

Stage 3: OVERALL Language A1 English Scheme

Sharing interim objectives

Term 1-1	MYP 1	MYP 2	MYP 3
Unit title	Individual Challenge	Individuals and Culture	Making Moral Choices
Unit Question	In what ways do individuals develop self-reliance?	How do individuals relate to their cultural beliefs?	What makes a hero? Do heroes make the best leaders?
Significant Concept	Individuals can survive and interact with their environment in positive ways	Cultural pressures have an effect on individual fulfilment	There is a moral dimension to living together. Hero figures in literature
AOI	E-what resources do we need? HSE-how can I look after myself and others?	C&S-how do we live in relation to each other?	C&S- how can I contribute to the community?
ATL	Organisation, collaboration, communication, information literacy, reflection, thinking	Organisation, collaboration, communication, information literacy, reflection, thinking	Organisation, collaboration, communication, information literacy, reflection, thinking, transfer
Subject content	Study of the novel <i>Island of the Blue Dolphins</i>	Study of the novel <i>The Whale Rider</i> Visiting speaker from New Zealand Film: Whale Rider	Study of the novel <i>Lord of the Flies</i> Film: <i>Lord of the Flies</i> (B&W)
Objectives	<ul style="list-style-type: none"> A- Appreciate the main elements in a range of age-appropriate written and visual texts C-Use language to narrate, describe, explain, argue, persuade, inform, entertain and express feelings B-Express ideas with clarity and coherence in both oral and written communication 	<ul style="list-style-type: none"> A-Appreciate the main elements in a range of age-appropriate written and visual texts C-Use language to narrate, describe, explain, argue, persuade, inform, entertain and express feelings B-Express ideas with clarity and coherence in both oral and written communication 	<ul style="list-style-type: none"> A-Begin to develop a critical appreciation of a range of age- appropriate written and visual texts C-Use language to narrate, describe, explain, argue, persuade, inform, entertain, express feelings and begin to analyse B-Express ideas with clarity and coherence in both oral and written communication
Formative Assessments	<ul style="list-style-type: none"> A-Prior knowledge checkout of author and region A-Research setting and cultural-historical context of the novel C-Developing vocabulary lists specific to the novel B-Discussing the structure and stylistic features in groups, followed by brief written responses A-Checkout quiz on content detail B-Creating maps of the island to show key locations 	<ul style="list-style-type: none"> A-Prior knowledge checkout of New Zealand and Maori culture A-Research on the author, setting and culture of the novel B-Notes on how the Maori came to New Zealand-comparison of myth and reality C-Identification and knowledge of relevant Maori terms and language A-Consideration of the features of creation myths-Barbadian example A-Checkout quiz on content detail 	<ul style="list-style-type: none"> A-Prior knowledge of WW2 setting and the author A-Research into the links between the author's life and the text A-Discussion on the characteristics of hero figures in literature and life- links to Learner Profile B-Character charts for key characters B-Construct a map of the island based on the author's descriptions B-Plan an epic tale for a hero- whole class activity A-Checkout quiz on content and theme detail
Summative Assessment	<ul style="list-style-type: none"> A,B,C-Writing a narrative based on the central text theme of Meeting the Challenge A,B,C-Constructing a Survival Kit of strategies for students entering MYP next year 	<ul style="list-style-type: none"> A, B- Design of a Maori tattoo illustrating whale Rider myth A,B, C-Construction of individual creation myths based on models considered in discussion 	<ul style="list-style-type: none"> A, B, C-Creative exploration of hero figures in the novel or other media through alternative book cover or comic strip A,B,C-Narrative story entitled My Hero
Links	Geography	Art, Music	Geography
Term 1-2			
Unit title	Speech Contest	Speech Contest	Speech Contest

