

## Course Overviews MYP English Language and Literature, UWC Thailand 2018-2019

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	Content (topics / knowledge/ subject specific skills)
6	1: Read and write short stories	Short Stories	<b>Communication</b> Structure Genre	Personal and cultural expression	Students will investigate how writers use structure, description and character to explore conflict in short stories and in stories of their own.	<b>Factual:</b> What types of conflict are used in literature? <b>Conceptual:</b> How do writers construct short stories? <b>Debatable:</b> Do writers focus on one type of conflict in any given story?	Analysing literature and literary techniques. Planning creative writing effectively. Using literary techniques to create stories Four types of conflict (character vs self/environment/character, society). Freytag's Pyramid of dramatic structure.
6	2. Reflections of Me	Boy + Autobiography	Identity Point of View Context	Identities & Relationships	Students will inquire into how they can learn more about themselves by exploring different aspects of their identities and contexts.	<b>Factual:</b> What are the key skills needed to improve my writing using show and not tell? <b>Conceptual:</b> How does considering perspective help me tell better stories? <b>Debatable:</b> Does the use of dialogue help writers tell better stories?	Building on Freytag's Pyramid structures Looking at a variety of techniques in perspective (use of Roald Dahl as primary text) Dia
6	3: Our Poetry Journey: Poetry and the World Around Us	Poetry	Communication Perspective Point of view Creativity	Personal and cultural expression	Students will explore how poetry leads to self-discovery, both for readers and writers of poems		Application of poetic device, oratory technique Poetic Devices: alliteration, metaphor, simile, personification, onomatopoeia, rhyme, couplet, limerick, & oratory techniques
6	Frankenstein  Under Construction	Drama	Perspective, context, intertextuality.	Fairness and development	Students will discover and appreciate that real change happens when the stories we tell are identifiable.	<b>Factual:</b> What are the components of analytical writing? <b>Conceptual:</b> What does it mean to be a child and what should childhood be like? <b>Debatable:</b> How should communities respond to threats?	Class Text: Ender's Game by Orson Scott Card UNICEF Children's Rights (Cared for, Protected, Survival and Development) Logan's Run film Trailer  Analysis of Ideals vs. Reality (The ideal childhood vs reality & The UWCT childhood compared to Thailand)
6	5: Under Construction	New Unit + New Text	Under Construction	Under Construction	Under Construction	Under Construction	Under Construction
						<b>Factual:</b> <b>Conceptual:</b> <b>Debatable:</b>	
Grade	Unit Number and Title	Category + Book used	Key and Related Concepts	Global Context	Statement of Inquiry	Inquiry Questions	Content (topics / knowledge/ subject specific skills)
7	Unit 1  The Power of Story	Novel	Connection Point of View	Identities & Relationships	Fictional stories can help us better understand culture, customs and historical events.	<b>Factual:</b> What different points of view can be used when telling stories? <b>Conceptual:</b> How do other people's stories affect our understanding of the world in which we live? <b>Debatable:</b> How do stories influence our understanding of historical events positively or negatively?	Understanding how to annotate texts for comprehension and purpose. Understanding elements of a story. Applying critical reading Giving and taking in useful feedback. Using a Reader's Response Journal (RRJ) effectively
7	Unit 2  Descriptive Writing Journey * under development	Non fiction/ Descriptive	Creativity Intertextuality & Structure	Personal and cultural expression	Students will develop descriptive writing techniques, using figurative language and creating visual pictures with the written word.	<b>Factual:</b> What are the important components of any good story? <b>Conceptual:</b> Who is the real "owner" of a story, the writer or the reader? <b>Debatable:</b> Can a story incorporate more than one genre and still be successful?	Students will understand that creativity requires structure and flexibility. Using samples of different texts, students will identify the components of a variety of genres and use these to create their own stories in a collaborative project.
7	Unit 3  The Power of Persuasion	Non fiction	Communication Structure & Self-expression	Globalisation and sustainability		<b>Factual:</b> What are some common techniques used to persuade people? <b>Conceptual:</b> Why do writers and speakers use persuasive language?	Class Text: Seedfolks by Paul Fleischman  Understanding how people use a variety of methods to convince people to think or act in certain ways.

