



Ecole Internationale Provence-Alpes-Côte d'Azur



Forward Planning

Long-Term Semester Planning

Academic Year: 2020-2021

Class: S3

Subject: English L1

Teacher: Anne Wraith

No. Students: 21

Curriculum – Long-Term Planning

| Date | Learning Objectives | Activities | Resources | Key Competences | Learning Outcomes / Assessment |
|-------------------------------|---|--|---|--|--|
| Beginning to end of September | <p>Truth, lies and the art of persuasion</p> <p>Understand how to differentiate between fact, fake news and opinion.</p> <p>Recognise arguments, and identify both written and spoken persuasive techniques (rhetoric).</p> <p>Conduct independent research on the internet and identify effective and reliable sources.</p> <p>Prepare, present and support arguments in an oral debate.</p> <p>Compose an argumentative essay.</p> | <p>Quiz – can you spot fake news?</p> <p>Listening to debates and speeches, reading newspaper articles and identifying techniques.</p> <p>Choosing and preparing debate topics followed by group debates.</p> <p>Writing workshop – how to write a structured essay.</p> | <p>Newspaper articles based on current affairs. blogs, podcasts, internet news websites, You Tube various other media.</p> <p>Factitious.augamestudio.com</p> <p>Teachingkidsnews.com</p> <p>Online debate websites – text-based and video supports.</p> <p>Top 7 Debaters – You Tube</p> <p>Worksheets on how to write a structured essay.</p> | <p>1 3 4 5 6 7 8</p> | <p>Students will improve their critical reading skills. Individual reading comprehension assessment.</p> <p>Students will work in teams in order to learn how to conduct effective internet research, become discerning readers, find reliable facts and use rhetoric in order to be persuasive debaters. Group oral debate - individual assessment. Audience participation and vote for winners.</p> <p>Students will understand the necessity for clear, structured and supported written arguments.</p> <p>Written argumentative essay individual assessment.</p> |



| | | | | | |
|------------------------------|---|---|---|----------------------------------|---|
| <p>First half of October</p> | <p>Introduction to the Gothic genre – Edgar Allan Poe's poetry and prose</p> <p>Recognise Gothic conventions.</p> <p>Conduct effective and targeted research and take useful notes.</p> <p>Collaborate in order to create an informative and eloquent mini-biography.</p> <p>Develop critical response to poetry.</p> <p>Develop rudimentary comparing and contrasting skills when reading poetry.</p> | <p>Short film viewing - an audio visual and text-based introduction to the Gothic genre</p> <p>Individual internet research on Edgar Allan Poe's life followed by collaborative feedback and writing</p> <p>Poetry reading - personal response and discovery of analytic toolbox.</p> <p>Writing workshop – comparing and contrasting poems</p> | <p>Pictures, texts and short films showing Gothic conventions in literature.</p> <p>Selected internet sites on Edgar Allan Poe</p> <p>Annabel Lee and poetry analysis glossary</p> <p>Annabel Lee and a poem of personal choice on same theme</p> | <p>1 3 4 5 8</p> | <p>Students will recognize the Gothic literary and film conventions</p> <p>Students will hone their research and writing skills. Mini-biography oral presentation and peer assessment.</p> <p>Students will develop creative writing skills. A short poem on the theme of love and loss – written assessment.</p> <p>Students will begin to explore critical analysis in poetry. Poetry appreciation and comparison – written assessment.</p> |
| <p>October holidays work</p> | <p>Students will read a short Edgar Allan Poe story and write a book report.</p> <p>Students will read The Graveyard Book.</p> | | | | <p>Students will develop reading skills.</p> |



| | | | | | |
|---------------------------------------|--|---|--|--|---|
| <p>Early November to Mid December</p> | <p><u>Modern Gothic</u></p> <p>Explore character, theme and language in a modern Gothic novel.</p> <p>Recognise Gothic elements.</p> <p>Chart plot and character development and study the story arc.</p> <p>Explore how language has changed throughout history.</p> | <p>Personal reading project during Toussaint holidays followed by exploration of author's life and in-depth text study of Chapter One in class.</p> <p>Powerpoint (or equivalent) Chapter presentation in groups.</p> <p>Effective summarising (story mountain). Character portraits and development. Analysis of descriptive techniques. Themes. Language awareness – history of spoken language through the ages.</p> <p>Collective mindmap – Bod from baby to teenager.</p> <p>Optional activity outside class hours – make a short film of the book for the Newbery Medal Short Film festival, USA.</p> | <p>Newspaper articles on Neil Gaiman, book reviews.</p> <p>The Graveyard Book by Neil Gaiman</p> | <p>1 3 4 5 6 7 8</p> | <p>Students will develop their critical reading and teamwork skills by preparing group chapter presentations. Oral assessment.</p> <p>Students will develop their creative writing skills. Story extension – Bod's first adventure outside the graveyard.</p> <p>Book review. Written assessment.</p> |
|---------------------------------------|--|---|--|--|---|



