

ÅRSPLAN ENGELSK 10. TRINN 24/25

Period	Week	Course aim	Learning objectives	Topic & Contents	Assessment:
Democracy & Citizenship	34-41	<p><b>Course aim:</b></p> <ul style="list-style-type: none"> <li>- Use a variety of strategies for language learning, text creation and communication.</li> <li>- Use different digital resources and other aids in language learning, text creation and interaction.</li> <li>- Use knowledge of word classes and syntax in working on one's own oral and written texts.</li> <li>- Follow rules for spelling, word inflection, syntax and text structure.</li> <li>- Read factual texts and assess the reliability of the sources.</li> <li>- Use sources in a critical and accountable manner.</li> <li>- Revise one's own texts based on feedback and knowledge of the language.</li> </ul>	<p><b>Learning objectives:</b></p> <ul style="list-style-type: none"> <li>- I know what <i>democracy and citizenship</i> means.</li> <li>- I know how to use relative pronouns in English.</li> <li>- I can read, write and speak about democracy and citizenship.</li> <li>- I can reflect and discuss a film's topic, theme and meaning.</li> <li>- I know who Martin Luther King Jr was.</li> <li>- I know what the Civil Rights Movement is.</li> </ul>	<p><b>Topic &amp; Contents: <u>Democracy and Citizenship</u></b></p> <ul style="list-style-type: none"> <li>- Black Lives Matter</li> <li>- <a href="#">The Hate U give</a></li> <li>- Civil Rights Movements</li> <li>- Martin Luther King Jr</li> </ul> <p><b>Texts:</b></p> <ul style="list-style-type: none"> <li>- <a href="#">The Value of Democracy</a></li> <li>- <a href="#">The Universal Declaration of Human rights</a></li> <li>- <a href="#">The Hate U give</a></li> </ul> <p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>- <a href="#">Relative pronouns</a></li> </ul> <p><b>Films:</b></p> <ul style="list-style-type: none"> <li>- The Hate U give</li> <li>- The Butler</li> </ul>	<p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>- Short text</li> <li>- Station work</li> </ul>
<b>AUTUMN BREAK</b>					
Media & Technology	42-46	<p><b>Course aim:</b></p> <ul style="list-style-type: none"> <li>- Express oneself with fluency and coherence with a varied vocabulary and idiomatic expressions adapted to the purpose, recipient and situation.</li> <li>- Ask questions and follow up input when talking about various topics adapted to different purposes, recipients and situations.</li> <li>- Read factual texts and assess the reliability of the sources</li> <li>- Revise one's own texts based on feedback and knowledge of the language.</li> <li>-</li> </ul>	<p><b>Learning objectives:</b></p> <ul style="list-style-type: none"> <li>- I am able to make my own decision and reflect on how to make *good* decisions.</li> <li>- I am able to participate in conversations about choices and the texts we read.</li> <li>- I am able to ask good questions and listen to other people's thoughts. I give good responses and follow up questions.</li> <li>- I can reflect on how different choices can have consequences. Both in the moment and in the future.</li> <li>- I can write a fantasy or science fiction story, focusing on an important choice. It contains a sequence where the main character is reflecting on how it will affect their future.</li> </ul>	<p><b>Topic &amp; Contents: <u>Choices</u></b></p> <p><b>Texts:</b></p> <ul style="list-style-type: none"> <li>- <a href="#">Lifhack: How to make choices</a></li> <li>- <a href="#">Darwin's List</a></li> <li>- <a href="#">The Magical World of Narnia</a></li> <li>- <a href="#">Build a life</a></li> </ul> <p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>- <a href="#">The future tense</a></li> <li>- <a href="#">The oral practice</a></li> <li>- <a href="#">Writing practice</a></li> </ul> <p><b>Game:</b> Detroit: Become Human</p>	<p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>- Podcast</li> <li>- Fairytale (the choice)</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>- Digital Well-Being (prog: Adobe Spark)</li> </ul>
School of research and knowledge	45-49	<p><b>Course aim:</b></p> <ul style="list-style-type: none"> <li>- Express oneself with fluency and coherence with a varied vocabulary and idiomatic expressions adapted to the purpose, recipient and situation.</li> <li>- Ask questions and follow up input when talking about various topics adapted to different purposes, recipients and situations.</li> <li>- Use knowledge of word classes and syntax in working on one's own oral and written texts.</li> <li>- Follow rules for spelling, word inflection, syntax and text structure.</li> <li>- Use sources in a critical and accountable manner.</li> <li>- Revise one's own texts based on feedback and knowledge of the language.</li> </ul>	<p><b>Learning objectives:</b></p> <ul style="list-style-type: none"> <li>- I can mediate information adjusted to the recipient.</li> <li>- I can interact with my peers, both in written and oral work.</li> <li>- I can write factual texts, with appropriate structure and language.</li> <li>- I participate in a school play and work on improving my oral skills.</li> </ul>	<p><b>Topic &amp; Contents:</b> Midterm preparation + School play</p> <ul style="list-style-type: none"> <li>→ <a href="#">Midterm</a></li> <li>→ <a href="#">Drama Notebook</a></li> </ul>	<p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>Midterm (part 1 and 2)</li> <li>School Play/Topic conversation</li> </ul>

