

RCHK MYP English Curriculum Overview 2022-23

Key Concepts

Aesthetics	Change	Communication	Communities
Connections	Creativity	Culture	Development
Form	Global interactions	Identity	Logic
Perspective	Relationships	Systems	Time, place and space

Related Concepts

Audience imperatives	Character	Context	Genres
Intertextuality	Point of view	Purpose	Self-expression
Setting	Structure	Style	Theme

MYP Units

Unit	Unit Title & Unit Leader	Key Concept & Global Context	Related Concepts	Statement of Inquiry	Assessment (formative, summative, objectives)	Genre(s) & Texts	ATL Focus (skill category, cluster focus) & Task(s)
Year 7: Changing words and worlds Heywood, Jones, King, Turai-kiss							
7.1	A Hero With a Thousand Faces Heywood	Communication ; Personal and cultural expression	Audience imperatives Character Purpose Self-expression Setting	Societies tell stories to convey their values and understanding of the world.	FA: 1. Reading comprehension 2. Opening 200 words of original myth + plan SA: 1. Reading comprehension in timed conditions	Myth Mythology packet: <u>Year 7 Myths Outline for 2021</u> <u>Writing a myth - planning journal</u> Short myths	Communication: Give and receive meaningful feedback

					<p>2. Original 500-800 word modern myth</p> <p>Objectives: Criteria ABCD</p> <p>Rubric: 2021-22 Writing Your Own Myth: Y7 Pos Ed Assessment Sheet</p>		
7.2	<p>You can't blend in when you're born to stand out</p> <p>Turai-Kiss</p>	<p>Perspective; Personal and Cultural Expression</p>	<p>Context Self-expression Point of view</p>	<p>Perception of self shapes how individuals express themselves.</p>	<p>FA: Class discussion Journal responses Mini speeches (precept/ Room 101)</p> <p>SA: Persuasive speech</p> <p>Objectives: Criteria BCD</p> <p>YEAR 7 2021-22 Unit 1 ...</p>	<p>Novel Palacio, <i>Wonder</i></p> <p>Wonder Unit...</p>	<p>Self-management: Stress-reduction and managing anxiety Critical thinking: examine existing prejudices</p>
7.3	<p>Introduction to Poetry</p>	<p>Creativity Identities and Relationships</p>	<p>Self-expression Structure</p>	<p>Poetry is a forum for creative expression and self-exploration</p>	<p>FA: Differentiated Lessons on poetic devices Gamification Differentiated lessons on PEE paragraphs Original poetry</p> <p>SA: Original Poetry? Spoken element: recital? Rationale for poetry (PEE Paragraphs)</p> <p>Objectives: Criteria ABCD?</p>	<p>Poetry Packet of poems</p>	<p>Creative Thinking Skills: creating original works using existing works/ideas Communication: give and receive meaningful feedback Collaboration: practice empathy</p>
7.4	<p>Reporting the News</p> <p>Jones</p>	<p>Communication Personal and cultural expression</p>	<p>Audience imperatives Purpose Structure Style</p>	<p>The production and reception of news media enables individuals to connect to their</p>	<p>Slide show Greenscreen lessons</p> <p>FA: Analysis of news articles Journalistic skill development</p>	<p>News reports Selected news articles</p>	<p>Communication</p> <p>Give and receive meaningful feedback in small groups, as well as through the interview process. Use appropriate forms of writing for different purposes and audiences: in</p>

				communities, shaping the identity of both the individual and the community.	SA: News article on newsworthy/global issue Objectives: Criteria BCD (no longer a summative for this unit)		particular familiarising with news report conventions, style and structure. Negotiate ideas and knowledge with peers and teachers through discussion of news stories and the facts, opinions and issues behind them.
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Year 8: You, me and them
Brasher, Daw, King, Walker

