

Unit title	Key concept	Related concepts	Global context	Statement inquiry	Objectives	ATL skills	Content Topics, knowledge and disciplinary skills
Unit 1-How can growing and learning be portrayed in short stories? September-October 2021	Connections	Character Plot	Identities and relationships	Writers' use of <b>plot</b> and <b>character</b> across different texts reveal how challenges of different kinds are <b>connected</b> with/may lead to self-discovery, new learning and personal growth which help to form a person's identity	B. ii. C.i., ii.  D.i.,ii.,iii., iv.	<p><b>Communication skills</b></p> <ul style="list-style-type: none"> <li>-Use appropriate forms of writing for different purposes and audiences</li> <li>-Read critically and for comprehension</li> <li>-Use and interpret a range of discipline specific terms</li> </ul> <p><b>Social</b></p> <p><b>Collaboration skills</b></p> <ul style="list-style-type: none"> <li>-Give and receive meaningful feedback- orally and in writing (teacher's comments on first draft and peer assesment of a written assignment)</li> </ul> <p><b>Self-management</b></p> <p><b>Organization skills</b></p> <ul style="list-style-type: none"> <li>-Set goals that are challenging and realistic</li> <li>S.M.A.R.T. goals chart</li> </ul> <p><b>Reflection skills</b></p> <ul style="list-style-type: none"> <li>-Consider ATL skills development: fill in the reflection table at the end of the unit to reflect on their learning</li> </ul> <p><b>Thinking skills</b></p> <ul style="list-style-type: none"> <li>-<b>Critical -thinking skills:</b> gather and organize relevant information to formulate an argument</li> </ul> <p><b>Creative –thinking skills:</b></p> <ul style="list-style-type: none"> <li>-Create original works and ide</li> </ul>	<p><b>Topic</b></p> <p><b>Short stories about growing up and learning</b></p> <p><b>Teenage Wasteland by Ann Tyler</b></p> <p><b>Through the Tunnel by Doris Lessing</b></p> <p><b>Lesson by Toni Cade Bambara</b></p> <p><b>Knowledge</b></p> <p><b>Discipline specific</b></p> <p>Students will use and interpret a range of discipline specific terms, key and related concepts in language and literature, MYP command terms for lang. and literature, lang. and lit. glossary such as short story (genre), narrator, character, setting, plot, style, prologue ,epilogue)</p> <p>Short story as a literary genre- revision of all literary genres ( students previous knowledge from primary school)</p> <p>Checking and revising the basic elements of stories – narrator, plot, character, setting, point of view, theme, language , style</p> <p><b>Skills</b></p> <p><b>Oral communication</b></p> <p>Speaking</p> <p>Orally- revise the literary terms</p> <p>Discussing moral issues emerging from the two stories in a class debate- providing arguments and informed answers regarding the topic</p> <p>Oral presentations of story of their own choice and a bit of oral interpretation</p> <p><b>Written communication</b></p> <ul style="list-style-type: none"> <li>-Reading and writing</li> <li>-Writing a bio poem + 6-word memoir about growing up</li> <li>-Comprehension questions</li> <li>-Answer reading comprehension questions</li> <li>-Vocabulary extension- learning new vocabulary and using it in the new stories written by students</li> </ul> <p><b>Visual communication-</b></p> <ul style="list-style-type: none"> <li>-Bio poems displayed on the classroom wall</li> <li>-6-word memoirs- on Google drive and possibly school web site</li> </ul>

<p style="text-align: center;">Unit 2 What perspective? October -December 2021</p>	<p style="text-align: center;">Perspective</p>	<p>Point of view Context</p>	<p><b>Identities and relationships</b></p> <p>Students will explore relationships, identity, teenage identity crisis and depression , self-esteem and role models</p>	<p>Literature gives voice to issues that transcend time and place allowing individuals to reflect on their lives from their own time perspective, <b>point of view</b> and <b>context</b></p>	<p><b>A.ii.,iii</b> <b>B.i.,ii,iii.</b> <b>C.i.,iii.</b> <b>D.i.,ii.,iii.