

You Choose

Year Nine English
Course Selection Booklet





Welcome

The London Nautical School Department of English 2013-14

Dear students, families and interested parties,

Welcome to a new year of English at the London Nautical School. This year is one of renewal for us in the department with a number of new teachers and the introduction of some radical new approaches to the curriculum.

We have some very exciting plans, many of which involve you and about which we are very eager to receive your feedback.

This choices booklet is an introduction to a key aspect of our plan. Each teacher has devised a programme of learning for the year that combines the core learning described in the national curriculum with a “line of inquiry” which provides the year’s learning with a singular focus and a thread of coherence.

Each programme of learning can be evaluated according to 3 dimensions; the line of inquiry, the style of learning and the level of academic challenge.

Your part in this is to choose the programme you want to join for the year and, if you’re a student, to make a commitment to giving it your best.

Please take time to consider each of the programmes in this booklet, and also feel free to contact the teachers directly to have any of your questions answered (their email addresses are included in this booklet and every programme of learning has its own online centre linked from www.edutronic.net).

We look forward to a great year of learning and success.

Kind regards,

Christopher Waugh
Head of Department for English



How to Choose

Course selection in Year 9 can be broken down into 3 key factors

Curriculum Framework

Every Year 9 class follows the English department's **KS3 curriculum framework**, which has been devised in accordance with the English National Curriculum to build on the students' learning from Year 8 and to prepare them to make the next step into Key Stage 4 with confidence. This framework is published online at the address:

› <http://edutronic.net/key-stage-three/framework/>

With confidence that **all** programmes embrace the requirements of English at Year 9, you are empowered to apply the following factors to your decision of “which class is right for me?”

1. Line of Inquiry

Each teacher has developed their programmes this year around a unifying idea. Each programme follows a **line of inquiry** that provides coherence to the year's learning - the students develop their skills as readers, writers, speakers, listeners and - most of all - thinkers to build their insight into the programme's unifying idea. Whether it's the **Politics and Corruption, The Rugged Individual, Speak Your Mind or Politics and Power**, you should choose the programme that interests you most.

2. Style of Learning

The English Department prides itself in the diversity of its teachers. We all teach with passion and conviction, but each of us has a different style. This booklet contains an outline of the methods each teacher favours in their classroom

3. Level of Academic Challenge

Every class will challenge the students, each in different ways. While ‘academic challenge’ is not something that can be reduced to a simple statement, each programme allows for a different challenge which by selecting the course, you embrace for Year 9.



Option 1:

Politics and Corruption

"Political language... is designed to make lies sound truthful and murder respectable, and to give an appearance of solidity to pure wind."

— George Orwell

Line of Inquiry

Choosing **Politics and Corruption** as your English programme for Year 9 means that you've **got one of those minds that questions everything**. This year we will be exploring through literature, drama, film, debate and investigation the **relationship between power and corruption**. You might not always like what you uncover - It's a serious course - but there will always be moments and **reasons to be cheerful**.

We'll be reading the work of some of the **20th Century's greatest writers**, such as George Orwell, William Shakespeare, Iain Banks and John Wyndham. We'll explore **a range of political structures**, keeping a close eye on **totalitarianism** and communism. **We'll use film and poetry as a lenses** through which to investigate genocide and oppression. We'll look at the **grammar and style** of dystopian fiction and write our own. Once we've got our **hackles raised** we'll use a range of **debating** fora to delve into the truth and sort **right from wrong**. In parallel to this everyone will be completing for homework their own **longitudinal reading inquiry** into notions of reality and fiction.

Style of Learning

Mr Waugh teaches in a **collaborative** environment where you can expect to engage in **extended discussion** into the underlying ideas in texts and your own work. This programme will involve extensive integration of **film-making and self-publishing** via **online blogs**. The writing programmes will have a strong **grammar** focus and the expectation is that you will be **publishing** and **performing** a great deal of what you create.

Level of Academic Challenge

- Pace of learning: **Fast**
- Complexity of Source Texts: **Advanced**
- Expectation of independent work: **Moderate**
- Willingness to participate in class discussion: **Advanced**
- Required prior knowledge: **Low**
- Minimum entry level: **4A**



Option 2:

The Rugged Individual

“Though there were many imitators there was never truly a ‘School of Hemingway’, because the standard he set was too severe.”

— John Wain from Obituary of Ernest Hemingway, *The Observer*, 1961

Line of Inquiry

For hundreds of years people have struggled to say who they are in a world which seems too huge and strange to take in an original voice; for hundreds of years and against all odds, they have succeeded. Starting in the literary genres of the Frontier, the Wild West, the Big City and the Badlands we will chase the elusive subject, the Individual and ask what it means to be different.

