Communication:** Retell and present stories using appropriate language, voice, gesture, and storytelling techniques. **Thinking:** Identify, compare, and interpret	**Myths & Folktales:** Characteristics, purposes, and cultural functions. **Narrative Elements:** Character, setting, plot, conflict, resolution, theme, and moral. **Motif:** Identify recurring elements such as the hero's journey, transformation, magical objects,	**Criterion A** **Analysing:** Identify and explain how motifs, characters, and narrative elements communicate cultural ideas and meaning. **Create Folktale VDO**

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			Tradition, Perspective	shared human experiences.	cultures.	Why do similar motifs appear in stories from different cultures? How does a storyteller's purpose influence the way a traditional story is told? **Debatable:** Why do people continue to tell traditional stories in changing societies?	motifs, narrative patterns, and cultural meanings. **Creative Thinking:** Transform familiar stories and develop original narratives using traditional motifs. **Self-Management:** Plan, draft, revise, and present a creative story.	tricksters, quests, forbidden actions, good vs. evil, and tests or challenges. **Motif Across Cultures:** Compare similar motifs in Thai folktales with stories from **Asia and other parts of the world**. **Culture & Identity:** Explore how stories communicate beliefs, values, traditions, and cultural identity. **Storytelling:** Oral storytelling, narrative voice, dialogue, descriptive language, tone, and expression. **Creative Adaptation:** Transform traditional motifs into an original story while maintaining a connection to the source tradition. **Formative Assessments** • Folktale Reading Log • Story Structure Map • Motif Identification • Motif Comparison Across Cultures • Character & Cultural Values Analysis • Oral Storytelling Practice • Creative Story Planning & Drafting	Students create a short folktale video inspired by studied motifs, using original characters, setting, conflict, and resolution to communicate a meaningful cultural value. **Criterion B** **Organizing:** Organize characters, events, and ideas logically to create a coherent folktale. **Criterion C** **Producing Text:** Create an original and engaging folktale using traditional motifs and convention **Criterion D** **Using Language:** Use clear, accurate, and appropriate language in the folktale video, including narration and dialogue.
6	Unit 4 Language in the News [Reading, Reporting and Creating News]	Newspapers and Online News Articles	**Key Concept:** Communication **Related Concepts:** Purpose, Audience, Perspective, Style, Bias, Context	**Identities and Relationships;** How news represents people, communities, and relationships within the school and wider society.	News language and reporting choices shape how people, events, and information are understood by an audience.	**Factual:** What are the features of a news article? What language is used in news? What are headlines, jargon, and quotations? **Conceptual:** How does language help communicate news clearly? How can different words change the way we understand an event?	**Communication:** Communicate information clearly using appropriate language, structure, and conventions. **Thinking:** Identify, analyse, compare, and interpret language choices in news texts. **Research:** Find, select, record, and check	**News as a Genre:** Purpose, audience, news structure, and features of print and online news. **News Language:** News vocabulary, jargon, formal language, word choice, direct/indirect meaning, quotations, and tone. **News Creation:** Headlines, leads, interviews, selecting information, fact vs. opinion, and basic newspaper layout. **News Process:** Read → Analyse → Research → Interview → Write → Edit → Publish.	**Summative:** **Create a School Newspaper** Students work individually or in teams to create a school newspaper featuring original news stories about the school community. They research a topic, conduct an interview, check and select information, write and edit a news article, create a headline, and organise the final newspaper for a real audience.

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						Debatable: Can the same event be reported in different ways?	information from different sources. **Self-Management:** Plan, organise, draft, edit, and publish a news article.	**Formative Assessments** **Criterion A focus:** • Headline Analysis • News Structure Analysis • Jargon Hunt • Direct & Indirect Meaning • Fact vs. Opinion • Comparing Newspaper & Online News • News Language Analysis	**Criterion B** **Organizing:** Organize information, ideas, and events logically using appropriate news structure and conventions. **Criterion C** **Producing Text:** Create a clear, informative, and engaging news article for a specific audience and purpose. **Criterion D** **Using Language:** Use accurate and appropriate vocabulary, news language, sentence structures, quotations, and language conventions effectively.
