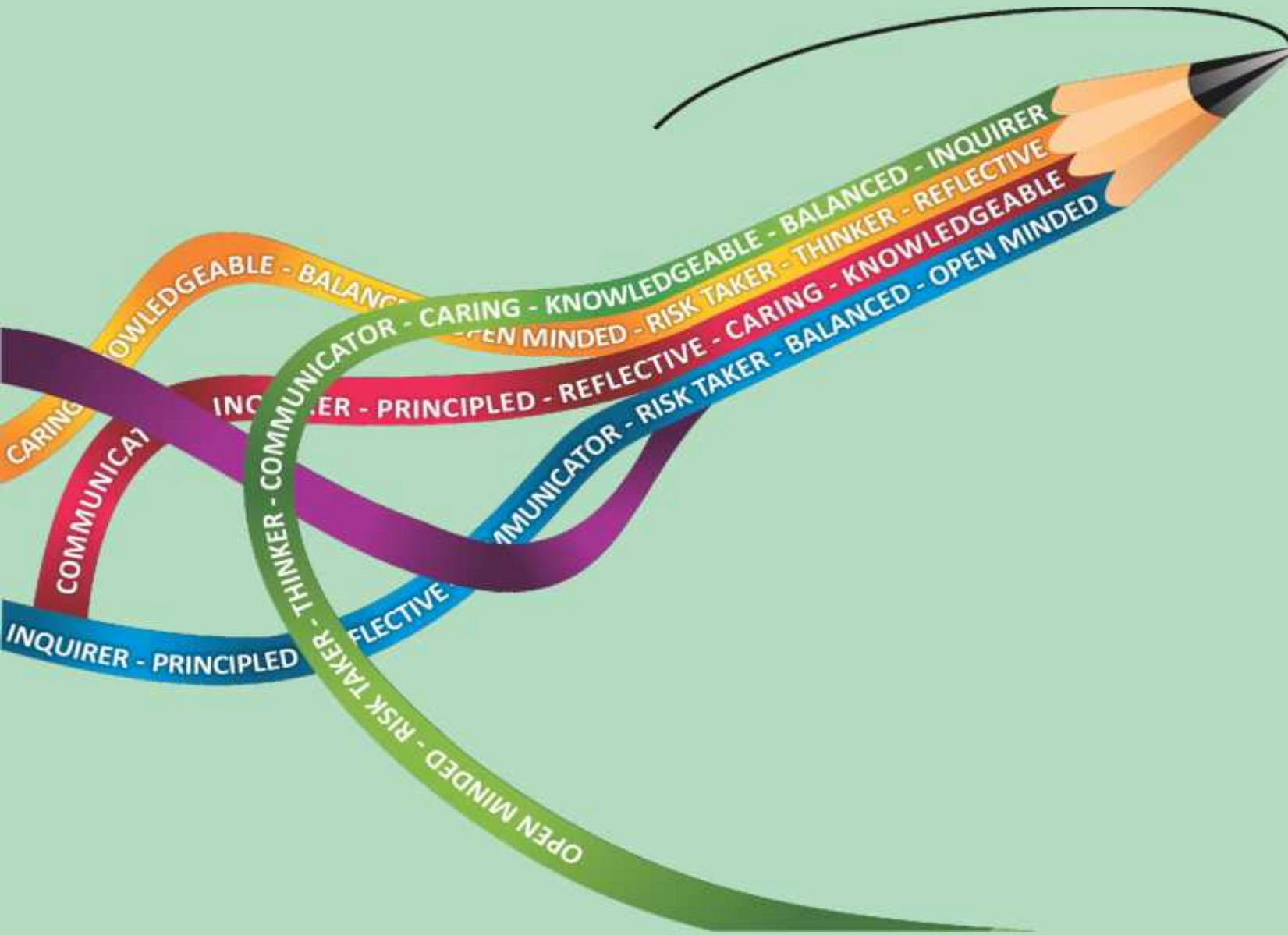


# Language Acquisition German - SGO



KNOWLEDGEABLE - BALANCED - INQUIRER  
CARING - KNOWLEDGEABLE - BALANCED - INQUIRER  
OPEN MINDED - RISK TAKER - THINKER - REFLECTIVE  
COMMUNICATOR - RISK TAKER - THINKER - REFLECTIVE  
KNOWLEDGEABLE - BALANCED - INQUIRER  
CARING - KNOWLEDGEABLE - BALANCED - INQUIRER  
OPEN MINDED - RISK TAKER - THINKER - REFLECTIVE  
COMMUNICATOR - RISK TAKER - THINKER - REFLECTIVE  
KNOWLEDGEABLE - BALANCED - INQUIRER  
CARING - KNOWLEDGEABLE - BALANCED - INQUIRER  
OPEN MINDED - RISK TAKER - THINKER - REFLECTIVE  
COMMUNICATOR - RISK TAKER - THINKER - REFLECTIVE

MYP YEAR 1 LANGUAGE AND LITERATURE							
Unit title	Key concept	Related concept(s)	Global context	Statement of inquiry	MYP subject group objective(s)	ATL skills /Learner Profile	Content (topics, knowledge, skills)
<p>Novel- The Secret World Of Polly Flint by Helen Cresswell.</p> <p>80 sessions @ 40 min.</p>	Communication	Self-expression	Identities and relationship- <b>Exploration-</b> Human relationships including family and friends, communities and cultures.	Across cultures, all over the world, the environment in which a person lives shapes his/her thoughts and feelings.	A : Analysing B: Organizing: C: Producing text: D: Using language	Thinking skills- Critical and creative Social skills : Collaboration Communication skills LP- open-minded	<p>Content – Novel- The Secret World Of Polly Flint by Helen Cresswell.</p> <p>Content- :1. Understanding both explicit and implicit meaning. 2. Commenting on character and situations 3. Understanding the use of language to create the desired effect. 4. Exploring language and structure. 5. Writing to describe, inform, and comment. 6. The students practice summarizing and the use of support word lists. 7- Analyzing comparison and contrast (two different mindsets. Open minded vs Constrained/Narrow mindedness)</p> <p><b>Structure &amp; Usage:</b> The students will employ organizational structures that serve the context and intention. Parts of speech will be covered.</p> <p><b>Service As Action-</b> Conservation of rain forests of Amazon-Assembly Presentation</p> <p><b>Learning outcome-</b> Work in collaboration, Develop new skills</p>
<p>Short Story - Travel through time through Stories 'The Wish' by Ruskin Bond The Umbrella Man-Roald Dahl Malgudi Days -Swami by Rk Narayan 40 sessions @ 40 min.</p>	Perspective	Point of view, theme	Orientation in space and time. <b>Exploration-</b> Interconnect edness of individuals and civilization	Readers frame their point of view by exploring the theme of interconnect edness of individuals and civilizations through understanding of the events in the story.	A- Analysing- B: Organizing: C- Producing text- D- Using language-	Communication skills- Through interaction and language Social Skills- Collaboration skills LP- Communicator	<p>Short stories- 'The Wish' by Ruskin Bond, The Umbrella Man-Roald Dahl; Malgudi Days -Swami by RK Narayan</p> <p><b>Content-</b> 1-Explore the background of the writer. 2. Gauge explicit and implicit meaning.</p> <p><b>Structure &amp; Usage-</b> 1-. Evaluate the use of language and structure for effect. 2-. Write to evaluate, describe, inform and entertain. 3-. Precise and descriptive language for clarity, richness and/or its effect on the reader (words with multiple meanings) 4-.Words that imply different shades of meaning, strong nouns and verbs, concrete and sensory details, figurative language – simple metaphors or personification. 5-. Write versatile stories and letters with plots. Being adaptable to the varying moods of world literature component.</p> <p><b>Service As Action-</b>Role play - The Wish</p> <p><b>Learning outcome-</b> Discuss, Plan and evaluate own action</p>