</b></p>	<p><b>Communication</b></p> <p>-Use a variety of media to communicate with audience ( PPT-written guidelines for making PPT</p> <p>-Negotiate ideas and knowledge with peers and teacher ( theme analysis-class discussion)</p> <p>-Write for different purposes- creative writing, literary analysis at the end of the unit</p> <p><b>Self-management</b></p> <p><b>Organization skills :</b></p> <p>-Plan short- term assignments and meet deadlines</p> <p>-Create plans to prepare for summative assessments (first draft essay)</p> <p><b>Thinking:</b></p> <p><b>Critical-thinking skills</b></p> <p>-Gather and organize relevant information to formulate an argument</p> <p>-Draw reasonable conclusions and generalisations</p> <p><b>Creative-writing skills</b></p> <p>-Generating novel ideas and considering new perspectives</p> <p>-Create original works and ideas ( creative writing and analytical essay)</p>	<p><b>Topic</b></p> <p><b>The Catcher In the Rye by J.D.Salinger</b> <b>Dead Poets Society film viewing</b></p> <p><b>Knowledge</b></p> <p>Thematic and contextual terms and contextual background about the 1950s decade in the U.S.</p> <p><b>Discipline specific</b></p> <p><b>Novel study</b> - <b>revision</b> of prior knowledge and introducing new elements and concepts (setting, context, themes, characters and characterization, etc.)</p> <p>Style –use of symbols, teenage slang and colloquial language</p> <p><b>Skills</b></p> <p><b>Oral communication</b> -speaking</p> <p>- Revision of literary terms and definitions in writing</p> <p>-Oral presentations and interpretation of assigned chapters from the novel</p> <p>- Acting out key scenes from the novel for better understanding</p> <p>- Dead Poets Society film viewing- making connections to the key concept-perspective in class discussion</p> <p><b>Written communication</b></p> <p>Reading and writing</p> <p>-Literary terms</p> <p>-Answering reading comprehension and essay questions</p> <p>-Reading The Catcher in the Rye</p> <p>-Vocabulary extension</p> <p>-Writing a literary analytical essay- guidelines are provided in a handout and also discussed in class</p> <p><b>Visual communication</b></p> <p>-PPTs- in pairs on various assigned topics provide the context and a better understanding of the novel/short story</p>
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<p style="text-align: center;">Unit 3 Should we always believe what we see and hear? -December 2021- January 2022</p>	<p style="text-align: center;">Creativity</p>	<p>Context Bias</p>	<p><b>Scientific and technological innovations</b></p> <p>Students will explore how information can be presented through different media, what is bias and why persuasive techniques may be used</p>	<p>It is important in an age of mass information to consider how far <b>creative</b> use of language, <b>context</b> and <b>bias</b> can affect how far a text is telling the truth</p>	<p>B.i.,ii,iii. C.i.,ii, iii. D.i.,ii.,iii.,iv.,v.</p>	<p><b>Communication skills</b> -Use a variety of media to communicate with audience -Use appropriate forms of writing for different purposes (reporting news and fake news) -Read critically for comprehension</p> <p><b>Reflection skills</b> -Identify strengths and weaknesses of personal learning strategies and answer the questions from Self-reflection and self-evaluation sheet</p> <p><b>Information literacy skills</b> -Access information to be informed and inform others</p> <p><b>Media literacy skills</b> -Demonstrate awareness of media interpretations of events and ideas (including digital social media)</p> <p><b>Critical thinking skills</b> -Recognize unstated assumptions and bias</p> <p><b>Creative-thinking skills</b> -Create original works and ideas</p>	<p><b>Topic-</b> Media and how persuasive techniques are used when presenting information</p> <p><b>Knowledge</b></p> <p><b>Discipline specific</b> -Fact and opinion in newspaper articles -Key words- bias, fact and opinion, fake news , loaded language, media literacy -Reporting the news -How can we engage with, and respond to, media communication in a more informed way?</p> <p><b>Skills</b></p> <p><b>Written communication</b> -Writing fake news and reporting news-applying information literacy skills in order to produce a text and communicate the message across -Writing a persuasive speech</p> <p><b>Oral communication</b> -Reading and listening to Old Major’s speech and MLK’s speech -Reading newspaper articles to detect fact and opinion and orally discuss them in class -Presenting/delivering a persuasive speech</p>