Grade	**Unit Number and Title**	**Books used**	**Key and Related Concepts**	**Global Context**	**Statement of Inquiry**	**Inquiry Questions**	**Approaches To Learning Skills taught / learnt / developed in this unit**	**Content (topics / knowledge/ subject specific skills)**	**Summative Assessment and MYP Criteria Assessed**
7-8	Unit 1 Novel [Realism]	**ผีเสื้อและดอกไม้** by นิพพาน *Butterflies and Flowers*	**Key Concept:** Perspective **Related Concepts:** Purpose, Audience, Character, Context	**Fairness and Development** Power and privilege; inequality; law; imagining a hopeful future; social responsibility	Moral choices and perspectives influence human dignity, personal outcomes, and the stability of society.	**Factual:** What do dignity, morality, and ethics mean? **Conceptual:** To what extent can a person's choices and perspectives influence their life? **Debatable:** Is survival more important than ethics?	**Communication Skills** • Exchange thoughts, messages, and information effectively through interaction. • Read critically for comprehension and interpretation. • Paraphrase information accurately and concisely. • Select appropriate vocabulary for different contexts and audiences. • Organize and communicate ideas clearly in spoken and written forms.	**1. Literary Text** • Novel ผีเสื้อและดอกไม้ by นิพพาน • Plot, setting, characters, conflict, themes, and perspectives • Character development and motivations • Moral choices, ethics, survival, dignity, and social responsibility **2. Language and Literary Skills** • Follow and respond to instructions accurately • Develop vocabulary and use context-appropriate language • Read and interpret increasingly complex texts • Identify relevant evidence from the text • Analyze characters, events, perspectives, and themes • Write a structured personal response using evidence from the novel	**1. Reading Comprehension & Literary Analysis Test** Students analyze plot, character development, perspectives, themes, literary choices, and key vocabulary through multiple-choice and evidence-based short-answer questions. **Criterion A: Analyzing** **2. Personal Response Essay** Students respond to a debatable question such as *"Is survival more important than ethics?"* and develop a clear, organized response using

								• Use appropriate register, organization, and language conventions **3. Context and Global Issues** • Explore the social and economic context of border trading in Southern Thailand through multimedia sources • Examine different perspectives and beliefs related to trading, survival, inequality, and law • Connect literary themes to real-world issues and social responsibility **Formative Assessments:** Vocabulary journal (keywords from the story) Character chart (traits and actions) Mini quiz on plot and vocabulary Group discussion	relevant evidence from the novel. **Criterion B: Organizing** **Criterion C: Producing Text** **Criterion D: Using Language**
7-8	Unit 2: Social Context Project: Values We Pass On Project-based extension of Unit 1	**Literary Text:** *Butterflies and Flowers* by Nippan **Non-literary Texts:** Articles related to family, morality, social values, and relationships **Mentoring / Advice Texts:** Family advice journals, parenting reflections, "lessons for my child" texts, and similar personal writings	**Key Concepts:** Culture, Communication **Related Concepts:** Values, Perspective, Purpose, Audience, Context, Identity, Relationships	**Personal and Cultural Expression** Exploring beliefs, values, traditions, and the ways people communicate and pass these ideas from one generation to another.	Values and beliefs are shaped by social contexts and can be communicated and passed from one generation to another.	**Factual Questions** • What values are presented in *Butterflies and Flowers*? • How do writers communicate moral and social values? • What are the characteristics of advice writing and personal reflection? **Conceptual Questions** • How can literature reflect the values of a society? • How does perspective influence the way values are presented? • How are values passed between generations? • How does language shape our understanding of what is "good" or "right"? **Debatable Questions**	**Communication Skills:** Analyse and communicate ideas effectively using appropriate language, evidence, and techniques for different purposes and audiences. **Research Skills:** Locate, evaluate, organise, and use relevant information and evidence from a range of sources. **Thinking Skills:** Analyse, compare, connect, and synthesise ideas across texts, contexts, and perspectives. **Self-Management Skills:** Plan, organise, manage, and reflect on the learning process and final project.	**1. Literary Analysis** • Analyse character, setting, events, conflict, and social issues in *Butterflies and Flowers* • Identify and analyse how values are represented through characters and events • Connect literary choices to social and cultural contexts **2. Non-Literary Analysis** • Identify purpose, audience, perspective, and context • Analyse language, tone, structure, and rhetorical choices • Examine how writers communicate values and influence audiences • Evaluate the effectiveness of communication **3. Comparative Skills** • Compare how values are represented in literary and non-literary texts • Identify similarities and differences in perspectives • Support comparisons with relevant textual evidence	**Project: Values We Pass On** **1. Advice Journal / Letter** Students create a personal advice journal or letter to a future generation, connecting literary and real-world perspectives to communicate a meaningful value. **Criterion B: Organizing** Students structure ideas logically and use relevant evidence and connections to develop a coherent message. **Criterion C: Producing Text** Students craft an engaging and purposeful text that effectively communicates a value to a specific audience. **Criterion D: Using Language** Students use appropriate vocabulary, tone, sentence

						• Should all values be passed on to the next generation? • Does family have the greatest influence on a person's values? • Can social values change while still preserving cultural identity?1		**4. Project-Based Learning** • Investigate a value that is important to a family or community • Gather information through reading, discussion, or interviews • Connect literary ideas to personal and social contexts • Synthesise research and personal reflection • Create a contemporary "Advice to My Child" / "Values Journal" text • Design a meaningful message for a future generation **Formative Assessments:** ● Close Reading & Annotation ● Non-Literary Text Analysis ● Comparative Response ● Project Planning & Drafting ● Peer Feedback & Reflection	structures, and language conventions to communicate clearly and effectively.
