

GRADE 9 PHASE 3

UNIT 2 FRIENDSHIP

Language helps us to understand, reflect on and develop close personal, social and cultural friendships.

AUNT AGONY ACTIVITY

Within our unit friendship unit, we did an aunt agony activity. Students analysed some problems related to friendship and they tried to come up with solutions. Later, students came up with imaginary problems about friendship and gave solutions. The aim of the activity was to practise empathy, develop communication skills and using creativity to find solutions.



GRADE 9 PHASE 4

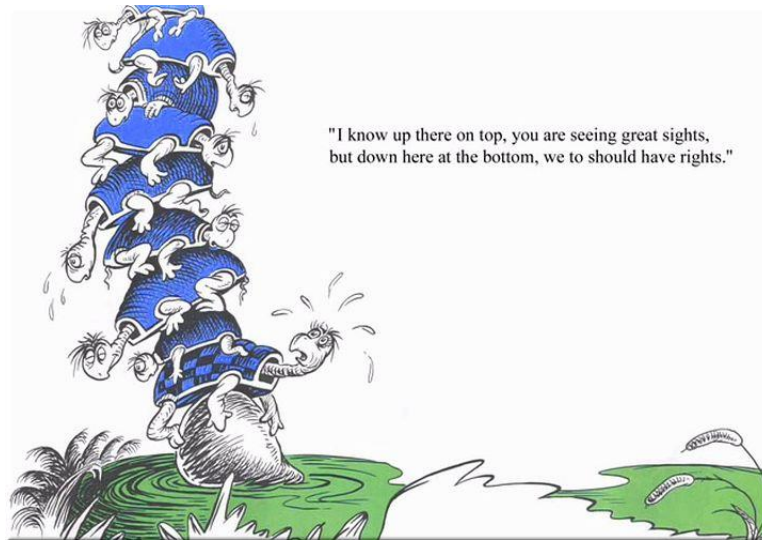
UNIT 2 MIGRATIONS

- As a part of the 2 unit of our course we focused on Visual Literacy Elements and we have worked on Criterion C and we have discussed immigration movements and the lost generations. We have read the book American Born Chinese and worked on comic strip-visual literacy terms like: emanta,encapsulation,point of view shot ect...We have given students practice on these terms, done formative practice for summative work as well. **Our statement of inquiry for this unit is ‘ Writers use narratives to orientate the reader in journeys through time and space and to describe and reflect on the experiences of the travellers. ’**
- **Global context: Orientation in time and space**
- What is the meaning of “where” and “when”? In this chapter we have explored journeys to find a home. In the examples used, sometimes the people are returning to old homes; sometimes they are looking to find new ones. These migrations not only move people through time and space but from one culture to another.
- **Key concept: Culture**
- The idea of culture includes learned and shared beliefs. A culture has a set of values, interests and attitudes. In this chapter we will look at what happens when one culture attempts to dominate another culture. Therefore, in this chapter we will also look at the interactions between cultures and how these cultural interactions affect people migrating from one place to another.
- **Related concept: Context**
- Context is the social, historical, cultural and settings of the texts that narrate and describe an individual’s migration from one place to another



GRADE 9 PHASE 5




Students have continued to explore advertising, propaganda, and fake news in our second unit, "Is there an Art to Persuasion?" Students enjoyed developing their own fake news stories with an online fake news generator. Their 'news' ranged from the believable to the outrageous. We also delved deeper into our unit by discussing the question, "Is propaganda always dangerous?" and by examining political cartoons, and the work of Dr. Seuss and Disney cartoons. Students learned new key terms related to these varied modes of communication



As we continued to discuss advertising we focused on ethical and unethical advertising, as well as how advertising targets children. As an extension of this discussion our students learned about pathos, ethos, and logos, the three rhetorical appeals, as outlined by Aristotle. These learning engagements allowed our students to further develop the ATL of recognizing unstated assumptions and biases (VIII.3) and understanding the impact of media representations and modes of presentation (VII.4).

Students have also worked on the ATL of structuring information in summaries, essays and reports (I.II.14). In this unit our main focus has been on persuasive writing skills with a strong focus on developing strong thesis statements. Students have written on topics ranging from the dangers of fast food to alien invasions, following these general guidelines:

- a **persuasive essay**
- of between **300-400 words**,
- containing **3 arguments and at least one counter-argument**),
- which **argues either for OR against**
- and **has a clear sense of audience and purpose (see above)**!

