



Ecole Internationale Provence-Alpes-Côte d'Azur



## **Forward Planning**

### **Long-Term Semester Planning**

**Academic Year: 2020-2021**

**Class: S3**  
**Subject: Ethics**  
**Teacher: Veronica Pinches**  
**No. Students: 20**

## Curriculum – Long-Term Planning 2020-2021

Date	Learning Objectives	Activities	Resources	Key Competences*	Learning Outcomes / Assessment
<b>7 Weeks</b> (3 <sup>rd</sup> September-16th October).	<p><b><u>Human and Children's Rights</u></b></p> <p><b><i>Welcome back to school after lockdown</i></b></p> <p>To be able to understand and explain the difference between rights and duties.</p> <p>To be able to understand what Human Rights and Children's rights are.</p> <p>To be able to express our feelings both oral</p>	<p><b><u>Human and Children's Rights</u></b></p> <p><i>Activities will be differentiated in class through questioning, seating, and tasks</i></p> <p><i>Cross curricular link to English and debate with Mrs Wraith</i></p> <p>Class discussions, group work and activities based on what is meant by "It is my right to...", "It is my duty to...."?</p> <p>My rights and duties in my family, at school, outside school Children's rights in the world Human rights</p>	<p>Powerpoint Paper ICT room</p> <p>Powerpoint Paper Files, pens and pencils</p>	<p><b>Personal, Social and Learning to Learn</b></p> <p><b>Literacy</b></p> <p><b>Cultural Awareness and Expression</b></p>	<p><b><i>Formative assessment</i></b></p> <p><i>Students will self and peer evaluate their work during class. Formative assessment will be used continuously</i></p> <p>To reflect, understand To understand and explain the difference between rights and duties.</p> <p>To define and understand what Human Rights and Children's rights are. .</p> <p>To express our feelings both orally and in writing.)</p> <p>To listen to other points of view To respect differences To show respect towards</p>

