



# Ecole Internationale Provence-Alpes-Côte d'Azur



## Forward Planning

### Long-Term Semester Planning

**Academic Year: 2020-2021**

**Class: S4**  
**Subject: English L1**  
**Teacher: Nadine Hamard**  
**No. Students: 28**

## Curriculum – Long-Term Planning

## Ecole Internationale Provence-Alpes-Côte d'Azur

Date	Content/ Learning Objectives	Activities	Resources	Learning Objs/ Key Comps	Learning Outcomes / Assessment
<p><b>03/09/19 –16/10/19 6 weeks</b></p>	<p><u>Introduction</u> Language study : review and extension of techniques learned</p> <p>Written Comprehension Creative &amp; descriptive Writing Skills incl. Characterisation</p> <p>Of Mice and Men: John Steinbeck – introduction &amp; context</p>	<p>Varied language based exercises Reading comprehension Oral Presentation Oral Discussion &amp; Rhetoric Creative Writing</p> <p>Computer based research &amp; oral presentations</p>	<p>All class materials provided by the teacher</p> <p>Personal books for Independent reading</p> <p>Internet &amp; computer</p>	<p>L.O 1 L.O 2 L.O 3 L.O 5 L.O 7</p> <p>-Literacy -Digital -Personal, Social and Learning to Learn -Citizenship -Cultural Awareness and Expression</p>	<p>Formative Assessment – exercises and peer correction Awareness of types and importance of language</p> <p>The importance of independent reading as a means to re-enforce language skills</p> <p>Groupwork/Cooperation, using the Internet responsibly Oral presentation skills <b>B-Test 1 : 45 minutes</b></p>
<p><b>AllSaints Break/ Vacances de Toussaint</b></p>					

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<p><b>02/11/19-18/12/19</b> <b>7 weeks</b></p>	<p>Of Mice &amp; Men – Novel study Independent reading presentations Writing</p>	<p>Various activities relating to the novel incl language work, identification of literary techniques and identification and analysis of themes and symbols</p> <p>Oral Discussion &amp; Rhetoric Creative Writing Oral Presentation</p>	<p>Personal copy of Of Mice and Men by John Steinbeck Penguin Red Classics New Ed Edition ISBN: 978 0 1410 2357 1</p> <p>Worksheets provided by teacher</p>	<p>L.O 1 L.O 3 L.O 4 L.O 5 L.O 7</p> <p>-Literacy -Digital -Personal, Social and Learning to Learn -Citizenship -Cultural Awareness and Expression</p>	<p>Understanding the idea of literature as a social &amp; learning tool Reading for information &amp; understanding Expressing ideas, listening to peers and adjusting ideas if required - Formative assessment through class activities or homework - Summative assessment of acquired writing and interpretive skills</p> <p>Ongoing assesement of speaking skills <b>B-Test 2: 1h15</b></p>
<p><b>Christmas/ Noël</b></p>					

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Date	Content/ Learning Objectives	Activities	Resources	Learning Obj/ Key Comps	Learning Outcomes / Assessment
<b>04/01/20</b> – <b>19/02/20</b> <b>7 weeks</b>	Introduction to Dystopian Literature Novel study: <u>The Giver</u> , Lois Lowry  Independent reading presentations Writing	Reading for analysis & understanding Completion of varied tasks related to the understanding, analysis, language and commentary of the text Oral Discussion & Rhetoric Argumentative Writing Oral Presentation	Text: <u>The Giver</u> , Lois Lowry Other documents provided by the teacher	L.O 1 L.O 2 L.O 4 L.O 5 L.O 7  -Literacy -Digital -Personal, Social and Learning to Learn -Citizenship -Cultural Awareness and Expression	-to reflect on topics in everyday reality as expressed in literature/writing & to convey the outcomes of this process in language (written& spoken) - Formative assessment to establish awareness of ownership of learning - Summative assessment of writing skills & comprehension of written texts
<b>Winter Break / Vacances d'Hiver</b>					

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Date	Content/ Learning Objectives	Activities	Resources	Learning Obj/ Key Comps	Learning Outcomes / Assessment
<p><b>08/03/20</b> – <b>23/04/20</b> <b>7 weeks</b></p>	<p>Society project related to the Giver</p> <p>Study of Drama text – An Inspector Calls by JB Priestly</p>	<p>various activities including groupwork, writing, discussion &amp; creation of presentation material</p> <p>Reading of play and discussion of characterisation</p> <p>Various tasks related to understanding, interpretation of dramatic techniques, message etc</p>	<p>Text: <u>The Giver</u>, Lois Lowry</p> <p>text: <u>An Inspector Calls</u>, JB Priestly Penguin Modern Classics; New Ed Edition ISBN: 978 0 1411 8535 4</p>	<p>L.O 1 L.O 2 L.O 3 L.O 5 L.O 7</p> <p>-Entrepreneurship -Literacy -Digital -Personal, Social and Learning to Learn -Citizenship -Cultural Awareness and Expression</p>	<p>-Finding consensus -Expressing ideas in written, oral and visual means - Self assessment</p> <p>-Being able to differentiation between different forms of texts -Understanding the specific techniques connected to theatre -to reflect on topics in everyday reality as expressed in literature/writing &amp; to convey the outcomes of this process in language (written&amp; spoken)</p> <p><b>B-test 1 (second semester): 45 minutes /1h</b></p>
<p><b>Easter Break/ Vacances de Paques</b></p>					

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Date	Content/ Learning Objectives	Activities	Resources	Learning Obj/ Key Comps	Learning Outcomes / Assessment
<b>10/05/20</b> – <b>18/06/20</b> <b>6 weeks</b>	Cont. of study of An Inspector Calls  Tasks specific to IGCSE English Language exams  Independent reading various writing	<i>as previous period</i>  Reading comprehension Guided writing Creative, argumentative, persuasive, descriptive writing	<i>as previous period</i>  Teacher provided materials	<i>as previous period</i>  L.O 2 L.O 7 -Literacy -Personal, Social and Learning to Learn -Citizenship	- Summative assessment of writing skills & comprehension of written texts - ownership of learning - independence and respect of peers & work space
<b>18/06/17</b> – <b>06/07/17</b>	Exam period & work experience				

### Learning objectives for the 2nd cycle (S4-S5)

*By the end of the 2nd cycle the student should be able to:*

1. read and understand written texts of increasing lexical demand from a range of fiction and non-fiction sources, including electronic and digital media, responding to and interpreting linguistic, literary and presentational features, ideas and concepts;
2. write coherent texts in an increasing range of forms and structures, and of increasing length and complexity, from impersonal as well as personal viewpoints;



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3. in speech or writing, present developed reasons and explanations for opinions and ideas in a variety of forms and in different contexts;
4. listen and respond appropriately to others' spoken or written productions, challenging content or expression when appropriate;
5. show increasing awareness of how language and literature reflect their social, cultural and historical setting;
6. show increasing awareness of how language changes over time and in different contexts;
7. choose and use effective strategies to organise learning, developing individual responsibility for identifying appropriate study skills and tools.

### **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