The Three Rhetorical Appeals		
Pathos (Passion) Definition: The use of emotional appeal. Examples: Heart-warming stories, personal experiences, humorous jokes, pitiful photographs, etc. 	Logos (Logic) Definition: The use of logical argument. Examples: Statistics, facts, reasonable arguments, logical organization of information, etc. 	Ethos (Ethics) Definition: The use of credibility and trust. Examples: Quotes from professionals, customer reviews, celebrity endorsements, personal qualifications, etc. 

GRADE 10 PHASE 4

In grade 10 Phase 4, we have “Why 21st century skills?” as our second unit. For this unit, we focused on the concept of education and how it has changed over time. Students compared classrooms and teaching methods of the past and the present. To add the international-mindedness aspect to the unit, we also looked into classrooms all over the world by using an interactive website named *Nearpod*.

ETHIOPIA There are 65 students enrolled in the Accelerated School Readiness program at Simbile Primary School in Ethiopia's Afar region. Ethiopia has made remarkable progress in education: Primary school enrollment nationwide tripled between 2000 and 2016. The number of girls in primary school rose from 51.8 percent in 2004 to 95.5 percent in 2017. UNICEF/UN0251913/Tadesse



CÔTE D'IVOIRE Students in Sanguine, a village in western Côte d'Ivoire, attend school in a building that was built hastily by parents from bamboo and plastic tarps. The roof leaks and there's dust everywhere. This year, UNICEF Côte d'Ivoire will build 15 classrooms out of recycled plastic bricks, thanks to a joint venture with Concretos Plásticos, a Colombian social business that transforms plastic waste into



Moreover, we discussed the concept of “classroom” and what makes a classroom. Can we consider Zoom as a classroom?

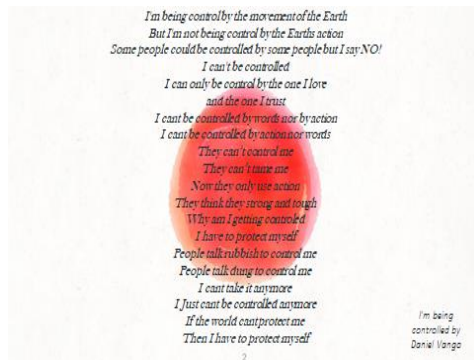
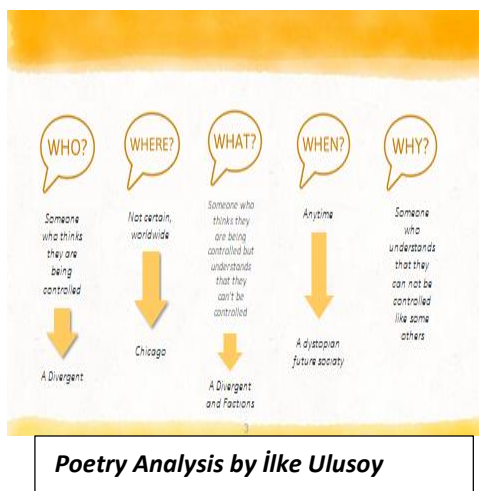
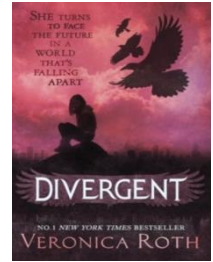
Due to Covid-19, students get online education through several video conferencing platforms such as zoom. Can we consider them as classrooms?



Student reflections on the concept of “classroom”: What can classrooms tell about the culture and education of a country? What do you think about the changing concept of “classroom” during pandemic?

GRADE 10 PHASE 5

In our second unit “Diverging into Poetry”, we continued reading our novel “Divergent” by Veronica Roth. We also read and wrote poetry about characters, groups and settings within the novel “Divergent”. After working on our own poetry, students were tasked with giving a poetry analysis presentation as a summative task. To prepare for this task, students first brainstormed themes represented in the novel. Then they researched poetry online to find a poem that both represented one of those themes and which allowed students to make connections to characters or events in the novel. Next, they conducted an analysis of the poem using the 5Ws (who, what, when, where, and why) and identified literary devices used in their poems of choice. Finally, they drew parallels between the poem and the novel. It was a task we all enjoyed, both as presenters and as audience members.