Unit Question	What makes a good speech?	What makes a good speech?	What makes a good speech?
Significant Concept	Persuading an audience through a prepared speech Workshop session with motivational public speaker	Persuading an audience through a prepared speech Workshop session with motivational public speaker	Persuading an audience through a prepared speech Workshop session with motivational public speaker
AOI	ATL Communication C&S- How can I help others?	ATL Communication C&S- How can I help others?	ATL Communication C&S- how can I help others?
ATL	Organisation, communication, information literacy, reflection, thinking	Organisation, communication, information literacy, reflection, thinking	Organisation, communication, information literacy, reflection, thinking
Subject content	Presenting a prepared speech of 3-5 minutes to an audience of peers and panel of judges	Presenting a prepared speech of 3-5 minutes to an audience of peers and panel of judges	Presenting a prepared speech of 3-5 minutes to an audience of peers and panel of judges
Objectives	<ul style="list-style-type: none"> A-compose pieces that apply appropriate literary and non-literary features to serve the context and intention C-Use language to narrate, describe, explain, argue, persuade, inform, entertain and express feelings B-Express ideas with clarity and coherence in both oral and written communication B-Structure ideas and arguments, both orally and in writing, in a logical way and support them with some relevant examples C-Show some awareness of the need for an effective choice of register suited to the audience in both oral and written communication 	<ul style="list-style-type: none"> A-compose pieces that apply appropriate literary and non-literary features to serve the context and intention C-Use language to narrate, describe, explain, argue, persuade, inform, entertain and express feelings B-Express ideas with clarity and coherence in both oral and written communication B-Structure ideas and arguments, both orally and in writing, in a logical way and support them with some relevant examples C-Show some awareness of the need for an effective choice of register suited to the audience in both oral and written communication 	<ul style="list-style-type: none"> A-compose pieces that apply appropriate literary and non-literary features to serve the context and intention C-Use language to narrate, describe, explain, argue, persuade, inform, entertain, express feelings and begin to analyse B-Express ideas with clarity and coherence in both oral and written communication B-Structure ideas and arguments, both orally and in writing, in a logical way and support them with relevant examples C-Show an increased awareness of the need for an effective choice of register suited to the audience in both oral and written communication
Formative Assessments	<ul style="list-style-type: none"> B-Identify, discuss and check the components of an expository speech A-Create a thesis statement identifying what is important to you. B-Complete a research checklist of what you know, what you want to find out and what you learnt B-Construct a bibliography A-Write a speech outline which includes 3 key arguments and at least 3 pieces of evidence for each to support the thesis statement A-Write a draft speech for peer and teacher feedback C-Practice your speech for peer feedback, timing and audience response 	<ul style="list-style-type: none"> B-Identify, discuss and check the components of an expository speech A-Create a thesis statement identifying what is important to you. B-Complete a research checklist of what you know, what you want to find out and what you learnt B-Construct a bibliography A-Write a speech outline which includes 3 key arguments and at least 3 pieces of evidence for each to support the thesis statement A-Write a draft speech for peer and teacher feedback C-Practice your speech for peer feedback, timing and audience response 	<ul style="list-style-type: none"> B-Identify, discuss and check the components of an expository speech A-Create a thesis statement identifying what is important to you. B-Complete a research checklist of what you know, what you want to find out and what you learnt B-Construct a bibliography A-Write a speech outline which includes 3 key arguments and at least 3 pieces of evidence for each to support the thesis statement A-Write a draft speech for peer and teacher feedback C-Practice your speech for peer feedback, timing and audience response
Links	PE/ Science/Geography/History	PE/ Science/Geography/History	PE/ Science/Geography/History
Term 2-1			
Unit title	Short Stories, Tall Stories	Plotting the future	'This is for Real' -Non-fiction writing
Unit Question	What makes short stories unique?	What makes future fiction unique?	What makes non-fiction writing unique?
Significant Concept	There is a unique structure and form to short stories	Future fiction has unique plot and theme features	There are a unique structures and forms to non-fiction writing

AOI	HI-why and how do we create?	HI- why and how do we create?	HI- why and how do we create?
ATL	Organisation, collaboration, communication, information literacy, reflection, thinking	Organisation, collaboration, communication, information literacy, reflection, thinking	Organisation, collaboration, communication, information literacy, reflection, thinking
Subject content	Study of 3 traditional short stories	Study of 4 futuristic short stories	General introduction to the structures and forms of non-fiction writing Specific focus on sports' writing
Objectives	<ul style="list-style-type: none"> A-Appreciate the main elements in a range of age-appropriate written and visual texts A-Compare age-appropriate texts and connect themes to show similarities or differences across genres C-Use and understand an appropriate range of vocabulary and idiom 	<ul style="list-style-type: none"> A-Appreciate the main elements in a range of age-appropriate written and visual texts A-Compare age-appropriate texts and connect themes to show similarities or differences across genres C-Use and understand an appropriate range of vocabulary and idiom 	<ul style="list-style-type: none"> A-Begin to develop a critical appreciation of a range of age-appropriate written and visual texts A-Compare age-appropriate texts and connect themes to show similarities or differences across genres C-Use and understand an appropriate range of vocabulary and idiom
Formative Assessments	<ul style="list-style-type: none"> A-Prior knowledge of the features of short stories B-Checklist response to plot, setting, character and language for each story B-Create graphs of climactic points in the stories and note common elements-group C-Identify and discuss imagery, tone and mood B-Draft summative tasks- peer editing 	<ul style="list-style-type: none"> A-Prior knowledge of the genre B-Checklist response to plot, setting, character, language and stylistic devices B-Create graphs of climactic points in the stories and note common elements –group A-Identify and discuss imagery, tone and mood A-Research newspaper items that lend themselves to future fiction- environment, sport, cookery, travel etc B-Draft summative tasks-peer editing 	<ul style="list-style-type: none"> A-Prior knowledge checkout on non-fiction writing C-Introduction of new vocabulary and terminology A-Research the features of sports' writing B-Construct a checklist on features of sports' writing B-Draft work for oral presentation- peer editing
Summative Assessment	<ul style="list-style-type: none"> A,B,C-Construct an imagined conversation with the author of a selected short story A,B,C-Commonwealth Writing Competition 	<ul style="list-style-type: none"> A,B,C-Rewrite a current news item as a future fiction newspaper text A,B,C-Commonwealth Writing Competition 	<ul style="list-style-type: none"> A,B,C-Create a sports' report which is modelled on examples identified through research A,B,C-Commonwealth Writing Competition
Links		Science	History

