Course Overviews MYP English Language and Literature, UWC Thailand 2020-2021

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	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)
6	Unit 1: Short Stories	Selected short stories targeted at Grade 6. Novel: Roald Dahl's 'Boy'	KC: Identity RC: Character Self-Expression Structure	Identities & Relationships	Writers use plot, characters and imagery in stories to reflect a person's identity and share life experiences.	**Factual:** How are short stories structured? **Conceptual:** How do plot, character and imagery help to convey the writer's theme? **Debatable:** What makes a good story?	Communication Thinking Skills	Understand the elements and structure of a story. Analyse a range of short stories, photos and literary techniques. Analyse Dahl's use of literary devices and learn to discuss and write analytically about his use of language. Descriptive writing - plot and characters Recount writing - past tense Use the writing process to create personal short stories (using chapters in 'Boy' as a basis for our own autobiographical texts).
6	Unit 2: Myths & Legends		KC: Perspective RC: Genre, Purpose, Context	Personal and cultural expression	Traditional stories express a perspective of human behaviour and culture.	**Factual:** What are myths and legends? **Conceptual:** What purpose do myths and legends fulfill? **Debatable:** Are legends based on reality?	Thinking Skills Information literacy skills Communication skills	Understanding how to annotate texts for comprehension and purpose. Read critically for comprehension Making inferences and drawing conclusions How to write articles Structure and style of articles
6	Unit 3: Global Citizenship IDU Link to I&S	Selected open source Blogs "How dare you" speech by Greta Thunberg	Global Interaction RC: structure and style	Globalization and Sustainability	Global problems are a reality but individuals have the power and choice to make a positive difference.	**Factual:** How can the structure and style of language shape its ability to persuade? **Conceptual:** How can we use language to change human behaviour? **Debatable:** Do issues need to resonate with us personally in order for us to act ?	Communication skills Social Thinking	Unpacking the concepts Mindmap, What does it mean to be a global citizen?, Can individuals change the world Issues facing the world today JIGSAW Plastic in the ocean (causes, consequences) How to blog (ENGLL) What is a blog? Different types of blogs Ingredients of a good blog Human Rights (what is it, where are we struggling) Persuasive speech research and topic How to give a persuasive speech (ENG LL) (Structure and style)
6	Unit 4: Playing with words	Poetry	KC: Creativity RC: Genre, Style	Personal and cultural expression	Poetry is a creative play on words and an aesthetic form of figurative communication that uses a range of techniques, genre and style.	**Factual:** What poetic devices do poets use and why? **Conceptual:** To what extent is poetry a form of personal and cultural expression? **Debatable:** Are poems a good medium to tell stories?	Communication, Thinking	Application of poetic devices, oratory technique Poetic Devices: alliteration, metaphor, simile, personification, onomatopoeia, rhyme, couplet, limerick, puns, word association & oratory techniques

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6	Unit 5: Frankenstein (TO BE REVIEWED)	Drama Mary Shelly's "Frankenstein" play adapted by Philip Pullman	KC: Perspective, RC: Context, Intertextuality.	Fairness and Development	The background and experiences of the audience will determine how a play is perceived.	**Factual:** what are the elements of the gothic play? **Conceptual:** in what ways is the story and gothic genre still relevant to us today? **Debatable:** at what point does scientific advancement become unethical?	Self-Management, Communication	The students use their own understanding of the horror genre and apply it to the well known story of Frankenstein. The additional tools of the pathetic fallacy, creating setting, and using reader's theatre techniques were part of this unit.