Tris-

I am fearless.
I wonder how they live.
I see everything I need to.
I want everyone to notice them.
I am fearless.

I pretend as a leader.
I feel sage now.
I'm touching people's ideas.
I cry sometimes.
I am fearless.

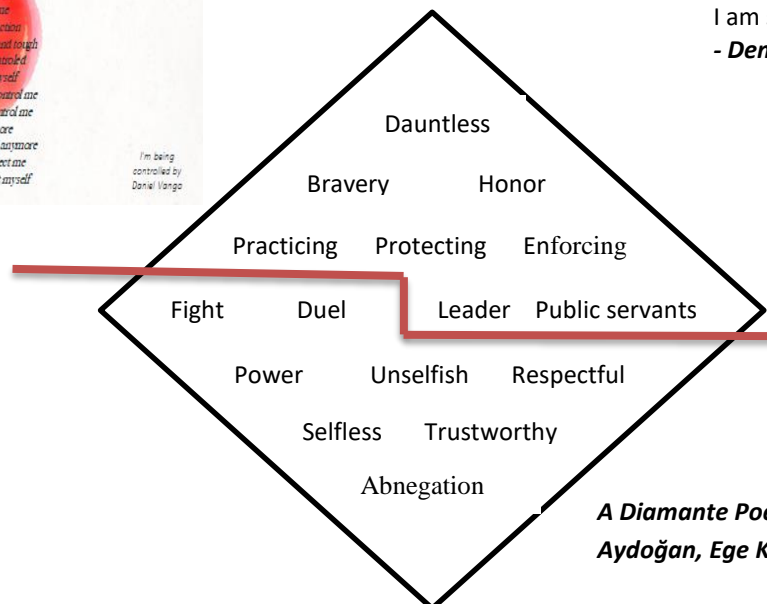
I understand their plan now.
I always say trust yourself.
I dream of the perfect life for us.
I try to stop them.
I hope one day they won't find us.
I am fearless. - **Katre Nefin Özer**

Jeanine -

I am smart and jealous.
I wonder if I can be the ruler of Chicago.
I hear sounds of wisdom.
I see great knowledge.
I want to be free.
I am smart and jealous.

I pretend like I am the one.
I feel a great anger.
I touch the wisdom.
I worry about my status.
I cry because of Abnegation.
I am smart and jealous.

I understand them.
I speak wisdom.
I dream to be the wisest.
I try to defeat them.
I hope they'll die.
I am smart and jealous.
- **Demirhan Çetiner**



A Diamante Poem by Pelinsu Aydoğan, Ege Kök and Emre Özer

GRADE 10 ENGLISH LANGUAGE & LITERATURE

In our second unit “What do our ethical and moral choices reveal about us?”, students were given ethical scenarios to analyze beginning with a clip from the show *Grey’s Anatomy*. Students were then asked to analyze five scenarios from their book and post to a discussion board about what each ethical dilemma was and what they think the speaker should do. These discussions will eventually lead up to their summative which is to write a comparison and contrast essay comparing the ethical choices being made by the texts we have encountered this semester: the book *Things Fall Apart* and the movie *Black Panther*.

ETHICAL DILEMMAS
Look at the following examples of ethical dilemmas that might arise in school.

Read these two dilemmas in life.

4 Grace has the responsibility of filling a position in a firm. Her friend Maria has applied and is qualified for the role, but someone else has also applied who seems even more qualified. Grace wants, on the one hand, to give the job to Maria but feels guilty about this as she believes that she ought to be impartial. However, she also wonders if loyalty to her friend is in fact more important morally, in the circumstances. What should Grace do?

5 David confides to his friend Paul that he has drawn graffiti on the walls of a local shop, an act that is a criminal offence. Paul promises never to tell anyone about this. However, Paul later discovers that an innocent person has been accused of the crime and pleads with David to give himself up. David relaxes and reminds Paul of his promise. What should Paul do?

Source: adapted from www.fivestars.com/valleydilemmas

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