

## English

Topic	Key Concepts	Related Concepts	Theme	ATL skills	Lines of Inquiry	Summative Assessments	Assessment Objectives
<p>Writing: Narrative - Choose from: adventure, flashbacks, mystery, science-fiction, play scripts</p> <p>Reading: Theme of a story, compare and contrast, story structure, graphic novel</p>	<p>Function Responsibility Connection</p>	<p>Decision Making, Economy, Globalization, Leadership</p>	<p>How We Organise Ourselves: Decisions.</p>	<p><b>Self management</b> <b>Organizational skills</b></p> <p><b>Research</b> <b>T.b.d</b></p> <p><b>Social</b> <b>T.b.d</b></p>	<p>- Different processes of decision making - Impact of our decisions on the economy. -The connections between local, national, and global economies</p>	<p>Writing: Consolidate genre: Students will review, and teachers will re-model the genre. Students put into practice the skills acquired during the teaching phase. As a summative assessment, students will write new text of the given genre.</p> <p>Reading: ongoing assessment during guided reading sessions.</p>	<p>Writing: * Orient the reader by establishing a situation and introducing a narrator and/or characters. * Create a setting by using expressive or figurative language' describing how it makes the character feel; adding detail of sights and sounds. * Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. * Dialogue is used to move the action on or to heighten empathy for a character. * Provide an ending that follows from the narrated experiences or events. * Use language imaginatively to create surreal, surprising, amusing and inventive poetry. * Use metaphor, simile and personification to create poems based on real or imagined experience; can link to Unit of Inquiry. * Form a ballad/sonnet using the correct language features. * Write independently and with confidence, showing the development of their own voice and style. * With some guidance and support from adults use technology, including the Internet, to produce and publish writing, including communication and collaboration with peers. * With some guidance and support from adults recall relevant information from experiences or gather relevant information from print and digital sources. * Note and develop initial ideas, drawing on reading and research, where necessary. * Select the appropriate grammar and vocabulary, understanding how choices can change and enhance meaning. * Consider how authors have developed characters and settings in what pupils have read, listened to or seen performed. * Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. * Proof-read to check punctuation, variety of sentence starters, spelling, and presentation.</p>