Drama - A Christmas Carol by Charles Dickens  50 sessions @ 40 min.	Communication-	Self-expression	Identities and relationship <b>Exploration</b> Students will explore identity; beliefs and values; cultures.	Love and faith binds all relationship.	A : Analysing B: Organizing C: Producing text D: Using language	Thinking skills: Critical and creative Social skills- Collaboration: Communication skills: Through interaction and language. LP- Caring	Drama- A Christmas Carol by Charles Dickens. Content- Vocabulary, plot, theme, character analysis; how the writer transitions from one key idea to the next. <b>Structure and usage</b> -Writing skill (articles, figurative language, informal letter/diary writing)  IDU with music-Christmas carols
Poems- 'The Birthday' by Christina Rossetti. I Cannot remember my mother by Rabindranath Tagore. Summer Rain by Amy Lowell "In the bazaars of Hyderabad" by Sarojini Naidu  30 sessions @ 40 min.	Communication-	Genres, self-expression, style.	Personal and cultural expression. <b>Exploration</b> Appreciation of the aesthetic and enjoyment of the creativity	Each genre has recognizable techniques and literary conventions.	A : Analysing B: Organizing C: Producing text D: Using language.	Social Skills- Collaboration skills- . Communication skills through Interaction and language. LP- Communicator	Poems-The Birthday' by Christina Rossetti; I Cannot Remember My Mother' by Rabindranath Tagore; Summer rain by Amy Lowell; In the Bazaars of Hyderabad by Sarojini Naidu Content- -Students will explore the range of poetry and relate to this context and produce creative responses. Recitation of poems; poetic devices-usage and effect <b>Structure and usage</b> - Learning tone, imagery, similes and hyperbole, writing in poetic form, punctuation, transition, synonym and antonym

MYP 2

MYP YEAR 2 LANGUAGE AND LITERATURE							
Unit title	Key concept	Related concept(s)	Global context	Statement of inquiry	MYP subject group objective(s)	ATL skills /Learner Profile	Content (topics, knowledge, skills)
<p><b>Unit Title - Faith and Friendship</b>                      Novel- 'The Pigheart Boy' by Malorie Blackmann.</p> <p>80 sessions @ 40 mi9n.</p>	Perspective.	Point of view, Theme, Character	Personal and Cultural Expressions <b>Exploration-</b> Reflecting on our feelings ,nature, cultural beliefs and values.	The author's observations on human nature are revealed through the characters' beliefs, values, connections, and relationships with one another.	A- Analysing B - Organizing C- Producing text D- Using language	Thinking skills: Reseach skills- information literacy skill Social Skills- Collaboration  Communication skills- Through Interaction and language  LP- Thinker	Novel- Pigheart Boy by Malorie Blackmann Content- 1- Cite textual evidence to support analysis of explicit and inferred ideas in what is read; 2- Determine how a theme or central idea is conveyed through particular details; 3- Describe how the plot unfolds in a text, including how characters respond orchange moving toward the resolution; 4- Explain how the narrator or point of view in a text is developed; and 5- Analyze the impact of specific word choice on meaning and tone. <b>Structure and Usage-</b> Identify and determine the meaning of prefixes, suffixes, and root words in grade appropriate vocabulary. Interpret the meanings of figurative language in content area reading. Employ context clues and decoding skills to demonstrate knowledge of vocabulary used in various themes and genres. Use synonyms and antonyms to express the implied meaning of a new word. <b>Service As Action-</b> Empathy for Animal (Assembly Presentation)/ Anti- Racism Day (Assembly) <b>Learning outcome-</b> Persevere in Action, collaboration
<p><b>Short poems– Embracing life lessons through Poetry</b></p> <p>30 sessions @ 40 mi9n.</p>	Creativity	Structure, Style and Purpose	Personal and Cultural Expression: <b>Exploration-</b> Appreciation of the aesthetic and enjoyment of the creativity.	Poetic verses and rhythmic writing with imagery evoke an empathic response from the readers.	A- Analysing B - Organizing C- Producing text D- Using language	Thinking Skills Creative, Transfer Social skills- collaboration  Communication skills: Through Interaction and Language  Learner Profile - Communicator	Poems- 1-My Teacher Took My Ipod' by Kenn Nesbitt; 2- "O Captain My Captain" by Walt Whitman; 3-The Giving Tree' by Shel Siverstein; 4- 'Brook' by Alfred Tennyson;'Ode to My Grandpa' by Emily Rachel Ehrle (age 18); 5-'Where the Mind is Without Fear' by Tagore, 6-Still I Rise' by Maya Angelou; 7-'Palanquin Bearers' by Sarojini Naidu; 8-'My Grandmother's House' by Kamala Das. Content- 1-Write compositions to describe, explain, and/or convince, providing details and facts that connect to the purpose; (Poems) 2- Write to a specific audience and purpose; 3- Write focused and detailed compositions containing some interesting word choices, effectively organized ideas, and developed thoughts.(Poetry Analysis).