7-8	Unit 3 History narrative	**Sukhothai and the Birth of the Thai Script: Reflecting on Language and Identity** หลักศิลาจารึก พ่อขุนราม คำแหงมหาราช	**Key:** Communication, Context **Related:** Purpose, Identity, Heritage, Perspective	**Orientation in Space and Time** Exploring the development of language and writing to understand cultural identity and continuity.	The ways societies record and preserve language reflect their values, identity, and vision for the future.	**Factual:** What is the *Ramkhamhaeng Inscription*? How was the Thai script developed? What does the inscription reveal about Sukhothai society? **Conceptual:** How does language shape cultural identity? Why is linguistic heritage important? **Debatable:** Can modernization coexist with preserving linguistic heritage?	**Communication:** Use appropriate forms of communication for different audiences and purposes. **Social:** Listen actively, exchange perspectives, and give and respond to feedback. **Thinking:** Analyse historical texts, perspectives, and connections between language and identity.	Analyse the historical context, content, and structure of the *Ramkhamhaeng Inscription*; explore the significance of the Thai script; analyse how the inscription represents Sukhothai values and society; conduct interviews about language preservation; develop an informative and persuasive response on preserving Thai linguistic heritage. **Formative Assessments:** Reading comprehension tasks on excerpts from the หลักศิลาจารึก Vocabulary and translation practice Group discussion on the meaning and tone of selected passages Interview activity: Students interview a parent,	**Criteria A, B, C & D** **Part 1: Reading History** Analyse the *Ramkhamhaeng Inscription* to explore how language, script, and narrative record the values and experiences of Sukhothai society. **Criterion A: Analysing** **Part 2: Writing Our History** Create a short historical narrative of our era, selecting significant people, events, values, or experiences worth preserving.

								teacher, or Thai speaker about their views on Thai language preservation	**Criterion B: Organizing** **Criterion C: Producing Text** **Criterion D: Using Language** **Creative Component:** Practise writing selected words or phrases in Sukhothai-era Thai script.
7-8	Unit 4: Language in Media [Advertisement]	Selected advertisements from print, television, social media, and online platforms	**Key:** Communication **Related:** Purpose, Audience, Perspective, Style, Persuasion, Representation	**Globalization and Sustainability** exploring how media and advertising influence choices, lifestyles, and consumer behaviour	Media messages use language and visual choices to persuade audiences and shape perceptions and behaviour.	**Factual:** What techniques do advertisements use to attract and persuade audiences? How do language and visuals communicate a message? **Conceptual:** How does the audience influence advertising choices? How do advertisements shape perceptions and behaviour? **Debatable:** To what extent should advertisements be responsible for the choices they influence?	**Communication:** Analyse and communicate how language and visual choices influence audiences. **Thinking:** Analyse persuasive techniques, purpose, audience, and effectiveness. **Media Literacy:** Evaluate how media messages represent products, people, and lifestyles. **Self-Management:** Plan, draft, revise, and refine an original advertisement.	**Media Analysis:** Identify purpose, audience, message, persuasive techniques, language, tone, and visual elements. **Persuasive Language:** Explore slogans, word choice, repetition, rhetorical questions, emotional appeal, and calls to action. **Visual Literacy:** Analyse images, colour, layout, typography, symbols, and composition. **Audience & Representation:** Examine how advertisements construct identities, lifestyles, and consumer desires. **Creative Production:** Design an advertisement using purposeful language and visual choices.	**Part 1: Advertisement Analysis** Analyse how language and visual choices are used to persuade a specific audience. **Criterion A: Analysing**; Analyse persuasive techniques and their effects using relevant evidence. **Part 2: Create an Advertisement**; Design an original advertisement for a product, service, or social cause. **Criterion B: Organizing**; Organize ideas and elements coherently for a clear purpose and audience. **Criterion C: Producing Text;** Create an engaging and persuasive advertisement that communicates an effective message. **Criterion D: Using Language**; Use appropriate vocabulary,

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									tone, style, and persuasive language effectively.