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<p>Unit 4 February-April 2022</p>	<p>What does justice look like?</p>	<p>Perspective</p>	<p>Purpose Setting</p> <p><b>Fairness and development-</b> Students will explore prejudice, human rights, equality in justice system and responsibilities in society by means of a novel and a film</p>	<p><b>Perspectives</b> formed about justice, equality and responsibilities in society can be influenced both by one’s own experience, historical and cultural <b>setting</b> and the writer’s <b>purpose/intention</b> in producing a text.</p>	<p>A.i.,ii.,iii.,iv. B.i.,ii,iii. C.i.,ii.,iii. D.i.,ii.,iii.,iv.,v</p>	<p><b>Communication</b> -Collaborate with peers using a variety of digital environments and media</p> <p><b>Thinking:</b> <b>Critical thinking</b> -Gather and organize relevant information to formulate an argument -Draw reasonable conclusions and generalisations -Consider ideas from multiple perspectives (novel/point of view) -Analyse complex concepts and projects into their constituent parts and synthesize the to create new understandings <b>Creative –thinking skills</b> -Analyse and produce creative and analytical responses to texts -Generating novel ideas and considering new perspectives -Create original works and ideas (creative writing and book trailer making)</p>	<p><b>Topic</b> <b>To Kill a Mockingbird</b> by <i>Harper Lee</i> (novel and film) Thematic and contextual terms and contextual background about the 1960s and the time of Civil Rights Movement <b>Disciplinary knowledge</b> -Revision of literary terms such as theme, setting, point of view, character and characterization, etc. -Key words-prejudice, justice, stereotypes, identity, inequality, racism, segregation, human rights -Making a book/film trailer for ‘To Kill a Mockingbird’ <b>Skills</b> <b>Oral communication</b> -Pair-work-presentations on the American jury, the Civil Rights Movement, Scottsboro trials, Jim Crow Laws, etc. -Role-play of the trial for better understanding of the novel -Class discussions -Oral feedback by teacher <b>Written communication</b> Reading and writing -Answering reading comprehension and essay questions -Vocabulary extension- learning new vocabulary and using it in essay writing -Writing the script for the trailer -Writing a literary analytical essay <b>Visual communication</b> -Book trailer-students work in groups on the book trailer for the novel to show the understanding of the issues raised while discussing the novel</p>
<p>Unit 5 Making choices -moral reasoning and human dignity May-June 2022</p>	<p>Connections</p>	<p>Structure Style</p>	<p><b>Identities and relationships</b></p> <p>Students will explore human dignity and empathy, moral reasoning and importance of dreams</p>	<p>Narrative <b>structures</b> and the writing <b>style</b> impact readers’ understanding of the <b>connections</b> between humans, human dignity, loneliness, importance of dreams, moral reasoning and other aspects of our humanity</p>	<p>A i., ii.,iii. B i., ii., C i., ii., iii., D i., ii., iii.,iv.,v.</p>	<p><b>Communication</b> -Give and receive meaningful feedback -Write for different purposes ( creative writing,compare/contrast of characters for practice; analytical essay -Organize and depict information logically <b>Thinking</b> <b>Critical-thinking</b> -Analyse complex concepts and projects into their constituent parts and synthesize them to create new understandings -Consider ideas from multiple perspectives -Recognize unstated assumptions and bias(reading between the lines) -Analyse and produce creative and analytical responses to texts <b>Creative –thinking skills</b> -Create original works and ideas (creative writing assignment ) <b>Transfer</b> -Apply skills and knowledge in unfamiliar situation</p>	<p><b>Topic</b> <b>Of Mice and Men</b> by <i>J.Steinbeck</i>-reading the novel and viewing the film for comparison <b>Thematic and contextual terms</b> The Great Depression, American Dream, Dust Bowl, migration, moral and ethical judgement, mercy killing, empathy etc. -in-class research <b>Disciplinary knowledge</b> -Factual information about writer’s craft -Novel study - revision of prior knowledge and introducing new terms and concepts -Setting – communicating mood and atmosphere Structure -Play-novelette (new term) Style -Basic guidelines for compare/contras essay writing <b>Skills</b> <b>Oral communication</b> -Role-play/acting out of various scenes from the novelette -Class discussion and possible debate on mercy killing <b>Written communication</b> Reading and writing -Literary terms (revision) -Answering reading comprehension and essay questions -Reading the Of Mice and Men -Vocabulary extension- learning new vocabulary and using it in essay writing-written by students -Writing a literary analytical essay <b>Visual communication</b> -Making posters in groups- setting, characters and characterization, etc.</p>

