<table>
<thead>
<tr>
<th>Unit Name</th>
<th>Main Ideas</th>
<th>Duration (weeks)</th>
<th>Assessment Item</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exploring issues through plays and memoirs.</td>
<td>Students read, view and deconstruct the play <em>Twelve Angry Men</em>, by Reginald Rose, which concerns ethical questions in the context of the deliberations of a jury. They write an analytical response in the form of an unseen exam.</td>
<td>6 weeks</td>
<td>Analytical Writing. Unseen Exam.</td>
<td>Wednesday, 8th November (Week 6).</td>
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<tr>
<td>Exploring issues through poetry and song.</td>
<td>Students listen to, view and read poetry and song with an emphasis on social and ethical issues; and the changes in their representation over generations as a sign of the times in which they were written.</td>
<td>3 weeks</td>
<td>Analytical Speaking (3-4 minutes).</td>
<td>Wednesday, 29th November (week 9)</td>
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</tbody>
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**Literacy Components**
- ✔ Speaking and Listening: *verbal and non-verbal analysis*.
- ✔ Reading & Viewing: *study of plays, poetry, memoirs and songs for analysis and enjoyment*.
- ✔ Writing & Designing: structure a formal argument; writing with detail, variation and economy.

**Numeracy Components**
- ☐ Number:
- ☐ Algebra:
- ✔ Measurement: *timing and measurement of speech and essay*
- ☐ Space:
- ☐ Chance & Data:

**ICT/Technology Components**
- ✔ Select and use ICTs in the processes of inquiry and research: *internet based research for information and evidence in support of argument and thesis*.
- ☐ Select and use ICTs to create a range of responses to suit the purpose and audience:
- ☐ Select and use ICTs to collaborate and enhance communication for an identified purpose and audience:
- ☐ Develop and apply ethical, safe and responsible practices when working with ICTs:
- ☐ Use a range of advanced ICT functions and applications: