

Unit Title	Heroism				
Subject group and discipline	Language and Literature: English	MYP year	2	Unit duration (hrs)	20

Inquiry: Establishing the purpose of the unit

Key concept	Related concept(s)	Global context choose 1 and then drill down to exactly which aspect of these the unit will focus on
Communication	Stylistic choices	Fairness and development: Civic responsibility and the social sphere
Statement of inquiry		
Writers use stylistic choices to communicate ideas about civic responsibility and the social sphere which helps us to imagine a hopeful future .		
Inquiry questions		
<p>Factual (remembering facts and topics)—</p> <p>What rhetorical techniques are used to express a point of view?</p> <p>Which nouns and verbs can be used expressively?</p> <p>How can direct and indirect speech be used in point of view writing?</p> <p>How can facts be used to support a specific point of view?</p> <p>How can subordinate clauses create an authoritative tone?</p> <p>Conceptual (analysing big ideas)—</p> <p>What is a hero?</p> <p>How are heroes represented in literature?</p> <p>How do heroes reflect the values of the society which creates them?</p> <p>Debatable (evaluating perspectives and developing theories)—</p>		

<p>Why do we need heroes? Why is hero-worship inspirational? Why is hero worship dangerous?</p>		
Objectives	Summative assessment	
<p><u>Criterion C: Producing text</u></p> <p>i. produce texts that demonstrate thought and imagination while exploring new perspectives and ideas arising from personal engagement with the creative process</p> <p>ii. make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience</p> <p>iii. select relevant details and examples to support ideas</p> <p><u>Criterion D: Using language</u></p> <p>i. use appropriate and varied vocabulary, sentence structures and forms of expression</p> <p>ii. write and speak in an appropriate register and style</p> <p>iii. use correct grammar, syntax and punctuation</p> <p>iv. spell (alphabetic languages), write (character languages) and pronounce with accuracy</p> <p>v. use appropriate non-verbal communication techniques.</p>	<p>Goal- <u>To write a short opinion piece</u> introducing who the epitome of a hero is for you and <u>Justifying</u> why you chose this example.</p> <p>Role- You are a teenager contributing to a blog about heroism</p> <p>Audience- Teenage readers</p> <p>Situation- This website is trying to identify different types of heroes</p> <p>Purpose- <u>To celebrate and raise awareness</u> of a hero of your choice</p> <p>Standards and criteria- You will be judged by Criterion C (I, ii, iii) and Criterion D (I, ii, iii, iv, v).</p> <p>Formative:</p> <p>Goal- <u>To write a motivational speech</u> persuading fellow year 8 students to be an 'everyday hero' at Impington.</p> <p>Role- You are on iSLT</p> <p>Audience- Years 7-9</p> <p>Situation- You are delivering this speech at an assembly</p> <p>Purpose- To <u>persuade</u> students to take action</p> <p>Standards and criteria- You will be judged by Criterion C (I, ii, iii) and Criterion D (I, ii, iii, iv, v).</p>	<p><i>Relationship between summative assessment task(s) and statement of inquiry:</i></p> <p>Students will use a range of stylistic, rhetorical features in their own writing to communicate what they consider a hero to be and how heroism connects with civic responsibility and the roles individuals might take in order to contribute to the bettering of society. Finally they will consider the role of heroes as inspiration to encourage people to strive for a better future.</p>

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Approaches to learning (ATL): *These can be listed or you could offer some explanation of how they will be developed*

Managing self-talk (self-motivation) and strategies to reduce stress and anxiety (emotional management)
 Explicitly taught through class discussions and debates about the nature of heroism and through scaffolds for Agree Build Challenge