

Unit title	Key concept	Related concepts	Global context	Statement of inquiry	Objectives	ATL skills	Content
Unit 1 – Welcome to my world September - November	Creativity	Purpose	<u>Identities and relationships</u>	We can use language to describe and define happiness and intelligence and only then can we work towards a fulfilling personal future in a global context.	A i, ii, iii B i, ii, iii C i, ii, iii, iv D i, ii, iii, iv	<u>Social skills</u> 2.1.2 Practise empathy 2.1.4 Help others to success 2.1.6 Manage and resolve conflict 2.1.9 Listen actively to other perspectives and ideas 2.1.13 Give and receive meaningful feedback <u>Thinking skills</u> 5.1.2 Gather and organise relevant information to formulate an argument 5.1.4 Interpret data 5.1.11 Formulate factual, topical, conceptual and debateable questions 5.1.12 Consider ideas from multiple perspectives <u>Communication skills</u> 1.2 Use intercultural understanding to interpret communication 1.3 Use a variety of speaking techniques to communicate with a variety of audiences 1.11 Read critically and for comprehension	<u>Topic</u> What makes teenagers happy? <u>15 tips for teens to lead happier lives</u> “A Mad Tea Party” from <u>Alice in Wonderland</u> (the novel excerpt and the film) Familiarizing students with different periods (Victorian England) <u>Knowledge</u> <u>Discipline specific</u> Students will use a number of language and literature related terms, such as novel, narrator, plot, character, setting, point of view, theme, style. <u>Skills</u> <u>Oral communication</u> Formative oral and interactive skills – role play – Wycliffe and friends Discussing the extract with attention to detail <u>Written communication</u> Reading and writing Writing a bio-poem Comprehension questions Vocabulary extension – learning new vocabulary and using it in new sentences written by students Writing a reading comprehension test <u>Visual communication</u> Bio-poems displayed on the board

<p style="text-align: center;">Unit 2 – Growing up November – February</p>	<p style="text-align: center;">Perspective</p>	<p>Context Voice</p>	<p><u>Identities and relationships</u></p>	<p>Literature gives voice to transcultural issues, allowing individuals to reflect on their beliefs and values from their own time perspective and context.</p>	<p>B i, ii, iii C i, ii, iii, iv D i, ii, iii, iv</p>	<p><u>Communication skills</u> Students consider the concept of boarding schools and express their opinion on how they fit different societies</p> <p><u>Research skills</u> Students explore the Internet and other reliable sources on the history of boarding schools and their effect on the development of young individuals</p> <p><u>Thinking skills</u> Students read critically and for comprehension (the novel and short story-individual home reading and answering questions)</p> <p>Students use and interpret a range of discipline-specific terms (literary terms - brainstorming, writing definitions and revising using students’ prior knowledge) Students analyse and evaluate issues and ideas</p>	<p><u>Topic</u> The Catcher in the Rye by J. D. Salinger A Private Talk with Holly by Henry G. Felsen</p> <p><u>Knowledge</u> Contextual background of the US 1950s: post-war themes; cold war; media and entertainment; American Dream; consumerism</p> <p><u>Discipline specific</u> Style –use of symbols, teenage slang, colloquial language and 1st person’s point of view</p> <p><u>Oral communication</u> Discussion: social norms and values in different societies Oral presentations and interpretations of assigned issues Using appropriate register in formal and informal communication Discussing the topic of teen depression Making connections to the key concept in discussions</p> <p><u>Written communication</u> Reading the whole novel with attention to detail “What” and “how” questions for close reading Answering reading comprehension and essay-type questions Creative writing – potential scene which never happened in the novel</p> <p><u>Visual communication</u> Role play – acting out key scenes</p>
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<p style="text-align: center;">Unit 3 – No man is an island March – May</p>	<p style="text-align: center;">Connections</p>	<p>Setting</p> <p>Idiom</p>	<p><u>Orientation is space and time</u></p>	<p>The setting of a text and the idiom impact readers' understanding of the connections between humans and their personal histories, and epochs and historical turning points.</p>	<p>A i, ii, iii B i, ii, iii C i, ii, iii, iv D i, ii, iii, iv</p>	<p><u>Research skills</u> Students research reliable sources for information to be used in the presentations on the Great Depression</p> <p><u>Information literacy</u> Students prepare Power Point presentations on the Great Depression</p> <p><u>Thinking skills</u> Students make comparisons of the economic crises in different periods</p> <p>Recognize unstated assumptions</p> <p><u>Communication skills</u> Students learn how to express their opinion using a different register</p>	<p><u>Topic</u> <u>Of Mice and Men</u> by John Steinbeck, the novel and the film</p> <p><u>Knowledge</u> Introduction to the Great Depression and the American Dream (the 1920'and the 1930s) Thematic and contextual terms: Great Depression, American Dream, Dust Bowl, migration, moral and ethical judgement, mercy killing, empathy, human dignity – class research Setting – communicating mood and atmosphere</p> <p><u>Discipline specific</u> Setting- How does setting impact reader's understanding of the issues from the novel Structure (play-novelette) Style Compare and contrast approach Creative assignment</p> <p><u>Skills</u> <u>Oral communication</u> Discussion and considering the concept of human dignity, moral reasoning and ethical judgment, as well as the importance of dreams Role-play</p> <p><u>Written communication</u> Reading critically and for comprehension Writing for different purposes, playing with idiom Considering the influence of the setting on individuals</p> <p><u>Visual communication</u> "Back in time" project</p>