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Unit 1 Exploring dystopia - September-November 2021	Communication	Genre Intertextuality	<b>Scientific and technical innovation-</b> Students explore how advances in science and technology provide context for the design of the writers own utopian/dystopian worlds as well as creating their own vision of the future (utopia)	Authors use the dystopian <b>genre conventions</b> in literature to <b>communicate</b> their own vision of the future in various types of texts.	A.i.,ii.,iii.iv. B.i., ii., iii. C.i.,ii.,iii., D.i.,ii.,iii.,iv.,v	<b>Communication skills</b> -Use appropriate forms of writing for different purposes( literary analysis-compare/contrast essay) -Use and interpret a range of discipline-specific terms (dystopian/utopian lit., sci-fi , genre, elements of novel, etc.) -Organize and structure essays ( analytical essay, compare/contrast essay) <b>Social skills</b> <b>Collaboration skills</b> -Manage and resolve conflict, and work collaboratively in teams ( Utopian societies group work) <b>Thinking skills</b> <b>Creative-thinking</b> -Apply existing knowledge to generate new ideas ( previous knowledge on how to make a good PPT) -Create original ideas and produce original work ( creative process in making the PPT as well as a description of a ritual that does not exist) <b>Transfer skills</b> -Combine knowledge, understanding and skills to create an essay or a PPT or a creative piece of writing (Ritual description) + final compare and contrast essay at the end of the unit	<b>Topic</b> After reading Bradbury's <i>Fahrenheit 451</i> and Huxley's <i>Brave New World</i> students explore the notion of dystopian societies from both analytical and creative perspectives <b>Discipline specific knowledge and skills</b> -Science fiction literary genre elements -Utopian and dystopian literature genre conventions -Checking and revising the basic elements of novel – narrator, plot, character, setting, point of view, theme, language , style <b>Oral communication</b> Speaking -Oral revision of literary terms -Style –Bradbury's use of imagery, symbols, etc. and Huxley's use of Shakespeare's quotes -Oral presentations and interpretation of assigned chapters from the Brave New World <b>Written communication</b> Reading and writing -Literary terms -Answering reading comprehension and essay questions -Reading Fahrenheit 451 and Brave New World -Vocabulary extension- learning new vocabulary and using it in creative writing and essay writing- written by students -Writing a literary analytical essay -revision -Writing compare/contrast essay <b>Visual communication</b> -Fahrenheit 451- teacher's PPT regarding book reading and TV viewing habits -Group PPT –designing own vision of the utopian/dystopian future -Blade Runner- film viewing and discussion ; making connections to the novels

<p style="text-align: center;">Unit 3 Advertising and the art of persuasion- December 2021-January 2022</p>	<p style="text-align: center;">Creativity</p>	<p>Audience imperatives Point of view</p>	<p><b>Personal and cultural expression</b> Students explore how creators use language and media to express ideas and to persuade; also how and why propaganda may be used in advertising and politics</p>	<p>It is important to consider how language can be used <b>creatively and persuasively</b> from different points of view depending on the audience imperatives in media and advertising.</p>	<p>B.i., ii., iii. C.i.,ii.,iii., D.i.,ii.,iii.,iv.,v</p>	<p><b>Communication</b> -Use a variety of media to communicate with a range of audiences <b>Research skills</b> <b>Information literacy</b> -Make connections between various sources of information -Use critical literacy skills to analyse and interpret media communications and to produce their own video in order to communicate their message -Evaluate and select digital tools based on their appropriateness to the task <b>Media literacy skills</b> -Understand the impact of media representations and modes of presentation <b>Thinking skills</b> <b>Transfer</b> -Apply knowledge and skills from various disciplines -Combine knowledge, understanding and skills to create products</p>	<p><b>Topic</b> Learn basic media literacy skills, learning about propaganda techniques -Analysing and presenting ads/commercials from different media and making a still ad in class,  <b>Oral communication</b> -Speak and listen for a range of purposes-present orally 1 advertisement/commercial showing the analytical knowledge  <b>Written communication</b> -Students keep a process journal to record the planning, investigation, analysis, etc. -Students also answer the guiding questions for analysing ads and commercials. <b>Visual communication</b> -Making a still advertisement -Making a 60-90 second animated or non-animated commercial along with a narrative script and demonstrate their understanding and application of tools used to persuade in order to reach the target audience</p>