8.1	Scaring the daylight Daw	Creativity; Personal and cultural expression	Genre Style	Gothic writers employ specific techniques to trigger a fear-driven response	FA: Journal responses developing skills in descriptive writing, establishing setting and building tension. SA: Creative piece (500-1000 words) Objectives: Criteria ABCD	Gothic horror Excerpts from: <i>Coraline</i> (2012) by Neil Gaiman <i>Frankenstein</i> (1818) by Mary Shelley <i>Tell Tale Heart</i> (1843) by Edgar Allan Poe <i>Dracula</i> (1897) by Bram Stoker <i>The Woman in Black</i> (1983) by Susan Hill	Reflection: imitation Creative thinking skills: making connections,; apply existing knowledge to generate new ideas
8.2	My world and me Brasher	Connections Fairness and Development	Theme	By communicating with each other, individuals can adopt or resist ideas around fairness. .	FA: Comprehension Questions Essay skill building: thesis, topic sentences, paragraph development, quote integration SA: Timed test on textual analysis - short paragraph	Novel Lowry, <i>The Giver</i>	Communication: Give and receive meaningful feedback

					Objectives: Criteria ABD		
8.3	Nonfiction King	Communication Personal and cultural expression	Audience Imperative Purpose Style	Persuasive texts use language intended to influence our behaviour and decisions.	FA: Introduction to non-fiction genre conventions: advertisements, letters, travel writing SA: Travelog advertising travel destination Objectives: Criteria BCD	Non-fiction	Information literacy: Make connections between various sources of information Media Literacy: Communicate information and ideas effectively to multiple audiences using a variety of media and formats
8.4	The Novel Walker	Perspective Orientation in Space and Time	Point of view Intertextuality Theme	Fiction grounds our understanding through different perspectives in space and time.	FA: Short answer test on technique and content SA: IO analysis of extract from novel Objectives: Criteria ABD	Novel <i>The Book Thief</i> , <i>Zusak</i> <i>Maus</i> , Spiegelman <i>Boy in the Striped Pyjamas</i> , Boyne <i>Once</i> , Gleitzman	Self-management: Stress-reduction and managing anxiety Critical thinking: examine existing prejudices

Year 9: The fiction of reality

Lewis, Stewart, Turner, Wells

Unit	Unit Title & Unit Leader	Key Concept & Global Context	Related Concepts	Statement of Inquiry	Assessment (formative, summative, objectives)	Genre(s) & Texts	ATL Focus (skill category, cluster focus) & Task(s)
9.1	What's Your Story? (IDU with DT) Lewis	Connections Form Orientation in Space and Time	Genre Point of view Self-Expression	Adaptation of form can communicate universal truths about identity.	FA: 2020-2021 Year 9 Unit 1 Memoir Unit Resources Storyboard Memoir Planner and Draft SA: Memoir	Memoir draft Selected memoirs: Prose Poetry Lyrics Graphic novel <i>Chinese Cinderella</i>	Collaboration: Practise empathy Give and receive constructive feedback Use a variety of media to communicate Share ideas with multiple audiences

					Objectives: Criteria BCD	by Adeline Yen Mah <i>Gweilo</i> by Martin Booth <i>Boy</i> by Roald Dahl and others	
9.2	Selling your sole Turner	Communication Fairness and development\	Audience Imperatives Context Purpose	Creators are responsible for the messaging of their product.	FA: <u>Slide show tasks</u> Group presentation analysis Create own advertisement with rationale SA: Three paragraph written analysis of an advertising campaign e.g. Coke named cans Objectives: Criteria AD	Advertisements Self-selected texts	Reflection Keep a journal to record reflections. Creative thinking Consider multiple alternatives, including those that might be unlikely or impossible Apply existing knowledge to generate new ideas, products or processes
9.3	Alternate realities: Novel study Stewart	Perspective Identities and Relationships	Character Setting Theme	Literary analysis can provide readers with diverse perspectives.	FA: <u>Year 9 Unit 4: Novel Study</u> Literary Autopsy/Roll on the world SA: Analytical piece: Issues of Global Importance Essay Objective: Criteria ABD	Novel, graphic novel Gene Luen Yang, <i>ABC Chinese Of Mice and Men</i> John Steinbeck Possibles? <u>I am J</u> by Cris Beam (recommended by Kelly)	Thinking: Gather and organize relevant information to formulate an argument Consider ideas from multiple perspectives Practice flexible thinking
9.4	Poetry as Performance Wells	Creativity Personal and Cultural Expression	Form Adaptation Purpose Structure	Communication is enhanced by adaptation and creativity.	FA: <u>Year 9 Unit 3: Poetry in Motion</u> Poetry Presentation and Performance	Czesław Miłosz, <i>A Book of Luminous Things</i>	Communication: Give and receive meaningful feedback Use intercultural understanding to interpret communication

