

Course Overviews DP, UWC Thailand 2018-2019

All units taught in grades 11 and 12 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	Time Frame	Unit number and title	Approaches To Teaching + Learning skills taught / learnt / developed in this unit	Content (topics / knowledge/ subject specific skills)	Connections to TOK	Summative assessment
11	2 weeks	Introduction to Language and Literature	<p><i>Approaches to teaching -</i> Based on inquiry Developed in local and global contexts</p> <p><i>Approaches to learning -</i> Thinking skills targeted through discussion of shared and diverging language backgrounds and prior experience with literary reading and study.</p> <p>Communication skills targeted through focus on participatory engagement in class and initial mini-presentation tasks.</p>	<p>Learning Outcomes:</p> <p>1) Explore and develop our depth of self-expression and capacity to share perspectives on and through a range of language and literature texts.</p> <p>Introduction to core analysis skills - 'artful' reading and critical investigation of different:</p> <ul style="list-style-type: none"> • Themes • Purposes • Audiences • Text types • Perspectives • Contexts 	<p>How does my language use reflect my identity? How are my opinions, values and beliefs expressed in my different methods of communication with the people around me? What does it mean to approach language and literature critically? How is it possible to build a clear and convincing argument without directly stating our opinion?</p>	Introductory Writing Sample
11	17 weeks	Part 4 - Critical Study	<p><i>Approaches to teaching -</i> Focussed on conceptual understanding Informed by formative and summative assessment</p> <p><i>Approaches to learning -</i> Thinking skills targeted through ongoing analysis, evaluation and synthesis of ideas and commentary arising from literary study.</p> <p>Communication skills targeted through emphasis on developing oracy and fluency in critical literary analysis.</p> <p>Social skills targeted through varied teaching and learning strategies incorporating pairwork, groupwork and student-directed lessons.</p> <p>Self-management skills targeted through emphasis on developing positive learning behaviours in the negotiation of classwork, homework and ongoing project-based learning.</p> <p>Research skills targeted through scaffolded collaborative inquiry into the written and received</p>	<p>Learning Outcomes:</p> <p>1) Explore literary works in detail. 2) Analyse elements such as theme and the ethical stance or moral values of literary texts. 3) Understand and make appropriate use of literary terms.</p> <p>Achieved through detailed literary study of three (HL) / two (SL) texts from:</p> <ul style="list-style-type: none"> • Selected Poems, Margaret Atwood • The Handmaid's Tale, Margaret Atwood • Selected Poems, Keith Douglas • Selected Poems, Seamus Heaney • Selected Poems, Philip Larkin • All the Pretty Horses, Cormac McCarthy • Atonement, Ian McEwan • Nutshell, Ian McEwan • Selected Poems, Les Murray 	<p>Why do we read literature? What makes 'good' literature? What is 'art' in literature? What are the limits of plot and storytelling? What pathways towards knowledge are opened up through the separation of artist and text?</p>	Creative written task Individual Oral Commentary (IOC)