7	Unit 1 Separating Fact from Fiction		KC: Perspective RC: Character, Point of View	Orientation in Place and Time	Authors develop characters who express their feelings and beliefs to create a unique perspective.	**Factual**: What are the conventions of historical and realistic fiction? **Conceptual**: How can we use fact to create fiction? **Debatable**: Can we trust true stories?	Thinking Skills Communication Skills	
7	Unit 2 Standing up for what is right	The Last Wild by Piers Torday	KC: Connections RC: Structure & Purpose	Fairness and Development	When greed is allowed to operate unimpeded, bad things happen.	**Factual**: What are the typical ways that large corporations influence our lives? **Conceptual**: Are all large corporations only interested in the bottom line? **Debatable**: How do we as human beings change the way we live so that we limit animal suffering?	Communication Reflective Thinking	The class text used is Piers Torday's The Last Wild, the first book in a three part series. In using this book, the students will look closely at decisions Torday makes in how he has structured the book, how he has described characters, and how he builds tensions and conflict in the story. Since the book is dystopian, we will look at themes such as cause and consequence, responsibility, and courage. These themes were started in the last unit. There will also be a research component to this unit that focuses on using research questions, tools in summarising text effectively, comparing and contrasting sources, and following PELL (Point, Evidence, Explanation, Link). The Last Wild Real World Comparison Assessment Criterion A: comparison-contrast of TLW and a chosen real world source Criterion B: Utilising PEEL in the three written sections of the assessment. Criterion C: Making decisions about key sections of text from TLW and the real world text and then using them in support of ideas. Criterion D: Showing understanding of targeted punctuation, grammar and TipTop.
7	Unit 3 The Poetry Journey	Selection of Poems Couplet Poems Free Verse Change Poetry Found Poetry	Creativity Structure & Self-expression	Personal and Cultural Expression	Considering alternate forms of expression can help one discover new ways of seeing the world.	**Factual:** What are the standard rules of poetry everyone accepts? **Conceptual:** How does the use of poetic license improve poetry? **Debatable:** How does poetry liberate the writer to express him or herself?	Communication Thinking	The poems used: "I am" poems. Extended Metaphor Couplet Poems Free Verse Poetry (found on Poetry Soup) Analyse language punctuation, structure form

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7	Unit 4 Graphically Graphic	Four graphic novels chosen	KC: Identity Intertextuality	Orientation in Space and Time	The mode of media matters in conveying ideas to a target audience.	**Factual:** What are the five human modes of communication? **Conceptual:** What makes history more memorable? **Debatable:** Can graphic novels really teach history as well or better than traditional books?	Communication Thinking	The students will investigate four historical fiction novels and then compare the stories to non-fiction resources that cover the same era and epochs. The class will create a set of Grade 7 appropriate criteria to judge the graphic novels by and to apply to their learning. The final act will be a courtroom setting where graphic novels are put on trial to see if they have any value beyond that of entertainment.
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8	1: Broken Dreams: Of Mice and Men	Novel (Of Mice and Men)	Perspective Character Theme	Fairness and development	Students will explore the ways in which perspective illuminates an understanding of character and theme in literary works.	**Factual:** What techniques do writers employ in order to introduce and develop themes? **Conceptual:** To what extent can a writer's presentation of a fictional world change understandings of our own world? **Debatable:** How far, and by what 'criteria', should - can - we 'judge' the actions of a novel's characters?	Communication skills Social skills Thinking skills	The importance of context in understanding literary works. The function and significance of setting, characterisation, theme and how close reading illuminates meaning. The skills of close critical reading and how meaning can be unpacked. The 'ingredients' of descriptive writing through composition and craftsmanship.
8	2: Media, Marketing & Advertising (Advertising + Marketing Campaigns Past and Present)	Non-fiction reading	Communication Audience imperatives Purpose	Orientation in time and space	Students will explore how persuasive communication is driven by audience imperatives and purpose.	**Factual:** What are the conventions of a range of persuasive texts? **Conceptual:** How does target audience influence the way texts are produced and received? **Debatable:** How far do different persuasive texts illustrate the power or the limits of communication?	Research skills Thinking skills Self management skills	How different media allow for different kinds of audience / reader manipulation. Exploring, unpacking and analysing advertising conventions. How different kinds of audiences are targeted and how / why those audiences might reach different interpretations. Cultural 'messaging' - how brands and advertising can create or respond to a social agenda (eg equality, empowerment).
