Subject Aims

- Use language as a vehicle for thought, creativity, reflection, learning, self-expression, analysis and social interaction
- Develop the skills involved in listening, speaking, reading, writing, viewing and presenting in a variety of contexts
- Develop critical, creative and personal approaches to studying and analysing literary and non-literary texts
- Engage with text from different historical periods and a variety of cultures
- Explore and analyse aspects of personal, host and other cultures through literary and non-literary texts
- Explore language through a variety of media and modes
- Develop a lifelong interest in reading
- Apply linguistic and literary concepts and skills in a variety of authentic contexts

Keys to Class

- **Student-driven inquiry**: Class is student-centered and emphasizes student voice. Students are consistently exploring their own and others' interpretations of texts and connections to human life and society.
- **Texts as vehicles**: Texts are used as vehicles to explore a variety of other concepts related to language, literature and the human experience. Students explore human expression, history, conflict and more through literature and other texts. Texts are globally focused, and many are translated, set in another time and place and/or written by international authors.
- **Language instruction**: Vocabulary and English mechanics are integrated into weekly instruction. Students learn in short blocks frequently over time to truly absorb the material.
- **Engagement**: Students engage in authentic activities to encourage engagement and participation.
- **Writing**: Students write creatively, analytically and for authentic contexts to develop strong written and verbal communication skills. They establish the ability to formulate a written stance and support it with evidence.
### Objective Criterion

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<thead>
<tr>
<th>Objective A: Analyzing</th>
<th>Students develop skills in analyzing texts, their components and relationships to other texts. They establish skills in academic argumentation and supporting ideas with examples and evidence.</th>
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<tbody>
<tr>
<td>Objective B: Organizing</td>
<td>Students develop the ability to organize their ideas and opinions in a variety of forms for a variety of purposes. They learn MLA formatting and the importance of accurate referencing.</td>
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<td>Objective C: Producing Text</td>
<td>Students develop skills in producing original written and spoken text, demonstrating creativity and exploring multiple perspectives.</td>
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<tr>
<td>Objective D: Using Language</td>
<td>Students develop skills in effective communication, meaning the appropriate use of accurate and varied language for the context and intention. They establish a secure foundation in English conventions.</td>
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### Content Brief

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<th>Trimester 1</th>
<th>Trimester 2</th>
<th>Trimester 3</th>
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| **The Iliad, Homer**  
Students study an ancient Greek epic and the reflection of culture in literature. They evaluate universal human instincts and drives and their impacts on conflict.  
12 Angry Men, Rose  
Students study (in)justice and law through drama. They create a campaign to expose injustices to others. They write legislation and engage in the lawmaking process with other schools digitally. They also study the art of rhetoric and persuasion.  | **Ethics Bowl**  
Students explore some philosophy basics and the concept of ethics. They participate in an ethics bowl, strengthening their speaking skills, and write a position paper.  
**Anthem, Rand**  
**Animal Farm, Orwell**  
Students study collectivism and individualism. They explore the impact of identity on written expression. They evaluate the effectiveness of a creator’s choices and write an allegory of their own. | **Dust of Eden, Nagai**  
**Hiroshima, Hersey**  
Students study the Japanese experience of WW2, including the stories of survivors of the atomic bomb and internees during Japanese-American detention.  
**Salt to the Sea, Sepetys**  
Students study various perspectives of WW2 through characters' points of view. They write a scene for a screenplay and write about life’s greatest hunter. |