

Unit Title	'We must protect the environment!' Non-fiction unit				
Subject group and discipline	Language and Literature: English	MYP year	1	Unit duration (hrs)	20

Inquiry: Establishing the purpose of the unit

Key concept	Related concept(s)	Global context
Connections	Audience imperatives; point of view; style.	Personal & cultural expression: express ideas, feelings, culture, beliefs and values.
Statement of inquiry		
By exploring a range of media texts, we can develop our understanding of how stylistic choices express a point-of-view and create an intended emotional effect on an audience.		
Inquiry questions		
<p>Factual (remembering facts and topics)— What different types of media can we think of? How can we 'fact check' a source of information?</p> <p>Conceptual (analysing big ideas)— What role does the media play in society? What would a world without media be like? What is the effect of the climate crisis? Who is justified to speak on this topic?</p> <p>Debatable (evaluating perspectives and developing theories)— What is the role of the media in relation to the climate crisis and is the media in the UK fulfilling that role? Is there too much 'bad news' in the media coverage of the climate crisis? Should we trust the media's representation of the climate crisis? How do we know when to trust the media?</p>		

Objectives	Summative assessment	
<p><u>Objective C: Producing text</u></p> <ul style="list-style-type: none"> i. produce texts that demonstrate insight, imagination and sensitivity while exploring and reflecting critically on new perspectives and ideas arising from personal engagement with the creative process ii. make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience iii. select relevant details and examples to develop ideas. <p><u>Criterion D: Using language</u></p> <ul style="list-style-type: none"> i. use appropriate and varied vocabulary, sentence structures and forms of expression ii. write and speak in an appropriate register and style iii. use correct grammar, syntax and punctuation iv. spell, write and pronounce words with accuracy v. use appropriate non-verbal communication techniques. 	<p>Goal- To write and deliver a speech on the issue of the climate crisis, using specific persuasive language features to inspire your point-of-view.</p> <p>Role- You are a young activist who has been tasked with writing and delivering a speech on the issue of the climate crisis.</p> <p>Audience- a local MP.</p> <p>Situation- You are an activist who has been tasked with writing an opinion piece on the issue of the climate crisis.</p> <p>Product/performance/purpose- You will write out your persuasive piece and then practise presenting this to your peers in order to inspire them to feel as strongly about the issue as you do. Some of the speeches will be sent to the local MP, with the hope of pressing the importance of this global issue even further.</p> <p>Standards and criteria- Your work will be assessed on Criterion C- Producing text (i. ii.iii.) & Criterion D- Using language (i. ii. iii. iv. v.) (Year 1).</p>	<p><i>Relationship between summative assessment task(s) and statement of inquiry:</i></p> <p>This unit and assessed tasks will allow students to explore and understand the way in which audience and message impact the stylistic choices a writer might make in presenting the truth.</p> <p>By producing and delivering a speech based on the issue of the climate crisis, students will become aware that facts are constant but interpretations and opinion malleable. They will emerge, we hope, with increased curiosity and appetite for the news – from different sources and in different media- and an increased understanding of this current global issue, and how it affects their lives on a local and personal level too.</p>
<p>Approaches to learning (ATL):</p>		
<p>Research skills- researching facts and checking facts that are presented to them.</p>		