						<p><b>Debatable:</b> Is using persuasive rhetoric ethical or unethical?</p>	<p>Planning and building our own UWCT Seedfolks garden.</p> <p>Study of the benefits and disadvantages of gentrification.</p> <p>Study of types of community gardens.</p> <p>Grammar focus:</p> <p>Proper use of 3rd person narrative vs. first person narrative.</p> <p>Dialogue</p> <p>TipTop paragraphing</p>
7	<p>Unit 4</p> <p>So You Want to Be A Hero?</p> <p>* Under construction</p>	Film	<p>Identity</p> <p>Character &amp; Theme</p>	Identities and relationships	Students will inquire about the concept of a hero and how this is reflected in literature and the world around them.	<p><b>Factual:</b> What are considered heroic traits in literature?</p> <p><b>Conceptual:</b> What is your own heroic identity?</p> <p><b>Debatable:</b> What makes a hero?</p>	<p>Using samples of literary heroes from a variety of text types, graphic novels, manga and comic book heroes, students will analyse the literary hero.</p> <p>Students will then debate heroic types from their own favourite texts and compare them in a debate format.</p> <p>The final focus of the unit will be on hero creation.</p>
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8	1: Broken Dreams: Of Mice and Men	Novel	<p>Perspective</p> <p>Character Theme</p>	Fairness and development	Students will explore the ways in which perspective illuminates an understanding of character and theme in literary works.	<p><b>Factual:</b> What techniques do writers employ in order to introduce and develop themes?</p> <p><b>Conceptual:</b> To what extent can a writer's presentation of a fictional world change understandings of our own world?</p> <p><b>Debatable:</b> How far, and by what 'criteria', should - can - we 'judge' the actions of a novel's characters?</p>	<p>Literary context</p> <p>Literary analysis: setting, characterisation, theme</p> <p>Close critical reading</p> <p>Descriptive writing</p>
8	2: Media, Marketing & Advertising	Non-fiction reading	<p>Communication</p> <p>Audience imperatives Purpose</p>	Orientation in time and space	Students will explore how persuasive communication is driven by audience imperatives and purpose.	<p><b>Factual:</b> What are the conventions of a range of persuasive texts?</p> <p><b>Conceptual:</b> How does does target audience influence the way texts are produced and received?</p> <p><b>Debatable:</b> How far do different persuasive texts illustrate the power or the limits of communication?</p>	<p>Media manipulation</p> <p>Advertising conventions</p> <p>Audience interpretations</p> <p>Cultural 'messaging'</p>
8	3: Short Stories	Short stories	<p>Communication</p> <p>Structure Style</p>	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.	<p><b>Factual:</b> What are the core stylistic elements of a (successful) short story?</p> <p><b>Conceptual:</b> What roles are played by cultural, social and moral values in our judgement of short stories?</p> <p><b>Debatable:</b> In what ways might the short story form surpass the Novel?</p>	<p>The short story form</p> <p>Literary analysis: theme, form, style</p> <p>Creative writing</p>
8	4: Powerful Poetry	Poetry	<p>Creativity</p> <p>Self-expression Style</p>	Personal and cultural expression	Students will explore the ways in which poetry offers an outlet for creative choices in style and self-expression.	<p><b>Factual:</b> What are the driving themes in our poetry cluster?</p> <p><b>Conceptual:</b> How do emotions motivate the writing and reading of poetry?</p> <p><b>Debatable:</b> What continuing value does poetry offer us in a text- and tech- gorged society?</p>	<p>Poetic form</p> <p>Literary analysis: structure, tone, atmosphere</p> <p>Essay writing</p>
8	5: Multi-Modal Messaging: Maus	Graphic novel	<p>Connections</p> <p>Intertextuality Context</p>	Orientation in time and space	Students will explore how context and intertextuality animate connections in literary works.	<p><b>Factual:</b> What period and aspects of history does the text draw on?</p> <p><b>Conceptual:</b> Can literature teach us the past?</p> <p><b>Debatable:</b> How far can literary works capture difficult 'truths' about history?</p>	<p>Graphic novel conventions</p> <p>Multi-modal text forms</p> <p>Biographical writing</p>
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9	1: An Inspector Calls	Drama	<p>Perspective</p> <p>Character Context</p>	Fairness and development	Students will explore perspectives surrounding social responsibility and the importance of context and characters in its literary expression.	<p><b>Factual:</b> How does each character contribute to the central action of the play's plot?</p> <p><b>Conceptual:</b> What can we learn about our own beliefs, attitudes and values in response to the play's treatment of community?</p>	<p>Literary context</p> <p>Dramatic form and structure</p> <p>Literary and stylistic elements</p> <p>Close critical reading</p>

						<b>Debatable:</b> Are there absolute standards of right and wrong in matters of personal and collective responsibility?	
