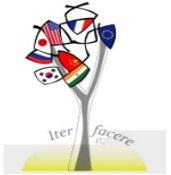




Ecole Internationale Provence-Alpes-Côte d'Azur



## **Forward Planning**

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

**Academic Year: 2020-2021**

**Class: S6**

**Subject: English L1**

**Teacher: Renée Greyling**

**No. Students: 37**

## Curriculum – Long-Term Planning 2020-2021

Date	Learning Objectives	Activities	Resources	Key Competences*	Learning Outcomes / Assessment
01/09/20 – 16/10/20	<p><b>DRAMA</b> <i>Romeo and Juliet</i>– William Shakespeare</p> <p><b>POETRY</b> Focus on the Romantic movement: year project</p>	<p>Guided reading and activities/projects based on study guide compiled by teacher</p> <p>Shakespeare Workshop (<i>to be confirmed</i>)</p> <p>Ongoing critical appreciation: poetry and prose</p> <p><b>FILM STUDY: ROMEO AND JULIET</b></p>	<p><b><i>Romeo and Juliet</i></b> - William Shakespeare</p> <p>ISBN-13: 978-1107615403</p>	1 2 3 4 5 7 8	<p><b>Critical analysis/ appreciation of prescribed texts. Advanced practical criticism</b> to include techniques and effects in all works studied, all within the context of the set theme: <i>The power of love.</i></p> <p><b>Presentations: poems</b> from the Romantic period.</p> <p><b>Analyses of unseen, non-fiction, non-literary texts and poems</b> from different periods/genres/media. The emphasis will be on content and style, and the effect on the reader.</p>

						Discursive essay writing
02/11/20- 18/12/20	<p><b>FICTION</b> <i>The Great Gatsby</i> – F. Scott Fitzgerald</p> <p><b>POETRY</b> Focus on the Romantic movement: year project (continued)</p> <p>Critical appreciation: poetry and prose</p>	<p>Guided reading and activities based on study guide compiled by teacher</p> <p><b>FILM STUDY: THE GREAT GATSBY</b></p>	<p><i>The Great Gatsby</i> – F. Scott Fitzgerald</p> <p>ISBN-13 : 978-0141182636</p>	<p>1 2 3 5 8</p>		

04/01/21– 19/02/21	<p><b>FICTION</b></p> <p><i>Pride and Prejudice</i> Jane Austen</p>	<p>Guided reading and activities based on study guide compiled by teacher</p>	<p><b><i>Pride and Prejudice</i></b> Jane Austen (Oxford World Classics, 2008) ISBN 9780199535569</p>	<p>1 2 3 5 8</p>	
	<p><b>POETRY</b> Focus on the Romantic movement: year project (continued)</p>	<p><b>FILM STUDY: PRIDE AND PREJUDICE</b></p>			
08/03/21 – 23/04/21	<p>Critical appreciation: poetry and prose</p> <p><b>NON FICTION</b> <i>Testament of Youth</i> Vera Brittain</p>	<p>Guided reading and activities based on study guide compiled by teacher</p>	<p><b><i>Testament of Youth</i></b> Vera Brittain (Virago 2018) ISBN 9780349010274</p>	<p>1 2 3 5 6 8</p>	
		<p><b>FILM STUDY:</b></p>			

		TESTAMENT OF YOUTH			
10/05/21 – end of school year	<p>Critical appreciation: poetry and prose</p> <p><b>DRAMA</b></p>	<p>Reading and acting out of the play</p>	<p><i>Beautiful thing</i> – Johnathan Harvey ISBN-13 : 978-0413705709</p>	<p>1 5 6 8</p>	
Ongoing	<p><b>UNSEEN NON FICTION TEXTS AND POEMS</b></p> <p>In addition to the above, the analysis of unseen prose texts and poems will be studied in line with the requirements of the final BAC</p>		<p>Texts to be provided by the teacher.</p>		



# Ecole Internationale Provence-Alpes-Côte d'Azur



exams in S7

\* 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



## PRESENTATION AND OBJECTIVES

The L1 English course follows the syllabus laid down by the Board of governors of the European Schools. This can be found on the school web-site. I attach an extract from the VADE MECUM, the “teacher’s guide” and a brief summary of areas that will be covered during the year.

### **Extract from Vade Mecum**

#### **English LI**

All students, including those intending to be entered for the LIA examination, attend main LI classes. In S6, students should further develop general linguistic and critical skills and broaden their knowledge of literature in English. This will enable students to be entered for the EB written and oral examinations.

The following activities might form the basis of a scheme of work for S6 that would satisfy the requirements of the syllabus:  
*(next page)*

1. a general introduction to English literary history	Ongoing
2. practical literary criticism (unseen poetry and prose)	Ongoing
3. an introduction to theatre history	Ongoing
4. critical and creative essay writing	Ongoing
5. oral discussion/presentation and some basic principles of rhetoric	Ongoing
6. study of at least one play by Shakespeare	<b>Romeo and Juliet</b> – <i>the power of love</i>
7. study of at least one other work of a major dramatist	<b>To be confirmed</b>
8. study of the work of a major poet or school of poets	A selection of poems by the Romantic poets.
9. study of at least two substantial novels (one of which should be pre-1900)	<b>Pride and Prejudice</b> – Jane Austen – <i>the power of love</i> <b>The Great Gatsby</b> – Fitzgerald – <i>theme the power of love</i>
10. individual (wider) reading	Individual tasks
11. study of literary non-fiction	<b>Testament of Youth</b> – <i>theme the power of love</i>
12. study of at least one film and other media texts	Pride and prejudice The Great Gatsby



	Testament of Youth Romeo and Juliet
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## In-class assessment

End of semester examinations alone determine the B mark; these are set by teachers to test areas of the syllabus which they have covered to date. The S6 examination is likely to include some response to an unprepared text and an element of literary comparison, in preparation for developing these areas of study in S7.

Schemes of work should ensure that tasks allow A and B marks awarded during S6–S7 to reflect an appropriate balance within and across all four AOs. An appropriate balance across the course would be in the following ranges:

AO1	Speaking and listening	10%-20%
AO2	Reading	30%-40%
AO3	Writing	30%-40%
AO4	Study of language	10%-20%