8	3: Short Stories (The Sniper, The Landlady, The Pedestrian, A Sound of Thunder, Don't Ask Jack, The Lottery)	Short stories	Communication Structure Style	Personal and cultural expression	Students will explore the ways in which structure and style support a range of short stories as powerful vehicles for communication.	**Factual:** What are the core stylistic elements of a (successful) short story? **Conceptual:** What roles are played by cultural, social and moral values in our judgement of short stories? **Debatable:** In what ways might the short story form surpass the Novel?	Communication skills Thinking skills Self management skills	The short story form and its conventions (in comparison with those of the novel). The skills of literary analysis: developing critical appreciation of the treatment of theme, form, style across a range of diverse sample texts. The treatment of genre and genre convention. The stages of creative writing: emphasis on planning, drafting, editing and peer / self review.
8	4: Powerful Poetry	Poetry	Creativity Self-expression Style	Personal and cultural expression	Students will explore the ways in which poetry offers an outlet for creative choices in style and self-expression.	**Factual:** What are the driving themes in our poetry cluster? **Conceptual:** How do emotions motivate the writing and reading of poetry? **Debatable:** What continuing value does poetry offer us in a text- and tech- gorged society?	Thinking skills Communication skills Research skills	Poetic form and its conventions. Aspects of poetic voice: rhyme, rhythm, imagery, tone. The skills of literary analysis and sustained interpretation focussing on the importance of structure, tone, atmosphere in meaning-making. The nature of analytical essay writing: building arguments, using evidence, synthesising ideas.
8	5: Multi-Modal Messaging: Maus	Graphic novel	Connections Intertextuality Context	Orientation in time and space	Students will explore how context and intertextuality animate connections in literary works.	**Factual:** What period and aspects of history does the text draw on? **Conceptual:** Can literature teach us the past? **Debatable:** How far can literary works capture difficult 'truths' about history?	Research skills Thinking skills Self management skills	The conventions of the graphic novel and its possibilities / limitations. The significance of social-historical context in literature. Deconstructing images and multimodal text forms: denotation, connotation and literary interpretation. Aspects of biographical writing: voice, choice, craft.
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9	1: Drama - An Inspector Calls	Drama (An Inspector Calls)	Perspective Character	Fairness and development	Students will explore perspectives surrounding social responsibility and the	**Factual:** What part does each character play in contributing to the central action of the play's plot? What are the different perspectives on social	Communication skills Thinking skills	The ways in which context - historical / temporal, social-cultural, political affects the production and reception of literary works.

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			Context		importance of context and characters in its literary expression.	responsibility offered by each of the characters in the play? **Conceptual:** What can we learn about our own beliefs, attitudes and values in response to the play's treatment of community? How does the depiction of community reflect belief, attitudes and values of the different characters and the playwright? **Debatable:** To what extent does the play suggest there are absolute standards of right and wrong in matters of personal and collective responsibility? How can art, specifically drama as an art form, drive social movement or development?		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
9	2: Express Yourself (A variety of literary and non-literary descriptive extracts)	Original composition	Communication Self-expression Audience imperatives	Orientation in time and space	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.	**Factual:** 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? **Conceptual:** How do writer's bring texts to life through language and structure? How can I learn about myself through writing? **Debatable:** 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.
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.	**Factual:** What are the main poetic devices used by poets to express ideas? **Conceptual:** Why might some poems seemingly 'fail' whilst others succeed? How do poets make use of the poetic form and poetic devices for creative endeavour? **Debatable:** 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.
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. .	**Factual:** What evidence suggests that we are becoming more reliant on screen-technology in our daily lives? **Conceptual:** How is our tech-mediated way of life impacting the individual and society? **Debatable:** 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.