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<p style="text-align: center;">Unit 4 – Choice and impact May – June</p>	<p style="text-align: center;">Creativity</p>	<p>Voice Word choice</p>	<p><u>Personal and cultural expression</u></p>	<p>Careful word choice not only enables us to create and let our voice be heard, but also facilitates out personal expression.</p>	<p>A i, ii, iii B i, ii, iii C i, ii, iii, iv D i, ii, iii, iv</p>	<p><u>Self-management skills</u> Organisation – students keep a reading journal to record their thoughts and reflections</p> <p><u>Critical thinking</u> Close reading and considering the impact of writers’ artistic choices Analysing and interpreting texts by exploring the conventions of literary craft and their impact on the reader</p> <p><u>Transfer</u> Combining knowledge, understanding and skills to create products or solutions based on careful consideration of word choice and applying them in the creative process</p> <p><u>Reflection skills</u> Answering self-reflection/self-evaluation sheet questions at the end of the unit</p>	<p><u>Content</u> A selection of mystery short stories Agatha Christie’s Poirot, film</p> <p><u>Knowledge</u> <u>Discipline specific</u> Students will use critically a number of discipline specific terms, key and related concepts. Short story as a literary genre and revision of literary genres and literary terminology Scaffolding: writing a short story (questions at the beginning, in the middle and at the end)</p> <p><u>Skills</u> <u>Oral communication</u> Analysing conventions and word choice used in the studied short stories Discussing creativity and personal expression Providing arguments for specific word choices in order to use language accurately and effectively</p> <p><u>Written communication</u> Reading for detail and answering reading comprehension questions Students write their own short stories</p> <p><u>Visual communication</u> Creating mind maps when planning their stories</p>
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<p>Unit 1 - Whose life is it indeed?</p> <p>September – November</p>	Identity	<p>Empathy</p> <p>Argument</p>	<u>Identities and relationships</u>	Literature teaches us empathy and how to define and defend our identity and human dignity by means of personal affirmation and argument.	<p>A i, ii, iii</p> <p>B i, ii, iii</p> <p>C i, ii, iii, iv</p> <p>D i, ii, iii, iv</p> <p>Students deliver a PPT</p> <p>Presentation on a selected moral issue</p> <p>Students write an argumentative essay in class on the topic they presented</p>	<p><u>Thinking skills</u></p> <p>Students interpret data provided in the play</p> <p><u>Affective skills</u></p> <p>Students practice showing empathy and investing time and energy into understanding others' emotions</p> <p><u>Research skills</u></p> <p>Students explore the topic of euthanasia</p> <p>Students seek a range of arguments from multiple and varied reliable sources to produce valid arguments in written and oral communication</p> <p><u>Communication skills</u></p> <p>Students use a variety of sources to produce and deliver a PowerPoint presentation on a sensitive moral issue</p>	<p><u>Content</u></p> <p><u>Whose Life Is It Anyway?</u> (a play by Brian Clark)</p> <p><u>The Intouchables</u>, a film by Olivier Nakache and Eric Toledano</p> <p><u>Knowledge</u></p> <p><u>Discipline specific</u></p> <p>Students revise and identify conventions of a play</p> <p>Students analyse specific information and ideas presented in both visual and written texts</p> <p><u>Written communication</u></p> <p>Reading comprehension questions</p> <p>Interpreting quotes</p> <p>End-of-unit essay</p> <p><u>Oral communication</u></p> <p>Class discussions on controversial ethical issues such as euthanasia, abortion, and freedom of choice</p> <p><u>Visual communication</u></p> <p>Role-play: acting out key scenes (empathy and argument for the trial)</p> <p>PowerPoint presentations</p>

<p style="text-align: center;">Unit 2- The pen is mightier than the sword</p> <p style="text-align: center;">December - February</p>	<p style="text-align: center;">Communication</p>	<p>Message Bias</p>	<p><u>Personal and cultural expression</u></p>	<p>Nowadays it is essential that we develop skills to evaluate the message around us, and decipher different forms of communication that present personal and cultural expression, to understand whether they encourage biased positions and to judge how ethical they are.