Term 2-2			
Unit title	Playing with words- Drama	Drama as literary genre	'the play's the thing...'
Unit Question	What makes plays unique?	How does drama go beyond a collection of words?	In what ways are characters central to a play?
Significant Concept	There is a unique structure and form to plays	Stagecraft is a key element of drama	Interdependence of characters
AOI	HI-why and how do we create?	HI-why and how do we create?	HI-why and how do we create?
ATL	Organisation, collaboration, communication, information literacy, reflection, thinking	Organisation, collaboration, communication, information literacy, reflection, thinking	Organisation, collaboration, communication, information literacy, reflection, thinking
Subject content	Study of the play <i>The Apple</i>	Study of the play <i>She's Dead</i>	Study of the play <i>An Inspector Calls</i>
Objectives	<ul style="list-style-type: none"> A-Recognize and comment on the language, content, structure and meaning of familiar pieces of age-appropriate writing A-Appreciate the main elements in a range of age- 	<ul style="list-style-type: none"> A-Recognize and comment on the language, content, structure and meaning of familiar pieces of age-appropriate writing A-Appreciate the main elements in a range of age- 	<ul style="list-style-type: none"> A-Appreciate and comment on the language, content, structure, meaning and significance of both familiar and previously unseen pieces of age-appropriate writing

	<ul style="list-style-type: none"> appropriate written and visual texts C-Use and understand an appropriate range of vocabulary and idiom 	<ul style="list-style-type: none"> appropriate written and visual texts C-Use and understand an appropriate range of vocabulary and idiom 	<ul style="list-style-type: none"> A-Begin to develop a critical appreciation of a range of age-appropriate written and visual texts C-Use and understand an appropriate range of vocabulary and idiom B-Distinguish the main ideas in an age-appropriate text from the secondary ideas
Formative Assessments	<ul style="list-style-type: none"> A-Prior knowledge checkout on what is a play? A-Reading the play- question and answer checkout B-Information sheets and note-taking B-Create graphs of climactic points in the play B-Reflect on personal response to text with a partner- feedback to group A-Read a range of theatre reviews and identify their key features 	<ul style="list-style-type: none"> A-Prior knowledge checkout on what is a play? A-Reading the play- question and answer checkout B-Information sheets and note-taking B-Create graphs of climactic points in the play B-Reflect on personal response to text with a partner-feedback to group A-Read a range of theatre reviews and identify their key features 	<ul style="list-style-type: none"> A-Prior knowledge checkout on what is a play? A-Reading the play- question and answer checkout B-Information sheets and note-taking B-B-Create graphs of climactic points in the play B-Reflect on personal response to text with a partner- feedback to group A-Read a range of theatre reviews and identify their key features A-Play, and consider the board game Cluedo- how are its structures and content relevant to our play?
Summative Assessment	<ul style="list-style-type: none"> A,B,C-Present a brief monologue reflecting on a scene in the language style of a key character A,B,C-Write a critical review of the play 	<ul style="list-style-type: none"> A,B,C-Write a brief extra scene or an alternative final scene for the play, using the same layout of the text A,B,C-With a partner, construct an interview with one of the actors 	<ul style="list-style-type: none"> A,B,C-Invent a board game (can be electronic) based on the characters in the play- group activity A,B,C-Write a critical review of the play
Links			Science- inquiry methods