							<p><b>Structure and Usage</b> Interpret the meanings of figurative language in content area reading. Employ context clues and decoding skills to demonstrate knowledge of vocabulary used in various themes and genres. Use synonyms and antonyms to express the implied meaning of a new word.</p> <p><b>Connections-</b> Poetry Recitation (Performing Arts)</p>
<p><b>Short stories-Telling tales</b> 40 sessions @ 40 mi9n.</p>	Connections	Context, Point of View, Style, Setting	Identities and relationships <b>Exploration-</b> Students will explore identity; beliefs and values; cultures.	Short stories help us to explore the human relationships, different moods and the roles people play in different environment.	<p><b>A- Analysing</b> <b>B - Organizing</b> <b>C- Producing text</b> <b>D- Using language</b></p>	<p><b>Communicati on skills</b> <b>Social skills-</b> LP- Reflective</p>	<p>Stories : "A Model Millionnaire by Oscar Wilde ; 'Idgah' by Munshi Premchand (translated by Kushwant Singh); 'All Summer in a Day' by Ray Bradbury ;'Amigo brothers ' by Piri Thomas"</p> <p>Students will focus on how the elements of literature come together in the short story format by analyzing the stories they read. Students will also examine the ways authors use language to suit their own purposes. They will consider the differences between what we can read from images and words, and they will write an original short story.</p> <p><b>Structure and Usage:</b> Words that imply different shades of meaning, strong nouns and verbs, concrete and sensory details, figurative language – simple metaphors or personification. Write versatile stories and letters with plots. Being adaptable to the varying moods of world literature component.<b>Service as Action-</b> Short Story writing <b>Learning outcome-</b> Become more aware of their own strengths and areas of growth</p>
<p>Unit Title - Love and Magic-Drama - "A Midsummer Night's Dream'by William Shakespeare 50 sessions @ 40 mi9n.</p>	Communication	Genre, context, character	Personal and Cultural expressions. <b>Exploration-</b> The ways in which we express feelings, nature, culture; the ways in which we extend and enjoy our creativity	Use of effective, purposeful communication in varying genres, encourages humankind to successfully determine the interconnectedness of civilizations and cultures.	<p>A- Analysing B - Organizing C- Producing text D- Using language.</p> <p>LP - Communicator</p>	<p>Thinking Skill - Creative and Transfer- Social skills- Collaboration,</p> <p>Communication skills through interaction and language.</p>	<p>Drama-' A Midsummer Night's Dream -Shakespeare Content- 'Students will look at the issues raised in the play and compare them to modern issues (discrimination, the role of women in society, marriage, friendship, etc.) (Debate/ Poster Making) <b>Structure and Usage</b> Students will focus on the components of academic essay writing. IDU with Drama -Presenting an Extract /Scene of the Play while relating it to the today's world.</p>