9	2: Express Yourself [Under Construction]	Original composition	Communication Self-expression Audience imperatives	Orientation in time and space	Students will explore different modes of communication as a vehicle for self-expression in meeting an audience's needs and desires.	<b>Factual:</b> What steps do I need to take in order to write an effectively for different audiences and purposes? <b>Conceptual:</b> How can I learn about myself through writing? <b>Debatable:</b> Are there any topics that are inappropriate or off-limits for wider audiences?	Aspects of personal descriptive writing The personal essay form Autobiographical writing Emotive vocabulary, tone and mood
9	3: Poetry + Culture [Under Construction]	Poetry	Creativity Genres Intertextuality	Orientation in time and space	Students will explore the relationships between poetry and different art forms with an appreciation of genre and the potential for creativity.	<b>Factual:</b> How do poets make use of the poetic form for creative endeavour? <b>Conceptual:</b> What makes one poem 'fail' and another succeed? <b>Debatable:</b> Is poetry the pinnacle of literary expression?	Different varieties and styles of poetry Close critical analysis: language, form and structure Connections between art and poetry Poetic explorations and depictions of culture
9	4: Online Life + Life Online	Non Fiction Reading + Writing	Connections Style Audience imperatives	Globalization and sustainability	Students will inquire into the connected nature of online communications and the distinctive style and audience engagement which governs readership and consumption.	<b>Factual:</b> What evidence suggests we are becoming more reliant on screen-technology in our daily lives? <b>Conceptual:</b> What possibilities lie in committing ourselves to a tech-mediated way of life? <b>Debatable:</b> What are the benefits and costs of our growing dependence on technology?	Retrieving and debating information / sources Critical evaluation 'Agenda', bias and propaganda Developing an argument
9	5: The Curious Incident of the Dog in the Night Time [Under Construction]	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> How might writers 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? <b>Debatable:</b> Do disability narratives exploit or inform?	Empathic writing Literary analysis: theme, perspective, purpose Essay writing
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10	1: The Many Lives of Discrimination: To Kill A Mockingbird	Novel	<b>Perspective</b> Character Context Point of view Theme	Fairness and Development	Students will inquire into how character development allows the reader to see contexts from different perspectives.	<b>Factual:</b> How are key features of novels such as character and setting essential to conveying major themes? <b>Conceptual:</b> How do we come to realise injustice? <b>Debatable:</b> In what ways are children more protected from the reality of discrimination and in what ways are they more vulnerable?	Students will engage in a close reading of the novel 'To Kill a Mockingbird' by Harper Lee. Students will establish a detailed understanding of the novel: its characters, setting, context, style, plot, themes. Students will consider the themes of prejudice, the specifics of the system of oppression of this place and the main character's realisation of this system as she become older and experiences significant events. 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.
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.	<b>Factual:</b> What are common techniques used to persuade audiences? <b>Conceptual:</b> How do texts <i>inspire</i> ? <b>Debatable:</b> Where does the balance between "what" and "why" lie in persuading?	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.
10	3: World Literature: the universal and the unique through poetry	Poetry	Culture Genres Theme	Orientation in Time and Space	Themes are often universal but culture and genre possess 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?	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 as well as short story. 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	Argumentative writing	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.	<p><b>Factual:</b> What are common techniques used to persuade audiences?</p> <p><b>Conceptual:</b> How do texts <i>inspire</i>?</p> <p><b>Debatable:</b> Where does the balance between "what" and "why" lie in persuading?</p>	<p>Students will further develop their understanding of persuasion in texts according to different purposes and audiences. Students will examine arguments and learn to write their own arguments</p> <p>Students will examine examples of persuasive texts that are directed at humour as well as belief. They will create their own text that seeks to persuade the audience regarding a particular belief or shift a commonly held pre-conception.</p> <p>Students will then also spend 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.</p>
10	5: 'A View from the Bridge'	Play	Identity Purpose Style	Identities and Relationships	Students will explore a modern tragedy and the writer's purpose and style to convey the key messages of the text.	<p><b>Factual:</b> how do playwrights consciously draw on key elements of the genre to convey pathos</p> <p><b>Conceptual:</b> how far does good drama have to mind the conventions of traditional literary forms.</p> <p><b>Debatable:</b> are we responsible for our own fates?</p>	<p>Students will practise the close reading of 'A View from the Bridge' by Arthur Miller. 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.</p>