</p>	<p>C i, ii, iii, iv D i, ii, iii, iv</p>	<p><u>Thinking skills</u> Students interpret information provided in the novel and on the Internet in connection with the period when the novel was created</p> <p><u>Creative-thinking skills</u> Students apply their pre-existing knowledge to generate ideas on how to create a videoclip Students will produce original work</p> <p><u>Communication skills</u> Students practice their verbal skills in expressing their opinions on the theme of the novel. Students use selectively a range of discipline-specific terms such as utopian/dystopian and SF genre</p> <p><u>Research skills</u> Students search for reliable information on the banned books</p> <p><u>Transfer skills</u> Students combine knowledge, understanding and skills to create an original promotional campaign</p>	<p><u>Content</u> <u>The Pedestrian</u> by R. Bradbury An excerpt from “<u>The Book Thief</u>” by Marcus Zusak <u>Fahrenheit 451</u> by R. Bradbury (the novel and the film) Propaganda techniques <u>Knowledge</u> <u>Discipline specific</u> Terminology (utopia/dystopia, SF genre) Language used to influence our behaviour How do we detect bias? <u>Written communication</u> Reading and writing Answering reading comprehension questions Vocabulary extension – learning new vocabulary Drafting a promotional campaign <u>Oral communication</u> Class discussions on the issues of propaganda and advertisement, censorship through history Putting a book on trial – interactive oral task <u>Visual communication</u> PowerPoint presentations Promotional campaign task</p>
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<p style="text-align: center;">Unit 3 – Being different</p> <p style="text-align: center;">March - April</p>	<p style="text-align: center;">Creativity</p>	<p>Purpose</p> <p>Stylistic choices</p>	<p><u>Fairness and development</u></p>	<p>The purpose of persuasive texts is to influence our behaviour, decisions and development by means of creative use of language and stylistic choices.</p>	<p>B i, ii, iii C i, ii, iii, iv D i, ii, iii, iv</p>	<p><u>Communication skills</u> Students practice exchanging thoughts, messages, and information effectively through interaction</p> <p><u>Critical-thinking skills</u> Students gather and organise relevant information to formulate an argument</p> <p><u>Organisation skills</u> Students plan their short-term and long-term activities to meet deadlines</p> <p><u>Creative-thinking skills</u> Students write a convincing diary entry Students apply their existing and newly acquired knowledge to create a product related to the book</p>	<p><u>Content</u> <u>Don't You Dare Read This Mrs. Dunphrey</u> by Margaret Peterson Haddix</p> <p><u>Knowledge</u> <u>Discipline specific</u> Writing a diary entry Diary entry vs blog (similarities and differences) Studying stylistic choices on a number of diary entries and blogs Vocabulary connected with technology, blog, bloggers, vlogs diary entry Initial discussion on the ways in which life is not fair. Using indirect questions to be polite</p> <p><u>Written communication</u> Reading comprehension questions Demonstrating comprehension of specific factual information and attitudes Stylistic choices that permeate writing for a specific audience</p> <p><u>Oral communication</u> Using indirect questions to be polite Discussion on the controversial issues raised by the novel (parental neglect and child abandonment, shoplifting, sexual harassment at an after-school job)</p> <p><u>Visual communication</u> Literature response tic-tac-toe activities - creative assignment task related to the book (designing the book cover /writing a letter to the author/ drawing a scene from the book...)</p>
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<p style="text-align: center;">Unit 4 – Lend me your ears</p> <p style="text-align: center;">May - June</p>	<p style="text-align: center;">Connections</p>	<p>Audience Inference</p>	<p>Globalization and sustainability</p>	<p>Nowadays the effects of one’s explicit and inferred messages can connect with global audiences.</p> <p>analysing the purpose and effect of speeches delivered on a specific occasion and examining their effect on the global level</p>	<p>A i, ii, iii B i, ii, iii C i, ii, iii, iv D i, ii, iii, iv</p>	<p><u>Thinking skills</u> Students actively analyse speeches searching for persuasive techniques, argumentation, and inference</p> <p><u>Communication skills</u> Students interpret and use effectively modes of verbal and non-verbal communication Students analyse written and delivered speech samples</p> <p><u>Social skills</u> Students practice listening to each other and expressing their own opinion</p> <p><u>Creative-thinking skills</u> Students apply acquired knowledge to create original speeches</p>	<p><u>Content</u> <u>Animal Farm</u> by G. Orwell</p> <p><u>Speeches</u> <u>Queen Elizabeth I’s speech to the troops at Tilbury in 1588</u> <u>“Friends, Romans, countrymen”</u> speech delivered by Mark Antony in the play <i>Julius Caesar</i> (III.2) by William Shakespeare (1599) <u>Abraham Lincoln’s The Gettysburg Address</u> (1863) <u>Chief Joseph 1877 surrender speech</u> <u>I Have A Dream</u> by Dr Martin Luther King, Jr. (1963) <u>Malala Yousafzai UN Speech</u> (2013) <u>Barack Obama’s 2008 speech on race</u> <u>Greta Thunberg 2019 UN Climate Action Summit Speech</u></p> <p><u>Knowledge</u> <u>Discipline specific</u> Tenses in context Concept of target audience <u>Written communication</u> Reading for the general idea and for detail, as well as for inferred meaning (reading “between the lines) Comparing and contrasting speeches <u>Reading comprehension</u>: Steve Job’s Commencement Speech Writing a speech for a specific occasion <u>Oral communication</u> Delivering a speech, speaking to convince <u>Visual communication</u> Body language</p>
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