MYP 3

MYP YEAR 3 LANGUAGE AND LITERATURE							
Unit title	Key concept	Related concept(s)	Global context	Statement of inquiry	MYP subject group objective(s)	ATL skills /Learner Profile	Content (topics, knowledge, skills)
Love and Suffering Drama- The Twelfth Night (Shakespeare) 80 sessions @ 40 min.	Perspective	Style, Genre, Inter-textuality	Orientation in space and time <b>Exploration-</b> Students will explore turning points in the relationships between individuals from personal, local and global perspectives.	Individual connections, relationships, and choices (as demonstrated through a play) have far-reaching impacts and influence upon others.	A- Analysing B- Organizing- C- Producing text D- Using language	Thinking skills: Creative and Transfer, Research skills, Social Skills: collaboration, Communication skills: (Interaction and language) LP- Communicator	Drama-Twelfth Night or What you will by Shakespeare Content- Students will look at the issues raised in the play and compare them to modern issues (discrimination, the role of women in society, marriage, friendship, etc.) Students will focus on the components of academic essay writing. <b>Structure and Usage:</b> Know: communication, genre, relationships • Understand: analysis, genre structure, higher level vocabulary • Do: analysis, provide evidence to support opinions, creatively express understanding of text <b>Connections:</b> Shakespearean Newspaper- Visual Arts
Poetry Inspires and Enriches 30 sessions @ 40 min.	Creativity	Audience Imperatives Purpose	Personal and cultural expressions <b>Exploration-</b> Ways in which we express ideas, beliefs and values; the ways in which we reflect on creativity.	Poetic verses and rhythmic writing evoke an empathic response from the readers.	A- Analysing B- Organizing- C- Producing text D- Using language	Thinking skills: Creative, Transfer Social skills- Collaborative Communication- (Interaction and Language) .LP- Communicator	Poetry- 1-'Do not go gentle into that good night' by Dylan Thomas;'Chimney 2-'Sweeper' by Walt Whitman;' 3-'ADog has died' by Pablo Neruda 4-'Lord Ullin's Daughter' by Thomas campbell. 5-'The Road Not Taken' by Robert Frost. 6- The Frog and the Nightingale' by Vikram Seth;' 7-'Annabel Lee' by Edgar AllenPoe 8-'Caged Birds' by Maya Angelou <b>Content-</b> Write compositions to describe, explain, and/or convince, providing details and facts that connect to the purpose; <b>Structure and Usage:</b> Identification of poetic devices and the effect they create on the understanding of the poem on the reader, Rhyme/rhythm <b>Connections:</b> Recitation (PA)



<p>Short Stories- Good things come in small packages 40 sessions @ 40 in.</p>	<p>Perspective</p>	<p>Context, Point of View, Setting</p>	<p>Identities and relationships <b>Exploration-</b> Students will explore identity; beliefs and values; human relationships</p>	<p>Experiences of life, mood and atmosphere, influence our perception</p>	<p>A- Analysing B- Organizing- C- Producing text D- Using language</p>	<p>Social skills- Collaborative Communication- (Interaction and Language) .LP- Communicator</p>	<p>Short Stories- 1-Embracing Heritage from across the world 2-The Indigo Terror' by Satyajit Ray 3-The Ultimate Safari' by Nadine Gordimer 4-Rikki Tikki Tavi- by Rudyard Kipling; 5-There will come soft rains by Ray Bradbury 6-Kabuliwala by Rabindranath Tagore 7-The Hounds of Fate by Saki, 8-Room no. 342 by Agatha Christi. <b>Content-</b> What affect does conflict have on the plot of a literary text? How does understanding an author's craft, including tone, flashback, and foreshadowing, help me interpret the meaning of a narrative text? Analyze an author's development of characters, setting, and conflict in a given literary text. 6-1.5 Interpret the effect of an author's craft (including tone and the use of flashback and foreshadowing) on the meaning of literary texts.6-1.6 Compare/contrast main ideas within and across literary texts <b>Structure and Usage-</b> Transformation and synthesis of sentences ;Directed writing skills <b>Connections:</b> Sciences-Survival Skills</p>
<p>Friendship Transcends Prejudices Prose- 'The Cay' by Theodore Taylor 50 sessions @ 40 min.</p>	<p>Communication</p>	<p>Context, genre, inter-textuality, Context point of view, style.</p>	<p>Fairness and development- <b>Exploration-</b> Students will explore access to equal opportunities</p>	<p>Conflict promotes growth and change.</p>	<p>A- Analysing B- Organizing- C- Producing text D- Using language</p>	<p>Social skills- Collaborative Communication- (Interaction and Language) Thinking skills: Creative, Transfer Research skill LP- Inquirer, communicator</p>	<p>Novel -The Cay by Theodore Taylor <b>Content-</b> 1-How to discuss a novel and its theme using the novel – 'The Cay' 2- Demonstration of personal interpretation of the themes and messages of 'The Cay' by completing writing exercises and class discussions. 3- Investigation into different types of societies, cultures and systems of economics and government, develop opinions on 'what makes a society perfect?' 4-Structure of exposition and exploration of complex concepts using in-class debates <b>Structure and Usage - -</b> 2-Comprehension, vocabulary, spelling, grammar and punctuation activities. Directed Writing Skills – For e.g.- Writing an expository essay, presenting an opinion on the question 'what makes a society perfect?'</p>

