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| Grade Course | S2 ICA | Subject | Academic Writing Skills |
| Class Hours | 2 hours per week | | |

Competencies

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| ① Communication | Students will develop the ability to communicate clearly and appropriately with a range of audiences for a variety of purposes. |
| ② Solving Ability | Students will demonstrate a range of critical thinking skills in their academic writing. |
| ③ Responsibility | Students will take responsibility to fully engage in all classroom activities and assessments in order to meet course goals and objectives. |

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| ③ | Skillfully demonstrate full comprehension of key concepts related to course goals and objectives. | Critically evaluate and construct well-ordered, coherent, cohesive and logical written / spoken texts for a variety of purposes and audiences. | Generate creative and original solutions, arguments and ideas in response to class content. |
| ② | Demonstrate comprehension of key concepts related to course goals and objectives. | Construct well-ordered, coherent and logical written / spoken texts for a variety of purposes and audiences. | Generate solutions, arguments and ideas in response to class content. |
| ① | List key concepts related to target concepts related to course goals and objectives. | Construct coherent and logical written / spoken texts. | Generate arguments and ideas in response to class content. |
| | Ⓐ Recognition | Ⓑ Logical Thinking | Ⓒ Creative Thinking |

| Term | Month | Unit | Unit Goals | Activities |
|------|-------|--------------------------|---|---|
| 1 | 4 | Critical Thinking Skills | Produce a well-organised, logical and coherent multi-paragraph text appropriate for the purpose and audience that demonstrates understanding of the conventions of the target text-type. Discussion of the following for the purpose of written / spoken response: - Bloom's Taxonomy - Gardner's multiple intelligences - Critical and creative thinking | Academic essays, creative writing tasks, class discussions, presentations and speeches. Analysis of a range of texts for the purposes of written and spoken response. |
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| 2 | 9 | Literary Analysis | Produce a well-organised, logical and coherent multi-paragraph text appropriate for the purpose and audience that demonstrates understanding of the conventions of the target text-type. Discussion of the following for the purpose of written / spoken response: - Context and interpretation of texts - Novels, short-stories, drama, poetry, non-fiction and film | Academic essays, creative writing tasks, class discussions, presentations and speeches. Analysis of a range of texts for the purposes of written and spoken response. |
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| 3 | 1 | Media Literacy | Produce a well-organised, logical and coherent multi-paragraph text appropriate for the purpose and audience that demonstrates understanding of the conventions of the target text-type. Discussion of the following for the purpose of written / spoken response: - Images and advertisements - Radio, television and speeches - Internet texts - Evaluation of media texts | Academic essays, creative writing tasks, class discussions, presentations and speeches. Analysis of a range of texts for the purposes of written and spoken response. |
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| Grade Course | S2 Public Speaking | Subject | English |
| Class Hours | 2 hours / week | | |

Competencies

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| ① Responsibility | Students will be expected to adhere to due dates and presentation timelines to keep the flow of class from slowing down. |
| ② Investigation | Students will learn research tactics and citation methods while creating a convincing persuasive speech. |
| ③ Communication | Students will be able to communicate effectively by studying and applying various public speaking techniques. |

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| ③ | students are quizzed on the definitions of vocabulary | Students edit their checked outlines and resubmit | Students give their speech. |
| ② | Students are tasked with relating the vocabulary with concepts they already understand | Students work on their outlines, refine subsections, and submit it for review | Scripts are reviewed, outlines are reviewed and students begin practicing their speech. |
| ① | Students are exposed to new vocabulary | Students apply learned vocabulary to organize an outline | Students use their outline to write their script. |
| | Ⓐ Recognition | Ⓑ Logical Thinking | Ⓒ Creative Thinking |

| Term | Month | Unit | Unit Goals | Activities |
|------|-------|--|--|---|
| 1 | 4 | 1 The Basics of Public Speaking | • To understand the processes of communication and define public speaking | 1st half - Self Introduction Speech (Trial) 2nd half - Self Introduction Speech (Official) |
| | 5 | 2 Audience Analysis and Listening | • To understand how analyzing the audience affects construction of a speech | |
| | 6 | 6 Organizing and Outlining your Speech | • To understand basic speech script construction and organization | |
| | 6 | 8 Introductions and Conclusions | • To understand the functions of introductions and conclusions | |
| | 7 | 9 Presentation Aids in Speaking | • To design professional-looking slides using presentation software | |
| 2 | 9 | 12 Informative Speaking | • To understand the construction of an informative speech | 1st half - Informative Speech (Trial) 2nd half - Informative Speech (Official) |
| | 10 | 4 Developing Topics for your Speech | • To understand how to decide speech topics | |
| | 11 | 5 Researching your Speech | • To understand how to properly and effectively research information | |
| | 11 | 10 Language | • To understand how language choices affect the effectiveness of a speech | |
| | 12 | 11 Delivery | • To understand how to use specific techniques to enhance speech delivery | |
| 3 | 1 | 13 Persuasive Speaking | • To be able to construct a clear, reasonable proposition for a short classroom speech | Persuasive Speech |
| | 2 | 3 Ethics in Public Speaking | • To understand the value of ethics in building a solid reputation as a speaker | |
| | 3 | 7 Supporting your Speech Ideas | • To understand why supporting materials are necessary and how to cite correctly | |

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| Grade Course | S2 ICA | Subject | ELA Elective: Media Studies |
| Class Hours | 2hours/week | | |

Competencies

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| ① Communication | Recognize the power of media in today's media-centered information-rich society we live in |
| ② Investigation | Analyze and evaluate the various media |
| ③ Public Participation | Construct a sense of what the world is or how it works |

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| ③ | Students show their knowledge of the vocabulary | Students explain their thoughts and draw conclusions logically | Students use their knowledge of media studies and produce their own interpretations of media texts |
| ② | Students understand and use analysis vocabulary | Students follow the media analysis methods to deconstruct media texts | Students dig beneath the surface to further explore the relationship between media and the world in which they live |
| ① | Students learn new vocabulary used in media analysis | Students learn new concepts and methods used in media analysis | Students draw on their own experiences to think about the media and how media has an affect on their lives |
| | Ⓐ Recognition | Ⓑ Logical Thinking | Ⓒ Creative Thinking |

| Term | Month | Unit | Unit Goals | Activities |
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| 1 | 4 | ① Mass Media and Popular Culture ② Media and Representation | Unit ① - ④ - Recognize and appreciate the role of mass media in communication, in contemporary society, and in their personal lives - Recognize the codes, forms, and conventions of various mass media - Recognize the ways in which various mass media shape their messages, and construct a sense of what the word is or how it works | In-class: Brainstorming, class discussions, questioning, and observations, written media journals Unit Project Topics: ① A Decade of Popular Culture ② Representations of Youth, Race, Gender and Violence in Advertising |
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| 2 | 9 | ③ Selling Images and Values ④ Constructed Media Environments | - Analyze and evaluate the various mass media, including their sources, intents, and underlying values - Recognize the role and power of advertising in the mass media - Extend and apply language abilities | In-class: Brainstorming, class discussions, questioning, and observations, written media journals Unit Project Topics: ③ Does Advertising Shape Our Values? ④ Design and create a visual and or multimedia text |
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| 3 | 1 | Intro to Film Studies | Appreciate, analyze and interpret theme, character, story structure and narrative technique through the medium of film. | In-class: Viewing film Class discussions and observations Final Project: Film Production |
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