					SA: Original Poem Multimedia Presentation and Performance Objective: Criteria AC		Use a variety of media to communicate with a range of audiences Interpret and use effectively modes of non-verbal communication Negotiate ideas and knowledge with peers and teachers Collaborate with peers and experts using a variety of digital environments and mediadrive

Year 10: Representations of the truth
Lodders, Stewart, Turai-Kiss, Turner, King

10.1 (End Nov 15)	Language and Change Bradley Stewart	Communication & Creativity Fairness & Development	Purpose Style	In order to develop a more fair society, language can be used to communicate messages that bring about shifts in perspective and instigate change.	<u>Slide show</u> FA: In pairs: Persuasive language presentation (Sept 8) Letter of complaint (Sept 21) Poetic devices presentation (Oct 21) SA: PBL text generation One written task + rationale (Sept 30) One oral text + rationale (Nov 8) Objectives: Criteria ABCD	Multimedia A variety of text samples: <ul style="list-style-type: none"> • Slam poems • Speeches • Protest songs • Posters • Websites • Letter of complaint • Infographic 	Communication: Use appropriate forms of writing for different purposes and audiences Use a variety of media to communicate with a range of audiences Share ideas with multiple audiences using a variety of digital environments and media Creative thinking: Use brainstorming and visual diagrams to generate new ideas and inquiries Make unexpected or unusual connections between objects and/or ideas TOK focus on logical argumentation: identification of fallacies?
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Year 11: Power and prejudice

Brasher, Heywood, Turai-Kiss, Walker

11.1	Making the News Brasher	Perspective Fairness and Development	Audience imperative Purpose Style	<i>News media present perspectives that inform and influence society.</i>	<u>Lesson sequence</u> Slide Show FA: News report on press conference Original op-ed SA: Original article (either text type) Objectives: Criteria BCD	News reports Op-eds Listicles Selected sample media texts	Communication: Use appropriate forms of writing for different purposes and audiences Read critically and for comprehension Make inferences and draw conclusions Media literacy Locate, organize, analyse, evaluate, synthesise and ethically use information from a variety of sources and media (including digital social media and online networks)
11.2	A Tale Told By An Idiot Walker	Connections Identities and Relationships	Character Context Theme	The characterisation in fiction explores how human relationships impact moral judgment.	FA: Journal responses SA: Paper 2 in-class essay Objectives: Criteria BCD	Drama Shakespeare, <i>Macbeth</i> Selected film versions	Critical Thinking: Evaluate evidence and arguments
11.3	Narrative Craft Turai-Kiss	Communication Personal and Cultural Expression	Narrative Character Style	Writers choose narrative devices and conventions that help convey their ideas.	FA: Creative writing exercises Short answer journal responses Formative guided textual analysis: Lit: novel extracts Non-lit: multimodal/visual texts e.g. propaganda posters SA: 1. Creative response 2. EXAM - Paper 1 style Guided Textual Analysis on unseen extracts	Novel Dai Sijie, <i>Balzac and the Little Chinese Seamstress</i>	Communication Help others to succeed Build consensus Listen actively to other perspectives and ideas Encourage others to contribute Critical Thinking Gather and organize relevant information to formulate an argument Evaluate evidence and arguments Draw reasonable conclusions and generalizations Test generalizations and conclusions

					Objectives: Criteria ABD		
11.4	Violence in literature: Heywood	Perspective Fairness and Development	Genres Self- expression	Creative expression allows individuals to use their imagination to expand understanding of the world	<u>Lesson sequence</u> FA: Formative original writing and questions Formative Socratic SA: Oral presentation: Theme of Violence as evident in one literary and one non-literary text Objectives: Criteria ABD	Short fiction Selected texts: <i>Beowulf</i> Dahl, " <u>Lamb to the Slaughter</u> " De Maupassant, " <u>A Vendetta</u> " Carver, " <u>Popular Mechanics</u> "	Critical thinking: Analyse complex concepts and projects into their constituent parts and synthesise them to create new understanding Identify trends and forecast possibilities Creative Thinking: Make guesses, ask "what if" questions and generate testable hypotheses Apply existing knowledge to generate new ideas, products or processes Create original works and ideas; use existing works and ideas in new ways