MYP 4

MYP YEAR 4 LANGUAGE AND LITERATURE							
Unit title	Key concept	Related concept(s)	Global context	Statement of inquiry	MYP subject group objective(s)	ATL skills /Learner Profile	Content (topics, knowledge, skills)
Novel- Anita Desai's, ' In Custody'  <b>Literature-</b> 70 sessions @ 40 min  <b>Language</b> (Structure and Usage) - 160 sessions @ 40 min. (the reading writing and communication skill would be reinforced in all the units of literature through language)	Connections	Audience imperatives, Character, Context	Personal and Cultural Expression.  <b>Exploration-</b> Ideas, feelings, nature, beliefs and values; our analysis and appreciation of aesthetics	Emotional constraints have their impacts on individuals and societies.	A- Analyzing B- Organizing- C- Producing text D- Using language	Thinking skills and Communication skills  LP- Thinker, Communicator	"In Custody by Anita Desai" (novel) <b>CONTENT-</b> 1. Explore and appraise writer's choices for creating effect. 2. Understand the importance of using audience appropriate tone and register 3. Write to inform, evaluate, narrate, argue, persuade, and present their perspective. 4. The enhancement of inter-cultural tolerance, gain an insight into the socio- cultural context of the Post-Colonial age, a literary appreciation of the text. <b>Structure and Usage:</b> The students will be taught to appreciate the effect writer's create through their choices of language and the use of genre- specific conventions.; additional scaffolding via language usage and appraisal exercises. <b>Reading Skills:</b> 1- demonstrate a precise understanding of extended texts. 2- Synthesize, develop, analyse and evaluate facts, ideas and opinions. 3- Effectively summarise, paraphrase and re-express. 4-demonstrate understanding of how writers achieve their effects. 5- recognise and respond to sophisticated. 6-linguistic devices. 7- Extract appropriate information for specific purposes. <b>Writing Skills:</b> 1- express effectively what is thought, felt and imagined. 2- Order and convey facts, ideas and opinions effectively. 3- Demonstrate a sophisticated use of imaginative and varied vocabulary. 4- Demonstrate a clear sense of audience and context. 5- Demonstrate accuracy in spelling, punctuation and grammar. 6- Use effectively a variety of sentence structures. <b>Communicating Skills:</b> 1- describe and reflect on experience, and express effectively what is thought, felt and imagined. 2- Understand and convey complex information in a sophisticated way. 3- Order and present facts, ideas and opinions effectively. 4- Discuss statements of opinion and attitude, discerning underlying assumptions and points of view. 5- Communicate with clarity, focus and purpose. 6- communicate appropriately depending on the audience and context 7- Evaluate and reflect on what is heard.

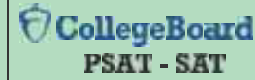


<p>Play - 'Macbeth' by William Shakespeare. 70 sessions @ 40 min.</p>	<p>Connections</p>	<p>Audience imperatives, Setting, Character, Context.</p>	<p>Identities and relationships <b>Exploration-</b> socio-cultural and socio-psychological implications.</p>	<p>Emotions affect judgment and create bias.</p>	<p>A- Analyzing B- Organizing- C- Producing text D- Using language</p>	<p>Thinking and Research skills  LP- Thinker, Communicator, Reflective</p>	<p>"Macbeth by Shakespeare" CONTENT- Macbeth – Act and scene wise detailed study Explicit • Understanding of text in the dramatist's chosen context • Topic tracking-tracing the development of theme, plot, character Inferential • A critical appreciation of dramatic conventions utilized and the effect the playwright creates. • Draw inferences, recognize implications and make deductions to evaluate the play • Analyze content against the context chosen. • Appraise plot development, the ascending action towards the climax and the denouement Evaluatory • Exposition the relative significance of the use of dramatic conventions to its larger cultural, contextual and literary purpose. <b>Service As Action-</b> Inter house activity- Enactment of the exchange of dialogues between Macbeth and Lady Macbeth</p>
<p>Short poems- 60 sessions @ 40 min.</p>	<p>Perspectives</p>	<p>Genres, self-expression, style, structure</p>	<p>Personal and cultural expression <b>Exploration-</b> Ideas, feelings, nature, beliefs and values; our analysis and appreciation of aesthetics</p>	<p>Critical readers understand that context and authors' perspectives affect readers' interpretations of literary texts.</p>	<p>A- Analyzing B- Organizing- C- Producing text D- Using language</p>	<p>Thinking skills, Research and Communication skills  LP- Reflective, Open- minded, Inquirer</p>	<p>Poems- From Songs of Ourselves:: Vol 2 Part2 1.Kofi Awoonor:'The Sea Eats the Land at Home' 2.Robert Bridges: 'London Snow' 3.Billy Collins: 'Afternoon With Irish Cows' 4.David Constantine: 'Watching for Dolphins' 5.William Cowper:' The Poplar-Field' 6.Allen Curnow: "You Will Know When You Get There" 7.Gerald Manley Hopkins:' The Caged Skylark' 8.Elizabeth Jennings: 'In Praise of Creation' 9.John Keats : 'Ode on Melancholy' 10.Philip Larkin: 'Coming' 11.Ruth Pitter:'Stormcock in Elder' 12:'Peter Reading: 'Cetacean' 13: Edna St. Vincent Millay: 'The Buck in the Snow' 14.Charlotte Smith:' Written Near a Port on a Dark Evening' 15. Alfred, Lord Tennyson: 'The Kraken'</p>