Grade	**Unit Number and Title**	**Category + Book used**	**Key and Related Concepts**	**Global Context**	**Statement of Inquiry**	**Inquiry Questions**	**Approaches To Learning Skills taught / learnt / developed in this unit**	**Content (topics / knowledge/ subject specific skills)**	**Summative Assessment and MYP Criteria Assessed**
9-10	Unit 1: Sort Stories Happiness of Simple Living	เจ้าหงิญ By บินหลา สันกาลาคีรี	**Key Concept:** Connections **Related Concepts:** Intertextuality, Style, Perspective, Character, Theme	**Personal and Cultural Expression**	An author's choice of genre and literary techniques is a form of self-expression and a reflection of identity, values, and cultural context.	**Factual:** What are the elements of a short story? What literary techniques does the author use? **Conceptual:** How do narrative choices influence the portrayal of family and happiness? How does perspective shape our understanding of characters and their choices? **Debatable:** Can happiness exist without freedom? Is family a source of support or control?	**Communication:** Express analytical ideas clearly in oral and written forms, using textual evidence and appropriate academic Thai. **Thinking:** Analyse, interpret, synthesise, and evaluate literary choices, perspectives, and meanings. **Self-Management:** Plan, organise, draft, revise, and refine analytical writing. **Creative Thinking:** Explore alternative perspectives and interpretations of characters, events, and themes.	**Literary Elements:** Plot structure, character, setting, conflict, theme, point of view, narrative voice. **Literary Techniques:** Imagery, symbolism, metaphor, irony, tone, contrast. **Context & Ideas:** Thai family values, social expectations, cultural concepts of happiness, individual freedom, relationships, and identity. **Authorial Choices:** How genre, structure, language, perspective, and literary techniques communicate the author's purpose and message. **QUEST Model:** Identify **Question → Understanding → Evidence → Strategy → Textual significance** to develop literary analysis. **Paragraph Writing:** Build analytical paragraphs using **PETAL**, with greater emphasis on **P–E–A–L** and **T as an extension** for deeper analysis. **Analytical Writing:** Develop a clear argument, integrate evidence, analyse authorial choices, and connect evidence to the overall meaning of the text. **Formative Assessments** • QUEST Reading Analysis • Evidence & Technique Practice • PETAL Paragraph Writing	**Short Story Analysis Essay** Write a structured analytical essay based on the **QUEST Model**, analysing how the author uses literary choices to communicate ideas about happiness, family, identity, or freedom. **Criterion A** **Analysing:** Analyse authorial choices, literary techniques, and their effects using relevant textual evidence. **Criterion B** **Organizing:** Organise ideas, evidence, and analysis into a coherent argument using the QUEST framework. **Criterion C** **Producing Text:** Produce a well-developed analytical essay with a clear purpose and sustained argument. **Criterion D** **Using Language:** Use accurate, varied, and appropriate academic Thai to communicate ideas effectively.