			contexts of our set texts.			
11	16 weeks	Part 1 - Language in Cultural Context	<p><i>Approaches to teaching -</i> Based on inquiry Differentiated to meet the needs of all learners</p> <p><i>Approaches to learning -</i> Thinking skills targeted through discussion and examination of complex, ambiguous topics and the formulation of reasoned critical responses.</p> <p>Communication skills targeted through emphasis on developing capacity to explain, interrogate and deconstruct diverse cultural phenomena effectively both orally and in writing.</p> <p>Social skills targeted through regular collaborative presentations, inquiry assignments and in-class pair and groupwork.</p> <p>Self-management skills targeted through negotiation of weekly readings and watchings, in tandem with preparation for submission / delivery of written tasks and the Further Oral Activity.</p> <p>Research skills targeted through examination of primary texts in tandem with competing sources and investigation of the impact of cultural and contextual factors.</p>	<p>Learning Outcomes:</p> <ol style="list-style-type: none"> 1) Analyse how audience and purpose affect the structure and content of texts. 2) Analyse the impact of language changes. 3) Demonstrate an awareness of how language and meaning are shaped by culture and context. <p>Achieved through detailed critical examination of a cluster of language topics from:</p> <ul style="list-style-type: none"> • Gender • Sexuality • Communities • The individual • Power • Evolution • Translation • Knowledge • Social relations • Belief • Taboo 	<p>To what extent can texts - and our interpretations - ever be free of cultural bias? How far do we have an ethical duty to encourage or prevent the spread of English? What is the interplay of deductive and inductive reasoning in our interpretation of texts? How far is our judgement of authenticity, accuracy and reliability of a text governed by our sense perception, language, emotion and reason? What is the nature of the correlation between language and behaviour?</p>	Creative written task Further Oral Activity (FOA)
12	12 weeks	Part 2 - Language and Mass Communication	<p><i>Approaches to teaching -</i> Based on inquiry Focussed on effective teamwork and collaboration</p> <p><i>Approaches to learning -</i> Thinking skills targeted through discussion and examination of complex, ambiguous topics and the formulation of reasoned critical responses.</p> <p>Communication skills targeted through emphasis on developing capacity to explain, interrogate and deconstruct multiple language topics effectively both orally and in writing.</p> <p>Social skills targeted through regular collaborative presentations, inquiry assignments and in-class pair and groupwork.</p> <p>Self-management skills targeted through</p>	<p>Learning Outcomes:</p> <ol style="list-style-type: none"> 1) Examine different forms of communication within the media. 2) Show an awareness of the potential for educational, political or ideological influence of the media. 3) Show the way mass media use language and image to inform, persuade or entertain. <p>Achieved through detailed critical examination of a cluster of relevant language topics from:</p> <ul style="list-style-type: none"> • Textual bias • Stereotypes • Popular culture • Speeches and campaigns • The State • Media institutions • Editing 	<p>To what extent does / can the media both reflect and determine the state of a nation? How can we measure the effectiveness of marketing and advertising? How far does knowledge correlate with 'truth' in everyday media? Are there justified limits to what we can claim to know? How far do different ways of knowing determine our engagement with different media?</p>	Critical written task Further Oral Activity (FOA)

			<p>negotiation of weekly readings and watchings, in tandem with preparation for submission / delivery of written tasks and the Further Oral Activity.</p> <p>Research skills targeted through critical investigation of news and media sources and evaluation of information, evidence and interpretation from diverse contexts.</p>	<ul style="list-style-type: none"> • Persuasive language • Arts and entertainment 		
12	15 weeks	Part 3 - Texts and Contexts	<p><i>Approaches to teaching</i> - Focussed on conceptual understanding Differentiated to meet the needs of all learners Informed by formative and summative assessment</p> <p><i>Approaches to learning</i> - Thinking skills targeted through ongoing analysis, evaluation and synthesis of ideas and commentary arising from literary study.</p> <p>Communication skills targeted through emphasis on developing oracy and fluency in critical literary analysis.</p> <p>Social skills targeted through varied teaching and learning strategies incorporating pairwork, groupwork and student-directed lessons.</p> <p>Self-management skills targeted through emphasis on sustaining and strengthening positive learning behaviours in the navigation of classwork, homework and ongoing project-based learning.</p> <p>Research skills targeted through scaffolded collaborative inquiry into the written and received contexts of our set texts and associated small-scale studies.</p>	<p>Learning Outcomes:</p> <ol style="list-style-type: none"> 1) Consider the changing historical, cultural and social contexts in which particular texts are written and received. 2) Demonstrate how the formal elements of the text, genre and structure can not only be seen to influence meaning but can also be influenced by context. 3) Understand the attitudes and values expressed by literary texts and their impact on readers. <p>Achieved through detailed literary-contextual study of three (HL) / two (SL) texts from:</p> <ul style="list-style-type: none"> • His Bloody Project, Graeme Macrae Burnet • A Doll's House / Ghosts, Henrik Ibsen • Selected Stories, Witi Ihimaera • The Poisonwood Bible, Barbara Kingsolver • Enduring Love, Ian McEwan • All My Sons, Arthur Miller • Fathers and Sons, Ivan Turgenev 	<p>To what extent are literary texts inseparable from their original written contexts? How are our understandings of texts affected by their various historical, social and cultural contexts? When does a text become 'literature'? What is the interplay of reason and emotion in our meaning-making production of canonical works? If meaning is inherently unstable, conditional on the contexts of the text and reader, how can we ever determine what a text means?</p>	Creative written task Paper 2