Term 3-1			
Unit title	Breaking the rules	Forging a sense of independence	Poetry Moves in Time
Unit Question	What are rules for?	How do I know who I am?	How does time period affect the poet's forms and themes?
Significant Concept	Rules should benefit the people who have to keep them	Individuals grow in self-awareness	Poetry is a dynamic art form
AOI	C&S-how do we live in relation to each other?	C&S-how do we live in relation to each other?	E-what are our environments?
ATL	Organisation, collaboration, communication, reflection, thinking	Organisation, collaboration, communication, reflection, thinking	Organisation, collaboration, communication, information literacy, reflection, thinking
Subject content	Study of the novel <i>Hatchet</i>	Study of the novel <i>I'm the king of the castle</i>	<ul style="list-style-type: none"> Consideration of a range of poems from different periods within 16th century to 21st century- 5 selected by the teacher, 5 by the student
Objectives	<ul style="list-style-type: none"> A-Recognise and comment on the language, content, structure and meaning of familiar pieces of age-appropriate writing A-Express a relevant personal response to literary and non-literary texts and demonstrate the ability to approach age-appropriate works independently B-Express ideas with clarity and coherence in both oral and written communication 	<ul style="list-style-type: none"> A-Recognise and comment on the language, content, structure and meaning of familiar pieces of age-appropriate writing A-Express a relevant personal response to literary and non-literary texts and demonstrate the ability to approach age-appropriate works independently B-Express ideas with clarity and coherence in both oral and written communication 	<ul style="list-style-type: none"> A-Appreciate and comment on the language, content, structure, meaning and significance of both familiar and previously unseen pieces of age-appropriate writing A-Compare age-appropriate texts and connect themes to show similarities or differences across genres A-Begin to express an informed personal response to literary and non-literary texts and demonstrate the

			ability to approach age-appropriate works independently
Formative Assessments	<ul style="list-style-type: none"> A-Checkout prior knowledge of author, text and film. A-Research author and context of novel A-Read the text and discuss its plot and characters in question and answer sessions B-Identify and discuss thematic elements in the text related to rule-making and breaking A-Consider and discuss the rules which best support individuals in society and those which work to restrict their individual rights 	<ul style="list-style-type: none"> A-Checkout prior knowledge of author and text A-Research author and context of novel A-Read the text and discuss its plot, characters in question and answer sessions B-Identify and discuss thematic elements in the text related to adolescent issues and growing up A-Identify and write notes on the transition elements in the text. What dynamic changes occur in the key characters? 	<ul style="list-style-type: none"> A-Checkout prior knowledge of forms of poetry and experience of pre-21st century poems A-Research poets from a range of time periods, based on your knowledge of the 5 poets that the whole class will study A-Read a range of poems aloud and silently – note-taking and discussion B- Use research notes to consider structure, form, language, content and themes of poems and incorporate these as focal points for discussing an individually selected poem A-Oral justification for the selected works B-Independent research on poems from different periods in time and select 1 from each century
Summative Assessment	<ul style="list-style-type: none"> A,B,C-Construct 10 rules for the Codrington School which work to benefit all members of the school community. Each should have a brief paragraph reflection which justifies its inclusion A,B,C-Write a dialogue between 2 characters which shows your understanding of a key event 	<ul style="list-style-type: none"> A,B,C-Write 5 journal entries for a key character which focus on the key, transforming events in their life A,B,C-Construct a monologue from the perspective of an adult which reflects on 'the king of the castle' 	<ul style="list-style-type: none"> A,B,C-Prepare a reading of an individually-selected poem and a brief overview of its context and meaning. Question and answer from the class. A,B,C-Make an information poster on one of the poets you selected, to go on a timeline of poets for class display
Links	PE	PE	History

Term 3-2	Common Testing		Common Testing
Unit title	Exhibition- How to eat a poem	Exhibition-Poetry in Place	Exhibition- performance poets
Unit Question	What makes poetry unique?	What makes Barbadian poetry unique?	How do we present original poetry to an audience?
Significant Concept	There is a unique structure and form to poetry	Poetry has a cultural dimension	Poetry is part of a bardic, performance tradition
AOI	HI-why and how do we create?	C&S- how can I contribute to the community?	HI- why and how do we create?
ATL	Organisation, collaboration, communication, information literacy, reflection, thinking	Organisation, collaboration, communication, information literacy, reflection, thinking	Organisation, collaboration, communication, information literacy, reflection, thinking, transfer
Subject content	<ul style="list-style-type: none"> Study of 4 selected and 1 self chosen poem Revision strategies and practice 	<ul style="list-style-type: none"> Study of 5 selected and 1 self chosen poem Creation of a poem set in Barbados Revision strategies and practice 	<ul style="list-style-type: none"> Study and performance of a range of poems across genres Visiting performance poet Revision strategies and practice
Objectives	<ul style="list-style-type: none"> A-Recognise and comment on the language, content, structure and meaning of familiar pieces of age-appropriate writing 	<ul style="list-style-type: none"> A-Recognise and comment on the language, content, structure and meaning of familiar pieces of age-appropriate writing 	<ul style="list-style-type: none"> A-Appreciate and comment on the language, content, structure, meaning and significance of both familiar and previously unseen pieces of age-appropriate