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.	**Factual:** What strategies are employed by writers to express or showcase a character's 'difference'? **Conceptual:** How might literature teach us the value of seeing the world through another's eyes? **Debatable:** Do disability narratives exploit or inform? Explain.	Thinking Social	Literary analysis: theme, perspective, character development and depiction Essay writing Empathic writing
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10	1: Prose appreciation- and critical writing Novel study - 'To Kill a Mockingbird' Learning how to write a good literary response	Novel	**Perspective** Character Context	Fairness and Development	Writers deepen and extend our view of their worlds through choices in perspective.	**Factual:** What different perspectives manifest in the text? **Conceptual:** Which factors most influence writers' choices in perspective? **Debatable:** To what extent does perspective determine, or equate to, 'truth'?	Communication Thinking	Students will engage in a close reading of a novel. Students will establish a detailed understanding of the novel: its characters, setting, context, style, plot, themes. Students will consider the central themes and the main character's realisation of these. Students will practise leading discussions and activities on sections of the text. Students will write empathically. Students will develop their analytical skills regarding their analysis of literature and the ability to communicate these evaluations in formal writing. Discussing Empathic writing Synthesising information Structuring an argument

10	2: Be Persuaded Part 1	Analysis of adverts	Aesthetics Audience imperatives Purpose	Personal and Cultural Expression	It is important for a text's aesthetics to closely correspond with its intended purpose and audience.	**Factual:** What are common techniques used to persuade audiences? What Is a signature brand story and what are are the ingredients of a good one?What is the difference between adverts seeking social change and those that directly target the purchase of a product? **Conceptual:** How do texts *inspire*? Can we use the persuasive devices used to sell products to sell an idea for social change? **Debatable:** 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 examine examples of adverts as persuasive texts. They will create their own texts that seek to persuade. Students will spend a significant time analysing the techniques of persuasion utilised in advertisements. Emphasis will be specifically be 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 further develop their understanding of persuasion in texts according to different purposes and audiences. Students will examine signature brand and identify how it works. They will create their own text that seeks to persuade the audience regarding a particular belief or shift a commonly held pre-conception or promote certain values or belief. Analysis Producing a brand Creating a moving and still image work collaboratively and independently Analysing adverts as persuasive texts
10	3: World Literature: the universal and the unique through poetry	Poetry: 'Nothing's Changed' Search for my Tongue' 'Half Caste' 'Two Scavengers and a Truck' One free choice	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.	**Factual:** What is the effect of figurative language/poetic devices on a reader's understanding of a text? **Conceptual:** How does cultural context affect the creation of and response to a text? **Debatable:** 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.
10	4: Be Persuaded Part 2- Developing Argument	Argument	Aesthetics Audience imperatives Purpose Style	Fairness and Development	It is important for a text's language, structure and content to work together to persuade an intended audience.	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)? 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? Debatable question: does gun crime reveal something much deeper about societies which don't prohibit the use of guns ?	Communication Research	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.
10	5: Studying Drama '	Play	Aesthetics Character Genres Theme Character	Orientation in space and time	Playwrights consciously draw on key elements of genre to convey character and themes.	**Factual:** what are the key elements of tragedy? **Conceptual:** how far does good drama have to mind the conventions of traditional literary forms. How do playwrights consciously draw on key elements of the genre to convey pathos **Debatable:**do tragedies suggest are we responsible for our own fates?	Communication Thinking:	Students will learn how to read a drama text ('A View from the Bridge' by Arthur Miller) and understand the choices a playwright makes to aid purpose and meaning. They will especially consider key elements of a modern tragedy. Students will complete in depth analysis of particular extracts, and chart character and theme development. Students will complete intermittent quizzes and summaries to ensure solid comprehension of the text as well as acting out parts of the text to explore how dramatic devices are used to reveal character and themes. Dramatic literary terms. Figurative Language. Close analysis skills. Oral commentary introduction. Close analysis of dramatic devices used by playwright. Identification of genre ingredients.