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<p style="text-align: center;">Unit 3 Poetry unit January 2022-February2022</p>	<p style="text-align: center;">Communication</p>	<p>Purpose Themes</p>	<p><b>Personal and cultural expression</b> Students explore the ways in which poets express ideas and feelings by reading a selection of poetry from different time periods</p>	<p>Language of poetry enables humans to <b>communicate</b> their own ideas, emotions and feelings conveying various <b>themes</b> creatively depending on the <b>purpose</b> of their self-expression.</p>	<p><b>A.i.,ii.,iii.</b> <b>B.i., ii., iii.</b> <b>C.i.,ii.,iii.,</b> <b>D.i.,ii.,iii.,iv.</b></p>	<p><b>Communication skills</b> -Use appropriate forms of writing for different purposes -Use and interpret a range of discipline terms -Paraphrase accurately and concisely</p> <p><b>Research</b> <b>Information literacy skills</b> -Access information to be informed and inform others (research a poet and present the information in poetry booklet)</p> <p><b>Thinking</b> <b>Creative-thinking skills</b> -Create original ideas and produce original work-writing various types of poems including sonnet and free verse poem -Apply existing knowledge to generate new ideas ( writing poems)</p> <p><b>Transfer skills</b> -Combine knowledge, understanding and skills to create an essay or a creative piece of writing like poems -Apply skills and knowledge in unfamiliar situations</p>	<p><b>Topic</b> <i>A selection of poems:</i> <i>Jabberwocky</i> by Lewis Carroll ; <i>This Is Just To Say</i> by W. C .Williams <i>London</i> by W. Blake / <i>Composed Upon Westminster Bridge</i> by W. Wordsworth <i>Sonnet 18 &amp; 130</i> by W. Shakespeare <i>Dulce et decorum est</i> by Wilfred Owen <i>Five Ways to Kill a Man</i> by Edwin Brock</p> <p><b><u>Discipline specific knowledge and skills</u></b> -Students read a selection of poems from different time periods and genres, look at the structure, poetic devices, conventions in writing then literary terms and poetic devices in poetic verse –definitions ( imagery, metaphor, simile, oxymoron, antithesis , epizeuxis , personification, onomatopoeia,alliteration, assonance, consonance ,metre, foot ,etc.)</p> <p><b><u>Oral communication</u></b> -Reading poems in class -Pair work and class discussion -Class analysis lead by teacher -Oral interpretation of a poem -Oral feedback on poetry commentary</p> <p><b><u>Written communication</u></b> - Writing a poem- in class / in pairs - Close analysis of a poem – writing of poetry commentary- in class and at home( 1<sup>st</sup> and 2<sup>nd</sup>/final draft) - Assessment on poem commentary - Poetry commentary on a previously unseen poem/s in class -Writing various types of poems for poetry booklet</p> <p><b><u>Visual communication</u></b> - Illustrating poetry booklet to present in class</p>
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<p style="text-align: center;">Unit4 William Shakespeare and his relevance for contemporary audiences February- May 2022</p>	<p style="text-align: center;">Connections</p>	<p>Context Theme</p>	<p><b><u>Personal and cultural expression</u></b></p> <p>Students will explore beliefs and values across time and the notions of identity, ethnicity, reputation, prejudice, bias ,etc.</p>	<p>Shakespeare’s plays provide <b>context for</b> exploration of various <b>themes</b> such as identity, reputation, bias, etc. and how they might be recontextualized for contemporary audiences.</p>	<p>A.i.,ii.,iii.iv. B.i., ii., iii. C.i.,ii.,iii., D.i.,ii.,iii.,iv.,v</p>	<p><b>Communication skills</b></p> <ul style="list-style-type: none"> <li>-Use a variety of media and speaking techniques to communicate with a range of audiences(imitating Shakespeare’s language)</li> <li>-Read critically and for comprehension</li> <li>-Make inferences and draw conclusions</li> </ul> <p><b>Research</b></p> <p><b>Information literacy skills</b></p> <ul style="list-style-type: none"> <li>-Use critical-literacy skills to analyse and interpret media</li> </ul> <p><b>Thinking</b></p> <p><b>Critical-thinking skills</b></p> <ul style="list-style-type: none"> <li>-Gather and organize relevant information to formulate an argument</li> <li>-Draw reasonable conclusions and generalizations</li> </ul> <p><b>Creative-thinking skills</b></p> <ul style="list-style-type: none"> <li>-Create original ideas and produce original work or use existing works and ideas in new ways (essay and creative writing piece)</li> </ul> <p><b>Transfer skills</b></p> <ul style="list-style-type: none"> <li>-Making connections between Elizabethan times and present in terms of prejudice, stereotypes, etc. (history and literature)</li> </ul>	<p><b>Topic</b></p> <p>Students read W.Shakespeare’s play <i>Othello</i> and explore how prejudice, bias, status are presented in the play as well as issues of jealousy and reputation an how they are relevant still today</p> <ul style="list-style-type: none"> <li>-Also learn about Shakespeare’s life and work, the cultural, social, historical, political background in Elizabethan England, notions of race and stereotypes, Queen Elizabeth and her reign, etc.