We will study fearless writers who pioneered their own view of the world, such as Ernest Hemingway’s drunken prizefighters and doomed matadors. We will ask ourselves what it means to live in a world where Identities are offered for sale by advertising, and how those texts shape us. We will also look at the dangers of Individualism and its partners in crime, ambition and pride.

Style of Learning

Mr Price asks that you be prepared to offer your opinion fearlessly in a variety of forms. There will be a mix of **Direct Instruction** with an environment of **debate and challenge**. You are expected to **formulate questions**. Grammar will be taught using **descriptive** rather than prescriptive methods, so you will need to work with **found texts** as well **producing** your own. You will present your work not only to your teacher but also to each other and to the wider adult world.

Level of Academic Challenge

- Pace of learning: **Advanced**
- Complexity of Source Texts: **Moderate**
- Expectation of independent work: **Advanced**
- Willingness to participate in class discussion: **Moderate**
- Required prior knowledge: **Moderate**
- Minimum entry level: **5B**



Option 3:

Speak Your Mind

“Don't raise your voice,
improve your argument.”

— Desmond Tutu

Line of Inquiry

Fundamentally, debating allows you to express your thoughts and opinions, and find out what views others support. This program is dedicated to providing the opportunity to develop your speaking and argumentative skills and most importantly to boost your confidence all in a positive arena. Being student led and focused, lessons will be based around topics that you are interested in and want to debate.

- Some of the problems and dilemmas we can attempt to resolve include:
- How can I be happy?
- Do animals have minds?
- Is not donating organs immoral?
- Should parents track their children via mobile phone applications?
- Is it morally worse to kill someone than to let someone die?
- Do men and women have different natures?
- Is privacy necessary for an open society?

Participating in this program will help you in the real world because we all have to speak up if we hope to gain something, whatever it may be.

Style of Learning

Miss Correia Pinto teaches uses moving images, art and music to develop your **creativity and imagination**. You are encouraged to be creative and imaginative with your work and to use **unique** forms to presentation. There is a strong focus on **building vocabulary, strengthening grammar** and developing your **verbal communication skills**. This program involves looking at a variety of **different text styles** and where researching at home will be required. Miss Correia Pinto aims to improve **creative thinking** by using the **skill of problem solving and critical thinking in lessons**.

Level of Academic Challenge

- Pace of learning: **Moderate**
- Complexity of Source Texts: **Moderate**
- Expectation of independent work: **Moderate**
- Willingness to participate in class discussion: **High**
- Required prior knowledge: **Low**
- Minimum entry level: **None**



Option 4:

Politics and Power

"All animals are equal, but some animals are more equal than others."

— George Orwell, *Animal Farm*

Line of Inquiry

What are the **rules that govern** the society we live in? What happens when those rules begin to **break down**? How do we begin anew? Through this programme, we will explore **what it means to be a citizen** and what rulers will do to stay in power. How far will they go and when will they (be) stop(ped)? Our texts for this year will be **Animal Farm**, **Life of Pi** and **Macbeth**. We will also be exploring a range of non-fiction texts and poetry.

Style of Learning

I am a **visual learner**, and I try to make sure that I use visual prompts in my lessons to help make my meanings clear. The **key** thing about my lessons is **choice**. I will always provide a **variety** of tasks for you to do, but it is up to you to choose which tasks suit you and how it will help you progress on your own **personal learning journey**.

I have a **passion for films and comics** and will try to include these in my lessons where I can to help start debates and inspire our own creative writing work.

Finally, I love reading and **finding new words**. I try to include activities in my lessons that will help you evaluate your own vocabulary choices and **develop your own voice**.

Mr North.

Level of Academic Challenge

- Pace of learning: **Advanced**
- Complexity of Source Texts: **Advanced**
- Expectation of independent work: **Moderate**
- Willingness to participate in class discussion: **High**
- Required prior knowledge: **Moderate**
- Minimum entry level: **5A**



Make your Choice:

The London Nautical
School Department of
English

Course Selection Process

Read more:

Many of your teachers have produced more detailed information about the courses they're offering this year. All this information is available on The Edutronic:

<http://www.edutronic.net/>

You're encouraged to speak to your families and the teachers to find out more about the course options before you make your final selection.

Select your course

This is an online process, once you've decided what your preferences are for your English course for 2013 you must then go to The Edutronic and complete the course selection form.

You will be asked to:

1. Rank your course preferences from 1-4
2. Explain why you believe you should gain your first preference
3. (Optionally) enter your and your parents' contact information to be added to the English department mailing list
4. The deadline for course selection is Friday 6 September at 3:00pm

When will you know?

We will be making the course allocation on Friday 6 September and you will start in your new classes on Monday 9 September.

Once this allocation is made, there will be no subsequent course alterations for the one year duration of the programme.