MYP 5

MYP YEAR 5 LANGUAGE AND LITERATURE							
Unit title	Key concept	Related concept(s)	Global context	Statement of inquiry	MYP subject group objective(s)	ATL skills /Learner Profile	Content (topics, knowledge, skills)
<p>Novel- Mansfield Park by Jane Austen</p> <p>70 sessions @ 40 min</p> <p><b>Language</b> (Structure and Usage) - 160 sessions @ 40 min. (the reading writing and communication skills would be reinforced in all the units of literature through language)</p>	<p>Connections- across time, texts and culture.</p> <p><b>Exploration</b> of language and relationship between text, creator and audience.</p>	<p>Audience imperatives, Setting, Character, Context</p>	<p>Identities and relationships</p> <p><b>Exploration-</b> socio-cultural and socio-psychological implications</p>	<p>Emotions affect judgment and create bias.</p>	<p>A- Analyzing B- Organizing- C- Producing text D- Using language</p>	<p>Thinking skills- Creative and Transfer Research skill Social Skills Communication Skills</p>	<p>Mansfield Park by Jane Austen" (novel)</p> <p><b>CONTENT-</b></p> <ol style="list-style-type: none"> <li>1. Explore usage by way of various genres of writing</li> <li>2. Understand the importance of using audience appropriate tone and register</li> <li>3. Write to inform, evaluate, narrate, argue, persuade, and present their perspective.</li> <li>4. The enhancement of inter-cultural tolerance, gain an insight into the socio- cultural context of the Regency period, a literacy appreciation of the text.</li> </ol> <p><b>Structure and Usage:</b> The students will be taught to appreciate the effect writer's create through their choices of language and the use of genre- specific conventions.; additional scaffolding via language usage and appraisal exercises.</p> <p><b>Reading Skills:</b> 1- demonstrate a precise understanding of extended texts. 2- Synthesize, develop, analyse and evaluate facts, ideas and opinions. 3- Effectively summarise, paraphrase and re-express. 4-demonstrate understanding of how writers achieve their effects. 5- recognise and respond to sophisticated. 6-linguistic devices. 7- Extract appropriate information for specific purposes.</p> <p><b>Writing Skills:</b> 1- express effectively what is thought, felt and imagined. 2- Order and convey facts, ideas and opinions effectively. 3- Demonstrate a sophisticated use of imaginative and varied vocabulary. 4- Demonstrate a clear sense of audience and context. 5- Demonstrate accuracy in spelling, punctuation and grammar. 6- Use effectively a variety of sentence structures.</p> <p><b>Communicating Skills:</b> 1- describe and reflect on experience, and express effectively what is thought, felt and imagined. 2- Understand and convey complex information in a sophisticated way. 3- Order and present facts, ideas and opinions effectively. 4- Discuss statements of opinion and attitude, discerning underlying assumptions and points of view. 5- Communicate with clarity, focus and purpose. 6- communicate appropriately depending on the audience and context. 7- Evaluate and reflect on what is heard.</p>

