



Ecole Internationale Provence-Alpes-Côte d'Azur



## **Forward Planning**

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

**Academic Year: 2022-2023**

<b>Class:</b>	<b>S3</b>
<b>Subject:</b>	<b>L1 English</b>
<b>Teacher:</b>	<b>Rachel Dessert</b>
<b>No. Students:</b>	<b>26</b>

## Curriculum – Long-Term Planning 2022-2023

Date	Learning Objectives	Activities	Resources	Key Competences*	Learning Outcomes / Assessment
Beginning of September to mid October	<p><b><u>Truth, lies and the art of persuasion</u></b></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, YouTube, and various other media.</p> <p>Online debate websites – text-based and video supports.</p> <p>Class Padlet designed by teacher filled with resources to be used on and offline.</p> <p>Worksheets on how to write a structured essay.</p>	<p>1</p> <p>3</p> <p>4</p> <p>5</p> <p>6</p> <p>7</p> <p>8</p>	<p>Students will improve their critical reading skills. Individual reading comprehension assessment.</p> <p>Students will work in teams to learn how to conduct effective internet research, become discerning readers, find reliable facts, and use rhetoric to be persuasive debaters.</p> <p>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>Final assessment is a written argumentative essay.</p>



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<p>Mid October</p>	<p><b><u>Introduction to the Gothic genre – Edgar Allan Poe's poetry and prose</u></b></p> <p>Recognise Gothic conventions.</p> <p>Conduct effective and targeted research and take useful notes.</p> <p>Collaborate 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 two 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.</p> <p>Poetry appreciation and comparison – written assessment.</p>
<p>Early November to end of December</p>	<p><b><u>Charles Dickens and Victorian London</u></b></p> <p>Introduction to Dickens, London in Victorian times, historical and social background. Child poverty and</p>	<p>Reading/listening comprehension on Dickens and his era.</p> <p>First chapter close reading – language skills,</p>	<p>Various articles, videos and slideshows on Victorian London and Dickens' life and work.</p> <p>A Christmas Carol by</p>	<p>1 4 5</p>	<p>Students will recognize character development and explore the idea of redemption.</p> <p>Students will act out a couple</p>



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	<p>labour.</p> <p>Explore descriptive writing techniques, character development, themes, and complex narrative.</p> <p>Read and act out together the book A Christmas Carol.</p>	<p>character portrait, Gothic.</p> <p>Guided reading of novella in class and at home.</p> <p>Act out a couple staves in class from a script.</p>	<p>Charles Dickens.</p> <p>The playwright version on A Christmas Carol.</p>	<p>6</p> <p>8</p>	<p>of the staves in the novella in class.</p> <p>Students will show plot, character and language understanding through creative writing.</p> <p>Tiny Tim grows up and remembers his childhood – eulogy for Scrooge at the time of his death, written in the style of Dickens.</p> <p>Written/Oral assessment.</p>
<p>January to Mid February</p>	<p><b><u>Roll of Thunder, Hear My Cry; Equality, History and Perseverance</u></b></p> <p>Introduction to American slavery in the 1930's. Question the idea of “equality” and what it means.</p> <p>Explore the nuances of the author's writing style while practicing essential writing skills. Skills include - using precise verbs, personification, writing thesis statements,</p>	<p>Read together and independently the book. Guiding students on history, vocabulary, author's purpose and writing style.</p> <p>Fill out the pre-reading bias worksheet and discuss with the class.</p> <p>Complete writing prompts, reflect on reading passages and strengthen reading skills directed by</p>	<p>The book Roll of Thunder, Hear My Cry by Mildred D. Taylor.</p> <p>Various writing prompts, reading passages and activities to dive deeper in to strengthening our writing and reading skills.</p> <p>Escape Room prompts and questions.</p>	<p>1</p> <p>4</p> <p>5</p> <p>6</p> <p>8</p>	<p>Students will reflect on “equality” and debate some pre-reading bias they might have around this idea.</p> <p>Students will use learned writing techniques to create their own writing response to the plot, characters, and themes.</p> <p>Students will understand what discrimination and slavery looked like in America during the 1930's.</p> <p>Students learn to work as a</p>

	<p>understanding and using dialect in writing, developing paragraphs, writing conclusions and proofreading practice.</p>	<p>the teacher.</p> <p>Students will perform an Escape Room activity together as a group.</p>			<p>team to complete an Escape Room activity.</p> <p>Written/Oral assessment.</p>
<p>Beginning of March to End of April</p>	<p><b><u>Gothic Science fiction</u></b> <b><u>Frankenstein</u></b></p> <p>Research Mary Shelley's life and work, 19<sup>th</sup> 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</p>	<p>Presentations on certain aspects of 19<sup>th</sup> century context and Mary Shelley's life and work.</p> <p>Role-play – anticipation of the story.</p> <p>Guided reading five chapters at a time.</p> <p>Interdisciplinary project – forensic science. Trial role-play with characters from novel and jury deliberation with final judgement and sentencing.</p>	<p>Internet sites on Mary Shelley and 19<sup>th</sup> 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</p> <p>2</p> <p>3</p> <p>4</p> <p>5</p> <p>6</p> <p>7</p> <p>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.</p> <p>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</p>



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	human condition, family, responsibility, guilt).				part of the inter-disciplinary project on forensics. Can modern science prove Justine's innocence and save her from the gallows?
Beginning of May to end of June	<p><b><u>The Wednesday Wars &amp; History in the 1960's</u></b></p> <p>Understand the background of the Vietnam war, American Politics, way of life in the late 1960's.</p> <p>Explore and identify character development and changes throughout the book.</p> <p>Students will make connections with the book and discuss about bullying, discrimination, and equality.</p> <p>Compare and contrast some of Shakespeare's plays and how they introduced in the story and affect the main characters.</p>	<p>Research individually the years 1967-1968 specifically looking at the Vietnam War, Politics, and Justice.</p> <p>Character development chart to be filled out while reading the book.</p> <p>Write a news article for the newspaper introduced in the book.</p> <p>Look at the parallel storylines between Shakespeare and The Wednesday Wars.</p> <p>Written and oral assessment in the form of a short essay.</p>	<p>The Wednesday Wars by Gary D. Schmidt.</p> <p>Character development chart worksheet.</p> <p>Non-fiction books, internet sites or articles to research the Vietnam War, the late 1960s, Shakespeare.</p> <p>Grammar and language exercises will be selected as necessary to accompany the text.</p>	<p>1</p> <p>4</p> <p>5</p> <p>6</p>	<p>Students will have a better understanding of what life was like in the late 1960s regarding the war, politics, and justice issues.</p> <p>In class discussions will deepen students thinking around the topics of bullying, discrimination and equality.</p> <p>Students will make connection between the main character and the plot of the book to some of Shakespeare's famous plays.</p> <p>Students will demonstrate understanding of the book and its themes/</p> <p>Written and oral assessment in the form of a short essay.</p>



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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