	<ul style="list-style-type: none"> A-Compare age-appropriate texts and connect themes to show similarities or differences across genres C-Use correct grammar with appropriate and varied sentence structure 	<ul style="list-style-type: none"> A-Compare age-appropriate texts and connect themes to show similarities or differences across genres C-Use correct grammar with appropriate and varied sentence structure 	<ul style="list-style-type: none"> writing A-Compare age-appropriate texts and connect themes to show similarities or differences across genres C-Use correct grammar with appropriate and varied sentence structure
Formative Assessments	<ul style="list-style-type: none"> B-Revision and preparation for exams A-Prior knowledge of how to read and discuss a poem C-Vocabulary checks and notes for discussing different aspects of poetry B-Modelling a structure for responding to an individually selected poem 	<ul style="list-style-type: none"> B-Revision and preparation for exams A-Prior knowledge of Barbadian poetry C-Vocabulary checks and notes for discussing different aspects of poetry C-Consideration of language as an aspect of Barbadian poetry- review of idiomatic terms and unique expressions 	<ul style="list-style-type: none"> B-Revision and preparation for exams A-Prior knowledge of bardic tradition and performing poetry C-Listening to a range of poetry readings, and discussing their elements B-Practice of individual readings with peer feedback
Summative Assessment	<ul style="list-style-type: none"> A,B,C-Poster on selected poem A,B,C-Subject skills and content-based examination 	<ul style="list-style-type: none"> A,B,C-Personal anthologies of Barbadian poems-presented in pamphlet format using IT skills A,B,C-Subject skills and content-based examination 	<ul style="list-style-type: none"> A,B,C-Original poetry readings-(could also be filmed for playing at exhibition) A,B,C-Subject skills and content-based examination
Links	Art,Technology	Geography/ Technology	Music/ Art/Technology

Term 1-1	MYP 4	MYP 5
Title	Friendship	Intolerance
Guiding Question	What responsibilities does friendship bring?	How do we learn to accept difference?
Significant Concept	Emotional factors affect friendship	Fear can cause societies to seek scapegoats
AOI	HSE-how do I think and act?	HSE-how do I think and act?
ATL	Organisation, collaboration, communication, information literacy, reflection, thinking,	Organisation, collaboration, communication, information literacy, reflection, thinking, transfer
Subject content	Study of the novel <i>The Kite Runner</i>	Study of the play <i>The Crucible</i>
Objectives	<ul style="list-style-type: none"> A-Demonstrate a critical awareness of a range of written and visual texts C-Use language to narrate, describe, analyse, explain, argue, persuade, inform, entertain and express feelings B-Express ideas with clarity and coherence in both oral and written communication 	<ul style="list-style-type: none"> C-Use language to narrate, describe, analyse, explain, argue, persuade, inform, entertain and express feelings A-Express an informed personal response to literary and non-literary texts and demonstrate the ability to approach work independently B-Express ideas with clarity and coherence in both oral and written communication C-Show awareness of the need for an effective choice of register suited to the audience in both oral and written communication
Formative Assessments	<ul style="list-style-type: none"> A-Prior knowledge checkout in relation to Afghanistan and its conflicts A-Research into the history and geography of Afghanistan- shared response 	<ul style="list-style-type: none"> A-Prior knowledge checkout in relation to the McCarthy era, Cold War and Salem Witch Trials