<p>Play - 'Macbeth' by William Shakespeare.</p> <p>70 sessions @ 40 min</p>	<p>Connections- across time, texts and culture Exploration of language and relationship between text, creator and audience.</p>	<p>Audience imperatives, Setting, Character, Context</p>	<p>Identities and relationships <b>Exploration-</b> socio-cultural and socio-psychological implications</p>	<p>Emotions affect judgment and create bias.</p>	<p>A- Analyzing B- Organizing- C- Producing text D- Using language</p>	<p>Thinking and Research skills- Media Literacy</p>	<p>"Macbeth by Shakespeare"</p> <p><b>CONTENT-</b> Macbeth – Act and scene wise detailed study <b>Explicit</b></p> <ul style="list-style-type: none"> <li>• Understanding of text in the dramatist's chosen context</li> <li>• Topic tracking-tracing the development of theme, plot, character</li> </ul> <p><b>Inferential</b></p> <ul style="list-style-type: none"> <li>• A critical appreciation of dramatic conventions utilized and the effect the playwright creates.</li> <li>• Draw inferences, recognize implications and make deductions to evaluate the play</li> <li>• Analyze content against the context chosen.</li> <li>• Appraise plot development, the ascending action towards the climax and the denouement</li> </ul> <p><b>Evaluatory</b></p> <ul style="list-style-type: none"> <li>• Exposition the relative significance of the use of dramatic conventions to its larger cultural, contextual and literary purpose.</li> </ul>
<p>Short Poems</p> <p>60 sessions @ 40 min.</p>	<p>Perspectives- to develop the ability to recognize and respond to over simplistic and biased interpretations</p>	<p>Genres, self-expression, style, structure</p>	<p>Personal and cultural expressions <b>Exploration-</b> Ideas, feelings, nature, beliefs and values; our analysis and appreciation of aesthetics</p>	<p>Critical readers understand that context and authors' perspectives affect readers' interpretations of literary texts.</p>	<p>A- Analyzing B- Organizing- C- Producing text D- Using language</p>	<p>Thinking skills- Creative and Transfer Research skill Social Skills</p>	<p>Short poems-</p> <ol style="list-style-type: none"> <li>1. 'Fleur Adcock, 'For Heidi with blue hair'</li> <li>2. James K Baxter, 'Elegy for my father's father.</li> <li>3. Elizabeth Bishop, 'One Art'</li> <li>4. Boey Kim Cheng, 'Reservist'</li> <li>5. Emily Bronte, 'Cold in the earth'</li> <li>6. Robert Browning, 'Meeting at ight'</li> <li>7. Emily Dickinson, 'Because I could not stop for death'</li> <li>8. Philip Larkin, 'The Trees'.</li> <li>9. Charlotte Mew, 'The trees are down'</li> <li>10. Grace Nichols, 'Praise song for my mother'.</li> <li>11. Wilfred Owen, 'Anthem for doomed youth'</li> <li>12. Siegfried Sassoon, ' Attack'</li> <li>13. Stephen Spender, ' My parents'.</li> <li>14. Alfred, Lord Tennyson, ' Song: Tears, Idle Tears.</li> <li>15. Hone Tuwhare, ' Friend'.</li> </ol> <p><b>CONTENT:</b></p> <ol style="list-style-type: none"> <li>1. Appreciation of literary devices.</li> <li>2. Exploration of the central idea and thematic concerns</li> <li>3. Write to inform, evaluate, narrate, argue, persuade, and present their perspective by drawing inferences.</li> <li>4. Evaluation, Analysis and Synthesis of ideas.</li> <li>5. Develop sensitivity to issues and appreciate the nuances of poetry.</li> </ol>



**Navrachana International School, Vadodara**

Vasna-Bhayali Road, Vadodara - 391410 Gujarat, India.

Tel. : +91 - 265 - 2253851/2/3/4, Fax : +91 - 265 - 2253855,

E-mail : [nis@navrachana.ac.in](mailto:nis@navrachana.ac.in) ; [www.navrachana.edu.in](http://www.navrachana.edu.in)