							<p>Reading:</p> <p>Literature:</p> <ul style="list-style-type: none"> <li>* Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic. Summarize using key details from the text.</li> <li>* Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text: <ul style="list-style-type: none"> <li>- character's thoughts</li> <li>- character's words</li> <li>- character's actions</li> <li>- character interactions</li> </ul> </li> <li>* Explain how a series of chapters, scenes or stanzas fits together to provide the overall structure of a particular story, drama or poem.</li> <li>* Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text <ul style="list-style-type: none"> <li>- graphic novel</li> <li>- multimedia presentation of fiction, folktale, myth, poem</li> </ul> </li> <li>* Compare and contrast stories in the same genre (mystery, adventure, etc) on their approaches to similar themes and topics.</li> </ul> <p>Information text:</p> <ul style="list-style-type: none"> <li>* Explain the relationships or interactions between two or more individuals, events, or concepts in a historical, scientific, or technical text based on specific information in the text.</li> <li>* Compare and contrast the overall structure of events, ideas, concepts, or information in two or more texts. <ul style="list-style-type: none"> <li>- chronology</li> <li>- comparison</li> <li>- cause/effect</li> <li>- problem/solution</li> </ul> </li> <li>* Draw on information from multiple print or digital resources, demonstrating the ability to locate and answer to a question quickly or to solve a problem efficiently.</li> <li>* Independently and proficiently read and comprehend grade-level informational texts: history/social studies, science, and technical texts.</li> </ul> <p>Overall reading standards:</p> <ul style="list-style-type: none"> <li>* Recognize, interpret, and make connections in narratives, poetry, and drama, to other texts, ideas, cultural perspectives, historical eras, personal events, and situations.</li> </ul>
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<p>Writing: Explanatory - Lab reports</p> <p>Reading: Meaning of words and phrases, academic and domain-specific words, information, quotation</p>	<p>Form Change Connection</p>	<p>(Un)controlled variables</p>	<p>How The World Works: Matter</p>	<p><b>Communication</b> ICT skills (using technology to gather, investigate and communicate information)</p> <p><b>Thinking</b> Transfer skills (using skills and knowledge in multiple contexts)</p> <p><b>Research</b> Information-literacy skills (data gathering and recording, synthesising and interpreting, evaluating and communicating)</p>	<p>- Characteristics and properties of solids, liquids and gases</p> <p>- How and why matter changes</p> <p>- Manipulating materials to affect change</p>	<p>Writing: Consolidate genre: Students will review, and teachers will re-model the genre. Students put into practice the skills acquired during the teaching phase. As a summative assessment, students will write new text of the given genre.</p> <p>Reading: ongoing assessment during guided reading sessions.</p>	<p>Writing:</p> <ul style="list-style-type: none"> <li>* Use a variety of transitional words, phrases and clauses to manage the sequence of events.</li> <li>* Use concrete words and phrases and sensory details to convey experiences and events precisely.</li> <li>* Write routinely over extended time frames (time for research, reflection, and revision), and shorter time frames (a single sitting or a day or two) for a range of text types, purposes, and audiences.</li> <li>* Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</li> <li>* With some guidance and support from adults demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.</li> <li>* With some guidance and support from adults conduct short research projects that build knowledge through investigation of different aspects of a topic.</li> <li>* With some guidance and support from adults take notes and categorize information.</li> <li>* Select the appropriate grammar and vocabulary, understanding how choices can change and enhance meaning.</li> <li>* Ensure correct subject and verb agreement when using singular and plural.</li> <li>* Use a dictionary and thesaurus to check the accuracy, broaden vocabulary and enrich their writing.</li> </ul> <p>Reading: Literature:</p> <ul style="list-style-type: none"> <li>* Determine the meaning of words and phrases as they are used in a text, including figurative language: <ul style="list-style-type: none"> <li>- metaphors</li> <li>- similes</li> <li>- alliteration</li> <li>- idiom</li> <li>- onomatopoeia</li> </ul> </li> </ul> <p>Information text:</p> <ul style="list-style-type: none"> <li>* Determine the meaning of general academic and domain-specific words and phrases in a text.</li> <li>* Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</li> <li>* Integrate information from more than two texts on the same topic in order to write or speak about the subject knowledgeably.</li> </ul>
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							Overall reading standards: * Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. For quoting/citing, use MLA citation.
<p>Writing: Persuasive - Research-based argumentative essay: Understanding both sides and taking a position.</p> <p>Reading: Meaning of words and phrases, summarizing, multiple print, author's point of view</p>	<p>Perspective Form Causation</p>	<p>Creativity, communication, expression</p>	<p>How We Express Ourselves: Messages</p>	<p><b>Communication</b> Literacy skills (reading, writing and using language to gather and communicate information)</p> <p><b>Social</b> Developing positive interpersonal relationships and collaboration skills (using self-control, managing setbacks, supporting peers)</p> <p><b>Thinking</b> Creative-thinking skills (generating novel ideas and considering new perspectives)</p>	<p>- Forms of persuasive communication - Reasons for communicating in various formats - Impact on audience</p>	<p>Writing: Consolidate genre: Students will review, and teachers will re-model the genre. Students put into practice the skills acquired during the teaching phase. As a summative assessment, students will write new text of the given genre.</p> <p>Reading: ongoing assessment during guided reading sessions.</p>	<p>Writing: * Plan and write complete stories with a plot and characters that naturally unfolds and includes an introduction, build-up, climax/conflict and resolution. * Deliberate ambiguity is set up in the mind of the reader to be answered later on in the text. * Use a variety of transitional words, phrases and clauses to manage the sequence of events. * Write independently and with confidence, showing the development of their own voice and style. * Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially). * With some guidance and support from adults use technology, including the Internet, to produce and publish writing, including communication and collaboration with peers. * With some guidance and support from adults provide a list of sources, using the MLA citation format. * Identify the audience and purpose of the writing and select the appropriate form. * Use a range of devices to build cohesion within and between paragraphs. * Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</p> <p>Reading: Literature: * Determine the meaning of words and phrases as they are used in a text, including figurative language: - metaphors - similes - alliteration - idiom - onomatopoeia * Recognize and describe how an author's background and culture affect his or her perspective.</p> <p>Information text: * Determine two or more main ideas of a text. Summarize using key details from the text. * Analyze multiple accounts of the same event or topic, noting important</p>