	<ul style="list-style-type: none"> in class A-Research into the author and his links with the key elements of the text A-Consideration and brief written response to aspects of fictional text construction: plot, setting, characterisation, style, B-Character trait sheets checklist for key characters- focussing on the emotional relationships between fathers, sons and friends A-Close study of a key passage (pp53-4) to identify and write on stylistic devices A-Identification and discussion of the features of novel and film reviews based on handouts and individual research 	<ul style="list-style-type: none"> A-Research into the playwright and his links with the key elements of the text- in particular his comments on the connections between 2 historical trials- class discussion A-Consideration and brief written response to aspects of drama text construction: plot, setting, characterisation, style, stagecraft C-Development of a vocabulary for discussing plays B-Character trait sheets checklist for key characters A-Short answer checkout on key details, themes and implications of the text
Summative Assessment	<ul style="list-style-type: none"> A,B,C-Construct a narrative fiction with the central theme The Lost Friend A,B,C-Review of the novel or a comparative review of the written and film text based on studied models 	<ul style="list-style-type: none"> A,B,C-Construct a narrative fiction entitled The Scapegoat based on the central themes of <i>The Crucible</i> A,B,C-Present an oral or written perspective, in an authentic voice, from a key character which reflects on the key plot developments in the play.
Term 1-2		
Title	Speech contest	Speech Contest
Guiding Question	What makes a good speech?	What makes a good speech?
Significant Concept	Persuading an audience through a prepared speech	Persuading an audience through a prepared speech
AOI	ATL Communication	ATL Communication
ATL	Organisation, communication, information literacy, reflection, thinking	Organisation, communication, information literacy, reflection, thinking
Subject content	Presenting a prepared speech of 3-5 minutes to an audience of peers and panel of judges Workshop session with motivational public speaker	Presenting a prepared speech of 3-5 minutes to an audience of peers and panel of judges Workshop session with motivational public speaker
Objectives	<ul style="list-style-type: none"> A-compose pieces that apply appropriate literary and non-literary features to serve the context and intention C-Use language to narrate, describe, analyse, explain, argue, persuade, inform, entertain and express feelings B-Express ideas with clarity and coherence in both oral and written communication B-Structure ideas and arguments, both orally and in writing, in a sustained and logical way, and support them with relevant examples. C-Show awareness of the need for an effective choice of register suited to the audience in both oral and written communication 	<ul style="list-style-type: none"> A-compose pieces that apply appropriate literary and non-literary features to serve the context and intention C-Use language to narrate, describe, analyse, explain, argue, persuade, inform, entertain and express feelings B-Express ideas with clarity and coherence in both oral and written communication B-Structure ideas and arguments, both orally and in writing, in a sustained and logical way, and support them with relevant examples. C-Show awareness of the need for an effective choice of register suited to the audience in both oral and written communication
Formative Assessments	<ul style="list-style-type: none"> B-Identify, discuss and check the components of an expository speech A-Create a thesis statement identifying what is important to you. B-Complete a research checklist of what you know, what you want to find out and what you learnt B-Construct a bibliography B-Write a speech outline which includes 3 key arguments and at least 3 pieces of evidence for each to support the thesis statement A-Write a draft speech for peer and teacher feedback C-Practice your speech for peer feedback, timing and audience response 	<ul style="list-style-type: none"> B-Identify, discuss and check the components of an expository speech A-Create a thesis statement identifying what is important to you. B-Complete a research checklist of what you know, what you want to find out and what you learnt B-Construct a bibliography B-Write a speech outline which includes 3 key arguments and at least 3 pieces of evidence for each to support the thesis statement A-Write a draft speech for peer and teacher feedback C-Practice your speech for peer feedback, timing and audience response
Summative Assessment	<ul style="list-style-type: none"> A,B,C-Written speech A,B,C-Oral presentation before a panel of judges 	<ul style="list-style-type: none"> A,B,C-Written speech A,B,C-Oral presentation before a panel of judges

Links	PE/ Science/Geography/History	PE/ Science/Geography/History
Term 2-1		
Title	Realism and Romance- the poet's perspective	Hot War/ Cold War
Unit Question	What perspectives do poets give us?	How do poets convey human conflict?
Significant Concept	Poets create realistic and idealised worlds	Poets communicate human history in creative ways
AOI	HSE-how do I think and act E-what are our environments?	HSE-how do I think and act? E-what are our environments?
ATL	Organisation, collaboration, communication, information literacy, reflection, thinking, transfer	Organisation, collaboration, communication, information literacy, reflection, thinking, transfer
Subject content	A study of 6-8 poems from 19 th and 20 th century poets	A study of 10 poems which reflect viewpoints during WW1, WW2 and the Cold War
Objectives	<ul style="list-style-type: none"> A-Understand and comment on the language, content, structure, meaning and significance of both familiar and previously unseen pieces of writing A-Compare texts and connect themes to show similarities or differences across genres A-Express an informed personal response to literary and non-literary texts and demonstrate the ability to approach works independently 	<ul style="list-style-type: none"> A-Understand and comment on the language, content, structure and meaning and significance of both familiar and previously unseen pieces of writing A-Compare texts and connect themes to show similarities or differences across genres A-Express an informed personal response to literary and non-literary texts and demonstrate the ability to approach works independently
Formative Assessments	<ul style="list-style-type: none"> A-Research and write on the central features of romantic and realist poetry C-Read and discuss a range of poems for both genres B-Checklist of features of the 2 genres in relation to selected poems Identify specific setting, subject and language features as aspects of romantic and realist poems 	<ul style="list-style-type: none"> A-Research and write on the central features of poetry from the 3 periods C-Read and discuss a range of poems for these periods A-In pairs, make a comparative study of 1 hot war and 1 cold war poem. Present this to the class as an oral- up to 3 minutes.
Summative Assessment	<ul style="list-style-type: none"> A,B,C-Make an oral or written presentation to show a closely read analysis of a romantic or realist poem studied in this unit. Provide guiding notes for the audience. A,B,C-Create a pastiche of poetry and imagery from a romantic or realist perspective to show the key features of the genre. (This cannot be the same genre as your text analysis) Commonwealth Writing Competition 	<ul style="list-style-type: none"> A,B,C-Construct a written response to show a closely read analysis of a hot war or cold war poem studied in this unit. Provide guiding notes for the audience A,B,C-Create a visual reflection on one of the poems you studied, using music, photography and other relevant imagery from the period in which it is set. This may be presented electronically or as a live performance. (This cannot be the same period as your text analysis) Commonwealth Writing Competition
Links		History
Term 2-2		
Title	Bildungsroman: adolescent experience	The Media Message you had to have
Unit Question	What does it mean to grow up?	How do media and advertising utilize different writing forms?
Significant Concept	Adolescence is a rite of passage	Writing has a range of purposes
AOI	HSE-how am I changing? C&S-how do we live in relation to each other?	C&S-how can I contribute to the community? HI-what are the consequences?
ATL	Organisation, collaboration, communication, information literacy, reflection, thinking, transfer	Organisation, collaboration, communication, information literacy, reflection, thinking, transfer
Subject content	Comparative study of <i>The Outsiders</i> and <i>Catcher in the Rye</i> View the films of both texts	General study of different forms of advertising and writing for a purpose. <ul style="list-style-type: none"> Detailed study of one writing form e.g. Food Writing Visiting speaker from related field