</li> <li>-Watch some scenes from 2 different Othello productions in order to compare and contrast how different media present/interpret the same scenes/ideas differently.</li> </ul> <p><b><u>Discipline specific knowledge and skills</u></b></p> <ul style="list-style-type: none"> <li>-Identify drama conventions such as play structure, unity of time and action, soliloquies, asides, acts and scenes etc.)</li> <li>-Revise and learn literary terms.</li> </ul> <p><b><u>Oral communication</u></b></p> <ul style="list-style-type: none"> <li>-Speaking and listening for a purpose</li> <li>-Life in Elizabethan times- PPT and discussion</li> <li>-Roleplay and hot seating of sections of the play</li> <li>-Reading- home and in school, and discussing the play</li> <li>-Class reading, discussion and analysis</li> </ul> <p><b><u>Written communication</u></b></p> <ul style="list-style-type: none"> <li>-Comprehension questions test /quiz)</li> <li>-Commenting/interpreting quotes from various scenes in - Othello- at home or in class</li> <li>-End of unit essay- regarding themes, setting, context and structure of the play</li> </ul> <p><b><u>Visual communication</u></b></p> <ul style="list-style-type: none"> <li>-Produce creative visual response (PPT) on a topic-in pairs a chosen topic on Elizabethan time period</li> <li>-Posters on various aspects of the play</li> </ul>
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<p style="text-align: center;">Un it 5 -- Literature from another culture and the question of personal responsibility May – June 2022</p>	<p style="text-align: center;">Perspective</p>	<p>Context Point of view</p>	<p><b><u>Identities and relationships</u></b></p> <p>Students will explore heritage, identity, and especially gender roles within communities and cultures from local and personal perspective</p>	<p>Ideas about identity, gender roles, beliefs and values presented in a cultural <b>context</b> can lead readers to examine their own <b>point of view</b> on those issues and the impact of their own beliefs and actions on those around them.</p>	<p>A.i.,ii.,iii. B.i., ii., iii. C.i.,ii.,iii., D.i.,ii.,iii.,iv.</p>	<p><b>Communication skills</b> -Organize and structure information in oral summary and interpretation</p> <p><b>Collaboration</b> -Give and receive meaningful feedback (orally and in writing –from teacher and peers)</p> <p><b>Reflection skills</b> -Identify strengths and weaknesses of personal learning strategies -Answer self-reflection/self-evaluation sheet questions at the end of the project</p> <p><b>Thinking</b></p> <p><b>Critical-thinking skills</b> -Revise understanding based on new information and evidence</p> <p><b>Creative-thinking skills</b> -Consider ideas from multiple perspectives -Apply existing knowledge to generate new ideas</p> <p><b>Transfer skills</b> -Combine knowledge, understanding and skills to create an essay at the end of the unit</p>	<p><b>Topic</b> Students read Khaled Homeini’s novel <i>A Thousand Splendid Suns</i> and a poem about Kabul written in 17<sup>th</sup> century by Saib-e-Tabbirzi</p> <p>-Examine how different cultures treat women and their position in society, marriage, education ,etc., depending on the historical and cultural context of the author who was born into that culture</p> <p><b><u>Discipline specific knowledge and skills</u></b></p> <p>-Literary terms such as ode -Understand and identify different narrators and points of view -Analyse the effects of the narrator on a story and consider what perspectives have not been represented</p> <p><b><u>Oral communication</u></b></p> <p>-Class discussion - History of Afghanistan as background reading -Current affairs in Afghanistan-contemporary situation</p> <p><b><u>Written communication</u></b></p> <p>-Students analyse and produce analytical responses to the text, answer comprehension questions and comment on quotes from the novel</p> <p><b><u>Visual communication</u></b></p> <p>-Timeline poster- Afghan history and culture</p>
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