	<p>and in written form. (</p> <p>To be able to listen to other points of view</p> <p>To be able to respect differences</p> <p>To be able show respect towards others</p> <p>To be able to be aware of their own responsibilities towards themselves and others.</p> <p>To be able to understand that their actions have consequences.</p>	<p>Reflection on rights and duties starting at home and school.</p> <p>Exploring the UN and Unicef articles.</p> <p>Are all rights equal?</p> <p>Students researching and interpreting in groups UN and Unicef articles education, health, sanitation etc from two contrasting countries.</p> <p>Link to English and Human Sciences - News articles and accuracy and reliability of articles.</p>	<p>Worksheets</p>		<p>others</p> <p>To be aware of their own responsibilities towards themselves and others.</p> <p>To understand that their actions have consequences.</p> <p>To find arguments and documents to support their own opinion.</p> <p>To define and</p>
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<p><b><u>Independence and Responsibility</u></b> 5 Weeks (2<sup>nd</sup> November - 5<sup>th</sup> December)</p>	<p><b><u>Independence and Responsibility</u></b>  (Cross Curricular link to English and History analyses, Law and Order and career advice)</p> <p>To be able to define and demonstrate what we mean by independence and responsibility.</p> <p>To be able to find arguments and documents to support their own opinion</p> <p>To be able to listen to other points of view</p> <p>To be able to respect differences</p> <p>To be able to be aware of their own responsibilities towards themselves and others.</p> <p>To be able to understand that their</p>	<p><b><u>Independence and Responsibility</u></b></p> <p>Class discussions and activities based around taking responsibility for ourselves and reflect upon how we have become more independent throughout our lives. How to take responsibility in our daily decisions. To discuss and link activities to resilience when we are struggling in our responsibilities to others or at work.</p> <p>Role Play and looking at scenarios in groups. Link to decision that need to be made for our future relate to</p>	<p>Powerpoints Paper Video clips News clips and articles ICT room Files, pens and pencils Worksheets</p>	<p><b>Personal, Social and Learning to Learn Citizenship Cultural Awareness and Expression.</b></p>	<p>demonstrate what we mean by independence and responsibility.</p> <p>To find arguments and documents to support their own opinion</p> <p>To listen to other points of view To respect differences To show respect towards others To be aware of their own responsibilities towards themselves and others. To understand that their actions have consequences.</p> <p><b>Formative Assessment</b></p>
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<p><b>The generation gap</b> <u>5th<sup>d</sup> - 18th December</u></p>	<p>actions have consequences.</p> <p><b>The generation gap</b></p> <p>To be able to define what is meant by the generatuin gap.</p> <p>To be able to reflect and understand about the different experiences and perspectives of each generation.</p> <p>To be able to respect differences</p> <p>To be able show respect towards others</p> <p>To be able to be aware of their own responsibilities towards themselves and others.</p> <p>To be able to understand that their actions have</p>	<p>options for the Pre Bacc cycle.</p> <p><b>The generation gap</b></p> <p>(Cross curricular link to history and English).</p> <p>Preparation for the Christmas market.</p> <p>Class activites and discussion based on the generation gap. Interviews with grandparents and parents. Looking at different perspectives from the past through new articles.</p>	<p>Powerpoints Paper Video clips Files, pens and pencils Worksheets News articles</p>	<p><b>Personal, Social and Learning to Learn</b> <b>Citizenship</b> <b>Cultural Awareness and Expression</b> <b>Entrepernship</b></p>	<p>To define what is meant by the generation gap</p> <p>To reflect and understand about the different experiences and perspectives of each generation</p> <p>To listen to other points of view To respect differences To show respect towards others To be aware of their own responsibilities towards themselves and others. To understand that their actions have consequences.</p>
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<p><b>Girl/boy, male/female stereotypes 7 weeks (8<sup>th</sup> March – 2<sup>nd</sup> April, 2020).</b></p>	<p>consequences.</p> <p><b>Girl/boy, male/female stereotypes</b></p> <p>To be able to respect differences To be able to show respect towards others To be able to be aware of their own responsibilities towards themselves and others.</p> <p>To be able to understand that their actions have consequences.</p> <p>To be able to make sound and reasonable moral judgments based on democratic and humanistic</p>	<p><b>Girl/boy, male/female stereotypes</b></p> <p>.</p> <p>Discussion and activities linked to stereotyping and sexism. Link to students' own experiences and cultural awareness. Students to look at articles and be able to identify stereotypes. Reflect on our own perceptions</p>	<p>Powerpoints Photographs Paper Video clips Files, pens and pencils Worksheets Scenario sheets News articles</p>	<p><b>Personal, Social and Learning to Learn Citizenship Literacy (reading and writing) Cultural awareness</b></p>	<p>To show respect towards others To be aware of their own responsibilities towards themselves and others. To understand that their actions have consequences.</p> <p>To make sound and reasonable moral judgments based on democratic and humanistic values.</p> <p>To understand the importance of sharing a problem</p> <p>To show respect</p>
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<p><b><u>Feelings, emotions, love</u></b>  <b><u>Sexuality</u></b>  <b><u>12<sup>th</sup> April –</u></b>  <b><u>21<sup>st</sup> May</u></b></p>	<p>values.</p> <p><b><u>Feelings, emotions, love and Sexuality</u></b></p> <p>To be able to understand the importance of sharing a problem</p> <p>To be able to show respect towards others</p> <p>To be able to be aware of their own responsibilities towards themselves and others.</p> <p>To be able to understand that their actions have consequences</p> <p>To be able to reflect and identify our different emotions.</p>	<p><b><u>Feelings, emotions, love and Sexuality</u></b></p> <p>Class activities and discussions based on our changing emotions and feelings. Relate to students experiences the different types of friendship, love and sexuality. How to recognise and express our feelings and emotions towards others.</p> <p>Group work discussing different scenarios. Work related to how we have to control our emotions and feelings. Respecting our bodies and learning to say no, if we are uncomfortable.</p>			<p>towards others</p> <p>To be aware of their own responsibilities towards themselves and others.</p> <p>To understand that their actions have consequences</p> <p>To reflect and identify our different emotions</p>
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<p><b><u>Just say no!</u></b></p> <p><b><u>21stMay – 18<sup>th</sup> June</u></b></p>	<p><b><u>Just say no!</u></b></p> <p>To be able to identify and explain the dangers of smoking, drinking alcohol and taking drugs.</p> <p>To be able to understand about effects of addictions on our bodies and mental health.</p> <p>To be able to understand organisations and professionals who can help us.</p>	<p><b><u>Just say no!</u></b></p> <p><i>Cross curricular links to Integrated Science, geography and PE. Links with healthy eating, exercise and resilience.</i></p> <p>A talk and discussion with the school nurse about addictions and the dangers of smoking, drinking alcohol and taking drugs.</p> <p>Group project work to research one topic on the subject to present to the rest of the class.</p>	<p>Powerpoints Photographs Paper Video clips Files, pens and pencils Worksheets Information sheet Paper plates</p>	<p><b>Personal, Social and Learning to Learn Citizenship Literacy (reading and writing) Cultural Awareness and Expression</b></p>	<p>To identify and explain the dangers of smoking, drinking alcohol and taking drugs.</p> <p>To understand about effects of addictions on our bodies and mental health.</p> <p>To understand organisations and professionals who can help us.</p> <p><b><i>Formative assessment Group presentation</i></b></p>
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	<p><b><u>Ethics with the International Section</u></b>          To be able to make sound and reasonable moral judgments based on democratic and humanistic values.</p> <p>To be able to respect differences          To be able to show respect towards others          To be able to be aware of their own responsibilities towards themselves and others.          To be able to understand that their actions have consequences.</p>	<p><b><u>Ethics with the International Section</u></b></p> <p>Learning to work in groups and not just friendship groups</p> <p>Anti bullying projects          Our changing emotions and bodies.</p> <p>Responsibilities, duties and rights.</p>		<p><b>Personal, Social and Learning to Learn          Citizenship          Literacy (reading and writing)          Digital technology</b></p>	<p>To make sound and reasonable moral judgments based on democratic and humanistic values.</p> <p>To respect differences</p> <p>To show respect towards others          To be aware of their own responsibilities towards themselves and others.          To understand that their actions have consequences.  <b>Formative assessment based on</b></p>
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					<b>individual work and contributions to class and group discussions</b>
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Link to 8 key competences:

1. Literacy (reading and writing)
2. Multilingualism
3. Mathematics, Science, Technology and Engineering
4. Digital
5. Personal, Social and Learning to Learn
6. Citizenship
7. Entrepreneurship
8. Cultural Awareness and Expression