		<ul style="list-style-type: none"> View food programmes
Objectives	<ul style="list-style-type: none"> A-Demonstrate a critical awareness of a range of written and visual texts A-Compare texts and connect themes to show similarities or differences across genres C-Use and understand an appropriate and varied range of vocabulary and idiom 	<ul style="list-style-type: none"> A-Understand connotations within a language in order to interpret the author or speaker's intentions C-Use correct grammar with appropriate and varied sentence structure C-Use and understand an appropriate and varied range of vocabulary and idiom
Formative Assessments	<ul style="list-style-type: none"> A-Prior knowledge checkout in relation to adolescence, the adult world and its clashes A-Research into the settings of the novels A-Research into the author and his links with the key elements of the text A-Consideration and brief written response to aspects of fictional text construction: plot, setting, characterisation, style, B-Character trait sheets checklist for key characters- focussing on the relationships within and across generations A-Close study of 2 key passages to identify, compare and write on stylistic devices A-Identification and discussion of the features of the novels which are common to both B-Draft essay for teacher and peer feedback 	<ul style="list-style-type: none"> A-Prior knowledge on media and advertising industry- class discussion and worksheet A-Research into advertising strategies – identification of persuasive and manipulative techniques. C-Consideration of how language and visual imagery is used in media-specific examples presented to class. B-Prepared discussion topic- how is our understanding of truth affected by media? A-Writing for a purpose- research into one medium in Barbados- with network to human resource. B-Draft work on a journal of Food-Writing, with teacher, peer and group feedback
Summative Assessment	<ul style="list-style-type: none"> A,B,C-Construct a PowerPoint presentation of strategies for facing adulthood, with clear links to the key issues raised in your texts. A,B,C-Write an imaginary conversation between a key character from each text where they discuss common concerns in their different worlds. Detailed references are needed. 	<ul style="list-style-type: none"> A,B,C-Construct a media or advertising questionnaire and interview someone in the field. Present your findings as a PowerPoint presentation. A,B,C-Develop a unit of work on Food-Writing, based on guidelines presented to you in written form
Links	PE, Science, IT	IT

Term 3-1		
Title	'How do I love thee?'	The Cultural Imperative
Unit Question	How does Shakespeare speak to us across time?	Who speaks for the victim in literature?
Significant Concept	Our humanity transcends time and place	The narrative voice functions to make us question cultural values
AOI	HI-why and how do we create?	C&S-how can I help others?
ATL	Organisation, collaboration, communication, information literacy, reflection, thinking, transfer	Organisation, collaboration, communication, information literacy, reflection, thinking, transfer
Subject content	Study of the play <i>Romeo and Juliet</i>	Comparative Study of <i>The Great Gatsby</i> and <i>Chronicle of a Death Foretold</i>
Objectives	<ul style="list-style-type: none"> A-Understand and comment on the language, content, structure, meaning and significance of both familiar and previously unseen pieces of writing A-Demonstrate a critical awareness of a range of written and visual texts A-Understand connotations within a language in order to interpret the author or speaker's intentions A-Distinguish the main ideas in a text from the secondary ideas 	<ul style="list-style-type: none"> A-Understand and comment on the language, content, structure, meaning and significance of both familiar and previously unseen pieces of writing A-Demonstrate a critical awareness of a range of written and visual texts A-Compare texts and connect themes to show similarities or differences across genres A-Distinguish the main ideas in a text from the secondary ideas
Formative Assessments	<ul style="list-style-type: none"> A-Prior knowledge checkout in relation to Shakespeare's plays in general 	<ul style="list-style-type: none"> A-Prior knowledge checkout in relation to the specific cultures and times of the