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								• Paragraph Revision • Discussion & Reflection	
9-10	Unit 2: Literature and Adaptation	Selected short stories / literary texts From; เจ้าหงิญ By บินหลา สันกาลาคีรี	**Key Concept:** Transformation **Related Concepts:** Adaptation, Perspective, Style, Audience, Interpretation, Creativity	**Personal and Cultural Expression**; exploring how stories can be reinterpreted and transformed through different artistic forms.	Literary works can be transformed across artistic forms, with creators making choices that reshape meaning, perspective, and audience experience.	**Factual:** What are the key elements of a short story? What are the characteristics of different artistic forms? **Conceptual:** How does changing the artistic form transform a story's meaning and audience experience? How do creators make choices when adapting a literary text? **Debatable:** Can an adaptation remain faithful to the original while creating a new meaning?	**Communication:** Communicate interpretations and creative ideas effectively through written, oral, visual, and multimodal forms. **Thinking:** Analyse, interpret, compare, and evaluate how meaning changes through adaptation.= **Creative Thinking:** Generate, develop, and transform ideas from a literary text into a different artistic form. **Self-Management:** Plan, organise, collaborate, revise, and complete a creative adaptation project.	**Literary Analysis:** Plot, character, setting, conflict, theme, narrative perspective, symbolism, and authorial choices. **Adaptation:** Purpose, interpretation, selection, transformation, omission, addition, and reinterpretation. **Artistic Forms:** Visual art, short film, drama/play, model, theatre design, storyboard, graphic narrative, or other approved forms. **Adaptation Choices:** How language, character, setting, mood, symbolism, perspective, and narrative structure can be transformed across media. **Audience & Purpose:** How artistic form influences meaning, communication, and audience response. **Creative Process:** Interpret → Plan → Adapt → Create → Revise → Present → Reflect. **Formative Assessments** • Close Reading & Analysis • Adaptation Analysis • Adaptation Proposal • Storyboard / Concept Design • Draft / Prototype • Reflection	**From Story to Another Art Form** Transform a selected short story into another artistic form, such as visual art, short film, play, model, theatre design, graphic narrative, or another approved medium. Students must preserve key ideas from the original while making purposeful creative choices that reinterpret the story for a new audience. **Criterion A** **Analysing:** Analyse the original literary text and explain how key ideas, techniques, and choices inform the adaptation. **Criterion B** **Organizing:** Plan and organise the adaptation effectively, showing a clear relationship between the original text and the new form. **Criterion C** **Producing Text:** Create an engaging and purposeful adaptation that transforms the original story into a new artistic form. **Criterion D** **Using Language:** Use appropriate language and/or

									artistic conventions to communicate meaning effectively in the chosen form. **Reflection:** Explain how and why the adaptation choices transform the original story's meaning, perspective, or audience experience.
9-10	Unit 3 Thai Traditional Poetry **นิราศลอนดอน** Journey Across Asia: Place, Memory and Emotion	**นิราศลอนดอน** **หม่อมราโชทัย**	**Key Concept:** Connections **Related Concepts:** Perspective, Place, Culture, Context, Style, Expression	**Orientation in Space and Time**; exploring how journeys connect people, places, cultures, and historical experiences.	A journey through places can become a literary record of geographical knowledge, historical experience, and personal emotion.	**Factual:** What are the characteristics of **นิราศ**? How does **นิราศลอนดอน** record the journey from Bangkok to London? How are places named and described in the text? **Conceptual:** How does geography influence the way a journey is represented? How does a writer transform physical places into emotional experiences? **Debatable:** Does a travel narrative record places objectively, or does the writer's perspective always shape what we see?	**Communication:** Express observations, emotions, and interpretations clearly through spoken and written Thai. **Thinking:** Analyse connections between geography, historical context, literary choices, and emotion. **Research:** Use maps and historical sources to investigate places, routes, and cultural contexts. **Self-Management:** Plan, organise, draft, revise, and reflect on a personal travel narrative. **Media Literacy:** Interpret and synchronise information from literary texts, historical sources, and digital maps.	