

YEAR 9 ENGLISH LANGUAGE *WEEK 10* STUDY PLAN - DISTANCE LEARNING / BLENDED LEARNING

YEAR 9 ENGLISH LANGUAGE

Name of the Teacher: Keenan Pimenta

Class and Section: YEAR 9 F

Subject: ENGLISH LANGUAGE (GCSE 9-1)

Week 9: 25th October to 28th October

No. of lessons - 5 (4 – ZOOM, 1 GOOGLE CLASSROOM)

Student's access to Work: Work sent to students through Google Classroom and Zoom session will be held.

Topic: EXPLORE DYSTOPIA : ASSESSMENT: DYSTOPIAN OPENINGS

Overall Objectives:

- Understand how to write a story opening using features of the dystopian genre

RESOURCES: SKILLS FOR WRITING TEXT – UNIT 5 & 6, Pages 74 to 77

POWER POINT PRESENTATION – DYSTOPIAN OPENINGS

RESOURCES FROM EDEXCEL / ACTIVE TEACH

ASSESSMENT for LEARNING : Students are assessed continuously for GC work; Homework and contributions during class discussions.

DATE and LESSON No.	ACTIVITY
	1 st November to 5 th November
LESSON 1	<p>ZOOM Lesson 1</p> <p>Follow up from previous week's lesson – Pg 73 ACTIVITY 2 – Short reflection, then do Q 4 a and b – Students consider concerns they have about school and education (Q 4a) and then write a short paragraph taking a concern from 4a and taking it to an extreme to create dystopian story about schools in the near or distant future. Some of the paragraphs ma be read to the whole class.</p> <p>ACTIVITY A</p> <p>Begin with a short reflection of what was done in the previous class namely, ACTIVITY 2 PG 73.</p> <p>Q. Mention 3 key ideas from the extract on Pg 73. Discuss.</p> <p>Give students examples of social concerns; for example, global warming, financial disaster, artificial intelligence take over. Students can also be supported by the visual stimuli in DYSTOPIAN OPENINGS PPT, SLIDES 1-8.</p> <p>Complete Activity 2, question 4. DYSTOPIAN OPENINGS PPT, SLIDE 9</p> <p>Encourage students to make two or three language choices that draw on what they have learnt so far about building a fictional dystopian society; for example, nouns and noun phrases to create an impression of place and to influence the reader's view of that place.</p>
LESSON 2	<p>ZOOM LESSON 2</p> <p>Learning Objectives:</p> <ul style="list-style-type: none"> • To understand how to write a story opening using features of dystopian stories they have already explored previously <p>SUCCESS CRITERIA</p> <p>Students will be able to</p> <ul style="list-style-type: none"> • Follow the basic steps to collect ideas before writing • Use some ideas presented by writers to plan for writing their own dystopian story of the future <p>Learning Outcome:</p> <p>Students write the opening paragraph (150 to 200 words) of a dystopian short story about a school of the future.</p>

<p>LESSON 3 –</p>	<p>ACTIVITY B PLANNING FOR WRITING Students plan the story opening using the ideas presented in the text – Pg 74, 75. Read the text from a real school prospectus – ANTHOLOGY - UNIT 5 & 6, Pages 74 / SLIDE 10</p> <p>They then have a whole class discussion on Part 1 - What values does this school proclaim in their prospectus? They can then record their responses – SLIDE 11.</p> <p>GOOGLE CLASSROOM: SLIDE 12</p> <p>Students work on making note of what values does SMCHS have and draw a mind map of the nouns having the same lexical field.... They will then make note of what values will their dystopian school of the future have and build a word bank of the nouns having the same lexical field of their future school.</p>
<p>LESSON 4</p>	<p>ZOOM LESSON 3</p> <p>Students recall Zoom lesson 1, in which they thought about school and education and how they could use their concerns to write a dystopian story. In groups they can consider ways in which the school’s ideals could be distorted to an extreme dystopic vision and imagine some extreme ideals and rules for their school.</p> <p>SLIDE 13 – Students consider what aspects of dystopian genre will they use for their future dystopian school.</p> <p>SLIDE 14 - WHAT NARRATIVE VIEWPOINT WILL THEY USE? Students can record their responses in their notebooks.</p>
<p>LESSON 5</p>	<p>ZOOM LESSON 4</p> <p>SLIDE 15 – Students are guided to think about rules and ideals of this dystopian schools to the reader and to describe the setting of the story.</p>

	<p>HOMEWORK: Students write the opening of a dystopian story about the school of the future. They must write between 150 to 200 words.</p>
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