	<ul style="list-style-type: none"> and <i>Romeo and Juliet</i> in particular A-Research into the playwright and his life, with links to the key elements of the text A-Research into the theatre in Shakespearian times, and its connections to Greek theatre traditions A-Consideration and brief written response to aspects of drama text construction: plot, setting, characterisation, style, stagecraft C-Development of a vocabulary for discussing Shakespeare's plays B-Character trait sheets checklist for key characters A--Short answer checkout on key details, themes and implications of the text A-Human traits that we can link to common humanity- generation gap, peer rivalry, love and youth 	<ul style="list-style-type: none"> texts A-Discussion and research on the American Dream A-Research into the author and his links with the key elements of the text-written notes A-Consideration and brief written response to aspects of fictional text construction: plot, setting, characterisation, style, narrative voice B-Social trait sheets checklist, including the role of beliefs, gender relations, rich/poor, outsiders and mainstream characters C-Close study of several key passages in each text to identify and write on stylistic devices B-Identification and discussion of the features of novel and film reviews based on handouts and individual research
Summative Assessment	<ul style="list-style-type: none"> A,B,C-Write the director's advice to either Romeo or Juliet on how their character should be played A,B,C-Transpose the text to a Barbadian setting, and write a booklet to indicate how setting, character, staging and costumes 	<ul style="list-style-type: none"> A,B,C- Compare two selected passages from the texts in relation to stylistic devices. A,B,C-Write a comparative essay based on a key element of the texts
Links	History	History
Term 3-2	Common Testing	Common Testing
Title	Exhibition: Meeting Shakespeare	Exhibition: Comparative Worlds
Unit Question	How can we inform an audience about Shakespeare's literary world?	What world does the writer create in comparative texts?
Significant Concept	New technologies can reveal old truths	Setting is a key element in written texts
AOI	C&S- how do we live in relation to each other? ATL-Communication, informing others	C&S- how do we live in relation to each other? HSE-how do I think and act? E-what are our environments?
ATL	Organisation, collaboration, communication, information literacy, reflection, thinking, transfer	Organisation, collaboration, communication, information literacy, reflection, thinking, transfer
Subject content	<ul style="list-style-type: none"> Research and electronic presentation on the literary world of Shakespeare for public exhibition Revision strategies and practice 	<ul style="list-style-type: none"> Representations of the setting of either novel for public exhibition Revision strategies and practice
Objectives	<ul style="list-style-type: none"> A-Understand and comment on the language, content, structure, meaning and significance of both familiar and previously unseen pieces of writing C-Use correct grammar with appropriate and varied sentence structure C-Show awareness of the need for an effective choice of register suited to the audience in both oral and written communication 	<ul style="list-style-type: none"> A-Understand and comment on the language, content, structure, meaning and significance of both familiar and previously unseen pieces of writing A-Demonstrate a critical awareness of a range of written and visual texts C-Use correct grammar with appropriate and varied sentence structure C-Show awareness of the need for an effective choice of register suited to the audience in both oral and written communication
Formative Assessments	<ul style="list-style-type: none"> B-Revision and preparation for exams A-Research into the literary society and culture of Shakespeare B-Construct a plan of action for developing a presentation C-Construct a language-based electronic presentation using appropriate vocabulary, with peer feedback on draft stage 	<ul style="list-style-type: none"> B-Revision and preparation for exams A- research the society and setting of the two texts, with supporting notes and discussion C-develop a commentary to explain the features of the visual representation of the selected setting, with justification of choices- class discussion C-Write captions to accompany 3-D models
Summative Assessment	<ul style="list-style-type: none"> A,B,C-Represent an aspect of Shakespeare's world using electronic medium A,B,C-Subject skills and content- based examination 	<ul style="list-style-type: none"> A,B,C-Create a 3 dimensional visual representation of the setting of <i>the Great Gatsby</i> or <i>Chronicle of a Death Foretold</i>

		<ul style="list-style-type: none">• A,B,C-Subject skills and content- based examination
Links	History,Technology	History, Geography, Spanish, Technology

H.Tinsley, 2009