

STUDY PLAN - DISTANCE LEARNING

Living in Dystopia- Project Work

Name of Teacher: Samra Shakeel Rana

Class and Section: YEAR 10 D/F

Subject: English Language (GCSE 9-1)

Week 8-9: 2 Weeks 10th May-21st May

No. of lessons– 5 each week

Student's access to Work: Work sent to students through Class Group Gmail or Google Classroom (email answers)/ Class English WhatsApp Group (Clear doubts)

Topic: Fiction

Resources:

Suggested Books:

- a. The Hunger Games- Suzanne Collins (Books not the Movies)
- b. The Handmaid's Tale- Margret Atwood
- c. 1984- George Orwell
- d. War of the Worlds- H.G Wells
- e. Divergent series- Veronica Roth (Books not the Movies)
- f. The Running Man- Stephen King
- g. The 100- Kass Morgan (Books not the TV series)

Overall Objectives:

Objectives:

1. Read, understand and respond to texts

Students should be able to:

- maintain a critical style and develop an informed personal response
- use textual references, including quotations, to support and illustrate interpretations

2. Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate

3. Show understanding of the relationships between texts and the contexts in which they were written.

4. Presenting information and ideas: selecting and organizing information and ideas effectively and persuasively for prepared spoken presentations; planning effectively for different purposes and audiences; making presentations and speeches

Learning Outcomes:

- identify and interpret themes, ideas and information in a range of literature and other high-quality writing.
- read in different ways for different purposes, and evaluate the usefulness, relevance and presentation of content for these purposes; draw inferences and justify these with evidence.

- support a point of view by referring to evidence within the text.
- identify bias and misuse of evidence, including distinguishing between statements that are supported by evidence and those that are not
- reflect critically and evaluatively on text, use the context of the text and draw on knowledge and skills gained from wider reading.
- recognise the possibility of different responses to a text.
- responding to spoken language: listening to and responding appropriately to any questions and feedback

DATE	ACTIVITY
WEEK 8	10 th May to 14 th May
<p data-bbox="186 625 391 659">LESSON 1,2,3</p> <p data-bbox="186 699 399 768">Compilation of Ideas</p> <p data-bbox="186 919 394 1060">1 Lesson Asynchronous. (Teacher's Discretion)</p>	<p data-bbox="703 598 1240 636" style="text-align: center;">Living in Dystopia- Project Work</p> <p data-bbox="440 676 678 709"><u>Lesson Objectives</u></p> <ol data-bbox="440 732 1490 989" style="list-style-type: none"> 1. Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. 2. Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts. 3. Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuations. <p data-bbox="440 1050 716 1083"><u>Learning Outcomes:</u></p> <ul data-bbox="488 1087 1435 1268" style="list-style-type: none"> • write for impact: select, organise and emphasise facts, ideas and key points • cite evidence and quotation effectively and pertinently to support views • create emotional impact • use language creatively, imaginatively and persuasively, including rhetorical devices (such as rhetorical questions, antithesis, parenthesis). <p data-bbox="440 1308 784 1341"><u>Writing and Researching:</u></p> <p data-bbox="440 1381 1146 1415">Students will compile their research work and findings.</p>
<p data-bbox="186 1564 334 1598">Lesson 4,5</p> <p data-bbox="186 1635 293 1669">ZOOM</p>	<p data-bbox="703 1572 1240 1610" style="text-align: center;">Living in Dystopia- Project Work</p> <p data-bbox="440 1614 686 1648"><u>Lesson Objectives:</u></p> <p data-bbox="440 1661 1156 1694">1.5: compare texts with other texts and real life scenario</p> <p data-bbox="440 1738 667 1772"><u>Success Criteria:</u></p> <ul data-bbox="488 1780 850 1814" style="list-style-type: none"> • Able to assess peer's work <p data-bbox="440 1850 1268 1883"><u>Discussion of the Task Peer- Self Assessment: (Zoom Meeting)</u></p> <p data-bbox="440 1923 987 1957">Students will discuss the task with teacher.</p>

	<p>(Teacher can have a 15-minute session with each group)</p> <p>Students will assess their Peers work based on the ideas shared and how are they shared</p> <p>They can give verbal or written feedback through Google Docs to each other</p>
--	--

DATE	ACTIVITY
WEEK 9	17th May to 21st May
<p>LESSON 1,2,3,4,5</p> <p>Asynchronous. (Teacher's Discretion)</p> <p>ZOOM</p> <p>2 groups per Zoom Session</p>	<p style="text-align: center;"><u>PRESENTATION</u></p> <p style="text-align: center;">Living in Dystopia- Project Work</p> <p><u>Lesson Objectives</u></p> <ol style="list-style-type: none"> 1. Demonstrate presentation skills in a formal setting. 2. Listen and respond appropriately to spoken language, including to questions and feedback to presentations <p><u>Learning Outcomes:</u></p> <ul style="list-style-type: none"> • Discuss the explored aspects of plot, characterisation, events and settings. • Discuss the explicit and implicit meaning. • Explain motivation, sequence of events, and the relationship between actions or events • Discuss the multiple theme in the text and evaluate its implementation on the world, distinguish between themes; support a point of view by referring to evidence in the text. • Discuss the possibility of and evaluate different responses to a text, use understanding of writer's social, historical and cultural contexts to inform evaluation; make an informed personal response that derives from analysis and evaluation of the text <p><u>Presentation Peer Assessment: 2 Groups per Zoom Session</u></p> <p><u>In each Zoom Meeting (2 Lessons) Teacher will invite 2 groups while 1 group is presenting the other group will comment on their work. They can ask questions as well and lead it to a formal discussion</u></p> <p>Teacher's Assessment: Each student will be assessed based on their ideas and creativity. <i>(subject to change after discussion with Teachers)</i></p>