| | | | | | |
|---------------------------------------|--|--|--|----------------------------------|---|
| <p>Mid December until mid-January</p> | <p><u>Charles Dickens and Victorian London</u></p> <p>Introduction to Dickens, London in Victorian times, historical and social background. Child poverty and labour.</p> <p>Explore descriptive writing techniques, character development, themes and complex narrative.</p> | <p>Reading/listening comprehension on Dickens and his era.</p> <p>First chapter close reading – language skills, character portrait, Gothic.</p> <p>Guided reading of novella in Christmas holidays.</p> | <p>Various articles, videos and slideshows on Victorian London and Dickens' life and work.</p> <p>A Christmas Carol by Charles Dickens</p> | <p>1 4 5 6 8</p> | <p>Students will recognize character development and explore the idea of redemption.</p> <p>Mindmaps charting the progress of Scrooge throughout novella.</p> <p>Students will show plot, character and language understanding through creative writing. Tiny Tim grows up and remembers his childhood – eulogy for Scrooge at the time of his death, written in the style of Dickens. Written/Oral assessment.</p> |
| <p>End of January to end of March</p> | <p><u>The Scottish Play</u></p> <p>Revision of Shakespeare's life and times – historical background, Scottish history, focus on tragedies.</p> <p>Understand the art of the playwright – setting, characters, language, devices.</p> <p>Staging a play, technical terms and practice.</p> | <p>Creation of class Padlet on Shakespeare after research project</p> <p>Macbeth – close reading of first Act. Read through of short version in class, understanding the text and analysing.</p> <p>Plot development and character analysis.</p> <p>Work on dramatizing short version.</p> | <p>The Globe website</p> <p>RSC website</p> <p>Macbeth – William Shakespeare</p> | <p>1 4 5 6 8</p> | <p>Students will learn by heart and perform a short version of the play to show understanding of the plot, characters, themes and stagecraft.</p> <p>Students will demonstrate understanding of the play and its themes. Written assessment based on key passage.</p> |



| | | | | | |
|----------------------|--|---|---|---|--|
| <p>April to June</p> | <p>Gothic Science fiction Frankenstein</p> <p>Research Mary Shelley's life and work, 19th century society, art and science.</p> <p>Explore the Frankenstein myth and the evolution of the monster in popular culture.</p> <p>Explore the complex narrative voice (alternative points of view epistolary narrative, non-linear storyline).</p> <p>Discuss issues relating to themes (nature vs nurture, art and science, hubris, science and technology, the human condition, family, responsibility, guilt)</p> | <p>Presentations on certain aspects of 19th century context and Mary Shelley's life and work.</p> <p>Roleplay – anticipation of the story</p> <p>Guided reading five chapters at a time.</p> <p>Mindmap workshops for character development.</p> <p>Interdisciplinary project – forensic science. Trial roleplay with characters from novel and jury deliberation with final judgement and sentencing.</p> | <p>Internet sites on Mary Shelley and 19th century society and culture.</p> <p>Powerpoint and film extracts on evolution of the monster.</p> <p>Frankenstein by Mary Shelley</p> <p>Literature and film clips - how a trial works.</p> | <p>1 4 5 6 8</p> <p>1 2 3 4 5 6 7 8</p> | <p>Students will show knowledge of the historical and cultural context of the novel and the author's influences.</p> <p>Individual presentations - peer assessment.</p> <p>Students will demonstrate a thorough knowledge of plot and language strategies. Reading comprehension – key passages.</p> <p>Students will show knowledge and understanding of characters and their motivation and themes of the novel.</p> <p>Trial by jury – Justine. To be conceived and performed as part of the inter-disciplinary project on forensics. Can modern science prove Justine's innocence and save her from the gallows?</p> <p>Final assessment – choice of questions on common themes in all works studied. Choice of creative or argumentative essay.</p> |
| <p>Mid June</p> | | | | | |

| | | | | | |
|--|--|--|--|--|--|
| | | | <p>Grammar and language exercises will be selected as necessary to accompany selected works</p> <p>Text-Building Skills and Essentials KS3, Pearson English, Teachit and other English language websites</p> | | |
|--|--|--|--|--|--|

Learning objectives for the 1st cycle (S1-S3)

By the end of the 1st cycle, the student should be able to:

1. read and understand written texts of appropriate lexical demand from a range of fiction and non-fiction sources, including electronic and digital media, identifying obvious linguistic, literary and presentational features and ideas;
2. write coherent texts in varying forms and structures on topics which express individual points of view, or describe personal experiences, impressions and ideas;
3. in speech or writing, present reasons and explanations for opinions and ideas in a variety of forms;
4. listen and respond appropriately to others' spoken or written productions;
5. show some awareness of how language and literature relate to their social, cultural and historical setting;
6. show some awareness of how language changes over time and in different contexts;
7. begin to choose and use strategies to organise individual learning, applying a range of study skills and tools suggested by the teacher

* 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



Ecole Internationale Provence-Alpes-Côte d'Azur