							<p>similarities and differences in the point of view they represent.</p> <ul style="list-style-type: none"> <li>* Draw on information from multiple print or digital resources, demonstrating the ability to locate and answer to a question quickly or to solve a problem efficiently.</li> <li>* Explain how an author uses reasons and types of evidence to support particular points in a text, identifying reasons and evidence support.</li> </ul> <p>Overall reading standards:</p> <ul style="list-style-type: none"> <li>* Read a wide range of texts confidently, independently, and with understanding. Locate and select texts appropriate to one's own interests and skills.</li> </ul>
<p>Writing: Narrative - Memoir</p> <p>Reading: Multimedia, graphic novel, main ideas</p>	<p>Causation Responsibility Function</p>	<p>Peace, equality, rights</p>	<p>Sharing The Planet: Challenges and risks</p>	<p><b>Research</b> Ethical use of media/information (understanding and applying social and ethical technology)</p> <p><b>Thinking</b> Reflections/metacogniti on skills (reconsidering the process of learning)</p> <p><b>Communication</b> Exchanging-information skills (listening, interpreting, speaking)</p>	<ul style="list-style-type: none"> <li>- Challenges and risks for children</li> <li>- Ways in which organizations work to protect children</li> <li>- Rights to equal opportunities</li> </ul>	<p>Writing: Consolidate genre: Students will review, and teachers will re-model the genre. Students put into practice the skills acquired during the teaching phase. As a summative assessment, students will write new text of the given genre.</p> <p>Reading: ongoing assessment during guided reading sessions.</p>	<p>Writing:</p> <ul style="list-style-type: none"> <li>* Orient the reader by establishing a situation and introducing a narrator and/or characters.</li> <li>* Plan and write complete stories with a plot and characters that naturally unfolds and includes an introduction, build-up, climax/conflict and resolution.</li> <li>* Dialogue is used to move the action on or to heighten empathy for a character.</li> <li>* Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</li> <li>* Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).</li> <li>* With some guidance and support from adults demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.</li> <li>* Note and develop initial ideas, drawing on reading and research, where necessary.</li> <li>* Use a range of devices to build cohesion within and between paragraphs.</li> <li>* Consider how authors have developed characters and settings in what pupils have read, listened to or seen performed.</li> <li>* Proof-read to check punctuation, variety of sentence starters, spelling, and presentation.</li> </ul> <p>Reading: Literature:</p> <ul style="list-style-type: none"> <li>* Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text</li> <li>- graphic novel</li> <li>- multimedia presentation of fiction, folktale, myth, poem</li> <li>* Independently and proficiently read the following genres: stories,</li> </ul>