Trial Exam	49	ORAL EXAM, TRIAL			
	50				
	51	CHRISTMAS BREAK			
	52				
School and culture	1	<b>Course aim:</b> - Express oneself with fluency and coherence with a varied vocabulary and idiomatic expressions adapted to the purpose, recipient and situation. - Ask questions and follow up input when talking about various topics adapted to different purposes, recipients and situations. - Use knowledge of word classes and syntax in working on one's own oral and written texts. - Follow rules for spelling, word inflection, syntax and text structure. - Use sources in a critical and accountable manner. - Revise one's own texts based on feedback and knowledge of the language. - Write formal and informal texts, including multimedia texts with structure and coherence that describe, narrate and reflect, and are adapted to the purpose, recipient and situation. - Read, interpret and reflect on English-language fiction, including young people's literature.	<b>Learning objectives:</b> - I can talk about different Indigenous groups, their culture and history. - I can see similarities and differences between different indigenous groups. - I can draw lines between Indigenous Peoples and civil rights. - I know who the stolen generations are, and I know why they are named "stolen" - I know the difference between active and passive voice	<b>Topic &amp; Contents: <u>Indigenous peoples</u></b>  <b>Text:</b> - <u>Indigenous Peoples</u> - <u>Indigenous Australians</u> - <u>The Stolen Generations</u> - <u>Native Americans</u> - <u>Navajo Code Talkers</u> - <u>Maori</u> - <u>The Haka</u>  <b>Grammar:</b> - <u>active and passive voice</u> - Improve your writing: <u>How to improve your texts</u>  <b>Note:</b> - Master thesis: "Reacting to the past (Red Clay, 1835 – one sequence) --> 10C	<b>Assessment:</b>  Topic conversation and podcast
	- 7				
	8	WINTER BREAK			
Sustainable Development (7-12)	9	<b>Course aim:</b> - Read factual texts and assess the reliability of the sources - Explore and describe ways of living, ways of thinking, communication patterns and diversity in the English-speaking world - Explore and present the content of cultural forms of expression from various media in the English-speaking world that are related to one's own interests	<b>Learning objectives:</b> - I can analyze a song. - I practice my listening skills - I can reflect upon the value of nature and the beauty of planet Earth. - I read, write and talk about climate change. - I gather information, organize ideas and plan a five-paragraph essay. - I work with idioms.	<b>Topic &amp; Contents: <u>Sustainable Development</u></b>  <b>Texts:</b> - Poem: <u>Nature is What We See</u> - <u>Love song to the Earth</u> - <u>Climate change</u> - <u>Teenagers taking action</u> - <u>Meatless monday</u>  <b>Grammar:</b> - Adjective and nouns: suffix - <u>The Genitive</u>	<b>Assessment:</b> Writing assignment (Wednesday week 10). Mediation + writing.
	- 15				
	16	EASTER BREAK			
The Activity School	17	<b>Course aim:</b> - Describe and reflect on the role played by the English language in Norway and the rest of the world - Explore and describe ways of living, ways of thinking, communication patterns and diversity in the English-speaking world - Explore and present the content of cultural forms of expression from various media in the English-speaking world that are related to one's own interests. - Describe and reflect on the role played by the English language in Norway and the rest of the world	<b>Learning objectives:</b> - I can explain why so many countries and cultures use the English language. - I can explain how English has been developed into many different styles in various parts of the world. - I am able to explain how the English language is influencing my life, and how I use it to communicate. - I know some key facts about the following countries, their history and culture: - Nigeria - South Africa	<b>Topic &amp; Contents: English-speaking Countries</b>  - <u>Nigeria – The Giant of Africa</u> - <u>Survivors</u> - <u>South Africa</u> - <u>Apartheid</u> - <u>Born a Crime</u> - <u>Beyond the Cape of Storms</u>  <b>Grammar:</b>	<b>Assessment:</b> Midterm (week 15)  Oral assessment: School Play/Podcast/Presentation (week 18).
	18				
	19				
	20				
	21				
	22				
23					

			<ul style="list-style-type: none"> <li>- Australia</li> <li>- I can explain what Apartheid was and talk about how it ended.</li> <li>- I work on my writing and use past feedback from the teachers to understand and improve my skills.</li> </ul>	<ul style="list-style-type: none"> <li>- Repetition. Focus on what the individual pupil needs to work with before the midterm and possible exam.</li> </ul>	
	24 - 25	Preparation: Oral Exam			

**Fra UDIR:**

- use a variety of strategies for language learning, text creation and communication
- use different digital resources and other aids in language learning, text creation and interaction
- use key patterns of pronunciation in communication
- listen to and understand words and expressions in variants of English
- express oneself with fluency and coherence with a varied vocabulary and idiomatic expressions adapted to the purpose, recipient and situation
- ask questions and follow up input when talking about various topics adapted to different purposes, recipients and situations
- explore and describe some linguistic similarities and differences between English and other languages the pupil is familiar with and use this in one's own language learning
- use knowledge of word classes and syntax in working on one's own oral and written texts
- follow rules for spelling, word inflection, syntax and text structure
- read, discuss and present content from various types of texts, including self-chosen texts
- read, interpret and reflect on English-language fiction, including young people's literature
- read factual texts and assess the reliability of the sources
- use sources in a critical and accountable manner
- write formal and informal texts, including multimedia texts with structure and coherence that describe, narrate and reflect, and are adapted to the purpose, recipient and situation
- revise one's own texts based on feedback and knowledge of the language
- describe and reflect on the role played by the English language in Norway and the rest of the world
- explore and reflect on the situation of indigenous peoples in the English-speaking world and in Norway
- explore and describe ways of living, ways of thinking, communication patterns and diversity in the English-speaking world
- explore and present the content of cultural forms of expression from various media in the English-speaking world that are related to one's own interests