**นิราศ & Traditional Poetry:** Characteristics, conventions, structure, and emotional expression of **นิราศ**. **Text & Geography:** Trace the journey from Bangkok → Singapore → Egypt → Malta → Gibraltar → England → London, connecting textual references with real-world locations. **Google Maps Inquiry:** Locate places mentioned in the poem and synchronise the literary journey with the actual geographical route. **Place Names:** Investigate how the author records, spells, transliterates, or describes foreign place names and what this reveals about language and historical knowledge. **Historical Context:** Thai diplomatic relations with Britain during the reign of King Rama IV and the 1857 diplomatic journey. **Literary Analysis:** Analyse imagery, diction, tone, metaphor, description, perspective, and the relationship between place and emotion. **Emotional Expression:** Explore ความอาลัย ความคิดถึง ความตื่นตาตื่นใจ ความประทับใจ ความกังวล และความรู้สึกต่อการพลัดพราก	**My Journey** [**นิราศของฉัน**] Students create a personal travel journey narrative inspired by the conventions of **นิราศ**. They select a real or imagined journey, map the route, describe significant places, and express the emotions, memories, observations, and reflections connected to the journey. **Part 1; Historical Text Analysis** Analyse selected passages from **นิราศลอนดอน**, focusing on how geographical references, historical context, literary techniques, and emotional expression construct the experience of the journey. **Criterion A – Analysing** **Part 2; My Journey / นิราศของฉัน** Create an original travel narrative that combines place + observation + emotion + reflection, using conventions of **นิราศ** purposefully. **Criterion B**

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								Travel Writing: Transform geographical observation and personal experience into an expressive literary journey. **Formative Assessments** • นิราศ Close Reading; identify journey, place, emotion, and literary choices. • Journey Mapping • Place-Name Investigation • Historical Reflection Analysis • Emotion & Expression Practice • Travel Writing Draft	**Organizing:** Organise the journey, descriptions, emotions, and reflections into a coherent narrative. **Criterion C** **Producing Text:** Create an engaging and expressive travel narrative that transforms personal experience into literary expression. **Criterion D** **Using Language:** Use appropriate poetic language, imagery, tone, and stylistic choices to communicate emotion and create a sense of place.
9-10	Unit 4 Language in Online Magazines/ Articles	Variety of online magazine articles and digital media texts	**Key Concept:** Communication **Related Concepts:** Purpose, Audience, Style, Perspective, Bias, Structure	**Identities and Relationship;** exploring how digital media shapes the way people understand themselves, others, and the world around them.	The way information is selected, structured, and presented in online media shapes how audiences perceive, interpret, and respond to meaning.	**Factual:** What are the features and structures of an online magazine article? How do writers use language and digital features to engage readers? **Conceptual:** How is an online magazine article different from a traditional print article? How do purpose and audience influence the way information is presented? **Debatable:** To what extent do online magazine articles shape readers' opinions and perceptions? Are online articles more persuasive than traditional print texts?	**Communication:** Interpret and communicate meaning from a range of digital and multimodal sources. **Thinking:** Analyse purpose, perspective, bias, and the effectiveness of authorial choices. **Research:** Compare information across sources and evaluate reliability and relevance. **Media Literacy:** Recognise how digital features, language, and presentation influence audience interpretation.	**Online Magazine Genre:** Purpose, audience, context, structure, conventions, and characteristics. **Article Structure:** Headline, subheading, introduction, body, conclusion, quotations, captions, hyperlinks, and visual elements. **Language & Style:** Diction, tone, register, rhetorical questions, repetition, emotive language, modality, statistics, and persuasive techniques. **Digital & Visual Features:** Layout, images, typography, hyperlinks, embedded media, and interactive elements. **Perspective & Bias:** Authorial viewpoint, selection of information, framing, reliability, and representation.	**Online Magazine Article Analytical Response** **Timed Assessment:** 1 hour 30 minutes | 200–250 words Students read an unseen online magazine article and write a structured analytical response that: 1. **Summarises** the main idea and key supporting details. 2. **Identifies** the author's purpose, audience, and perspective. 3. **Analyses** at least two authorial or digital choices, such as headline, diction, tone, imagery,

								Comparative Reading: Compare online and print articles addressing similar topics. **Analytical Writing:** Summarise, identify purpose, select evidence, analyse techniques, and explain their effects on the audience. **Formative Assessments** • Headline Analysis • Article Structure • Language & Persuasive Techniques • Perspective & Bias • Source Reliability • Analytical Paragraph Writing • Timed Analytical Response	statistics, rhetorical questions, layout, or hyperlinks. 4. **Explains** how these choices influence the audience and shape the interpretation of the article. **Criterion A Analysing:** Analyse how language, structure, and digital features communicate meaning and influence the audience. **Criterion B** **Organizing:** Organise ideas and evidence into a clear, logical analytical response. **Criterion C** **Producing Text:** Produce a focused analytical response appropriate to purpose, task, and audience. **Criterion D** **Using Language:** Use accurate, varied, and appropriate language to communicate analysis effectively.