								dramas, poetry.  Information text: * Determine two or more main ideas of a text. Summarize using key details from the text. * Integrate information from more than two texts on the same topic in order to write or speak about the subject knowledgeably.  Overall reading standards: * Read a wide range of texts confidently, independently, and with understanding. Locate and select texts appropriate to one's own interests and skills.
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<p>Writing: Informational Narrative - Feature articles on topics of personal expertise</p> <p>Reading: Compare and contrast, interactions between individuals, author's reasoning</p>	All concepts	Depends on the chosen topic	EXHIBITION	All ATL skills	EXHIBITION	<p>Writing: Consolidate genre: Students will review, and teachers will re-model the genre. Students put into practice the skills acquired during the teaching phase. As a summative assessment, students will write new text of the given genre.</p> <p>Reading: ongoing assessment during guided reading sessions.</p>	<p>Writing:</p> <ul style="list-style-type: none"> <li>* Deliberate ambiguity is set up in the mind of the reader to be answered later on in the text.</li> <li>* Use concrete words and phrases and sensory details to convey experiences and events precisely.</li> <li>* Write routinely over extended time frames (time for research, reflection, and revision), and shorter time frames (a single sitting or a day or two) for a range of text types, purposes, and audiences.</li> <li>* Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</li> <li>* With some guidance and support from adults conduct short research projects that build knowledge through investigation of different aspects of a topic.</li> <li>* With some guidance and support from adults take notes and categorize information.</li> <li>* With some guidance and support from adults provide a list of sources, using the MLA citation format.</li> <li>* Realize that writers ask questions of themselves and identify ways to improve their writing (“Is this what I meant to say?”, “Is it interesting/relevant?”).</li> <li>* Ensure that consistent and correct use of tense throughout a piece of writing.</li> <li>* Use a dictionary and thesaurus to check the accuracy, broaden vocabulary and enrich their writing.</li> </ul> <p>Reading: Literature:</p> <ul style="list-style-type: none"> <li>* Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text: <ul style="list-style-type: none"> <li>- character's thought</li> <li>- character's words</li> <li>- character's actions</li> <li>- character interactions</li> </ul> </li> <li>* Recognize and describe how an author's background and culture affect his or her perspective.</li> </ul> <p>Information text:</p> <ul style="list-style-type: none"> <li>* Explain the relationships or interactions between two or more individuals, events, or concepts in a historical, scientific, or technical text based on specific information in the text.</li> <li>* Determine the meaning of general academic and domain-specific words and phrases in a text.</li> <li>* Explain how an author uses reasons and types of evidence to support</li> </ul>
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							<p>particular points in a text, identifying reasons and evidence support.</p> <p>Overall reading standards:</p> <ul style="list-style-type: none"> <li>* Read a wide range of texts confidently, independently, and with understanding. Locate and select texts appropriate to one's own interests and skills.</li> <li>* Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. For quoting/citing, use MLA citation.</li> </ul>
<p>Writing: Poetry - Onomatopoeia, imagery, ballads, sonnets, performance poetry</p> <p>Reading: Theme of a story, meaning of words, structure of a story</p>	<p>Form Change Connection</p>	<p>Wellness, health, identity</p>	<p>Who We Are: Changes</p>	<p><b>Self management</b> States of mind (mindfulness, perseverance, emotional management, self-motivation, resilience)</p> <p><b>Social</b> Developing social-emotional intelligence</p>	<p>- Biological, emotional and social wellbeing</p> <p>- Changes that occur during adolescence/puberty</p> <p>- How relationships contribute to our sense of self</p>	<p>Writing: Consolidate genre: Students will review, and teachers will re-model the genre. Students put into practice the skills acquired during the teaching phase. As a summative assessment, students will write new text of the given genre.</p> <p>Reading: ongoing assessment during guided reading sessions.</p>	<p>Writing:</p> <ul style="list-style-type: none"> <li>* Create a setting by using expressive or figurative language' describing how it make the character feel; adding detail of sights and sounds.</li> <li>* Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.</li> <li>* Provide an ending that follows from the narrated experiences or events.</li> <li>* Use language imaginatively to create surreal, surprising, amusing and inventive poetry.</li> <li>* Use metaphor, simile and personification to create poems based on real or imagined experience; can link to Unit of Inquiry.</li> <li>* Form a ballad/sonnet using the correct language features.</li> <li>* Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</li> <li>* With some guidance and support from adults recall relevant information from experiences or gather relevant information from print and digital sources.</li> <li>* Identify the audience and purpose of the writing and select the appropriate form.</li> <li>* Realize that writers ask questions of themselves and identify ways to improve their writing (“Is this what I meant to say?”, “Is it interesting/relevant?”).</li> <li>* Ensure that consistent and correct use of tense throughout a piece of writing.</li> </ul> <p>Reading: Literature:</p> <ul style="list-style-type: none"> <li>* Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic. Summarize using key details from the text.</li> <li>* Determine the meaning of words and phrases as they are used in a text,</li> </ul>





							<p>including figurative language:</p> <ul style="list-style-type: none"> <li>- metaphors</li> <li>- similes</li> <li>- alliteration</li> <li>- idiom</li> <li>- onomatopoeia</li> </ul> <p>* Explain how a series of chapters, scenes or stanzas fits together to provide the overall structure of a particular story, drama or poem.</p> <p>* Explain how a series of chapters, scenes or stanzas fits together to provide the overall structure of a particular story, drama or poem.</p> <p>* Independently and proficiently read the following genres: stories, dramas, poetry.</p> <p>Information text:</p> <p>* Compare and contrast the overall structure of events, ideas, concepts, or information in two or more texts.</p> <ul style="list-style-type: none"> <li>- chronology</li> <li>- comparison</li> <li>- cause/effect</li> <li>- problem/solution</li> </ul> <p>* Independently and proficiently read and comprehend grade-level informational texts: history/social studies, science, technical texts.</p> <p>Overall reading standards:</p> <p>* Recognize, interpret, and make connections in narratives, poetry, and drama, to other texts, ideas, cultural perspectives, historical eras, personal events, and situations.</p>
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**Taking Action**

Taking action is one of the five essential elements of the PYP and an intricate part of the inquiry cycle which could be interpreted as a “conclusion” to learning. When taking action, students make connections to new knowledge they have acquired and apply their skills in everyday life.

