

English

Topic	Key Concepts	Related Concepts	Theme	ATL skills	Lines of Inquiry	Summative Assessments	Assessment Objectives
<p>Writing: Procedural - How to resolve conflict</p> <p>Reading: Compare and contrast, summarizing, integrating information</p>	<p>Causation</p> <p>Responsibility</p> <p>Perspective</p>	<p>timelines, procedures, narrated events</p>	<p>Sharing The Planet: Conflict</p>	<p>Self management</p> <p>States of mind (mindfulness, perseverance, emotional management, self-motivation, resilience)</p> <p>Social Skills</p> <p>Developing positive interpersonal relationships and collaboration skills (using self-control, managing setbacks, supporting peers)</p>	<p>- Causes of conflicts at different levels</p> <p>- The impact of conflict</p> <p>- Conflict resolution and management</p>	<p>Writing: 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 a 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"> * Organize an event sequence that naturally unfolds that includes introduction, build-up, climax/ conflict, and resolution. * Use a variety of transitional words and phrases to manage the sequence of events. * Use concrete words and phrases and sensory details to convey experiences and events precisely. * Link opinion and reasons using words and phrases (e.g, for instance, in order to, in addition). * Use precise language and domain-specific vocabulary to inform about or explain the topic. * Use knowledge of written code patterns to accurately spell high-frequency and familiar words. * 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 take notes and categorize information. * With some guidance and support from adults provide a list of sources, using the MLA citation format. * Select the appropriate grammar and vocabulary, understanding how choices can change and enhance meaning. * 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?”). * Ensure correct subject and verb agreement when using singular and plural. <p>Reading:</p> <p>Literature:</p> <ul style="list-style-type: none"> * Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations. <p>Information text:</p> <ul style="list-style-type: none"> * Summarize using key details from the text.



							<p>* Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text. Including what happened and why, based on specific information in the text.</p> <p>* Interpret information presented visually, orally, or quantitatively (charts/graphs/diagrams/time lines/animations/interactive elements on Web pages) and explain how the information contributes to an understanding of the text.</p> <p>* Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p>Overall reading standards:</p> <p>* Develop an understanding of personal preferences; select books for pleasure or information.</p>
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<p>Writing: Scientific explanation - Question and answer article/leaflet/science report</p> <p>Reading: Summarizing key details, making connections, main idea, explain events</p>	<p>Form Function Responsibility</p>	<p>Charts, graphs, animations, history text</p>	<p>How the World Works: Energy</p>	<p>Thinking Skills Reflections/metacognition skills (reconsidering the process of learning)</p> <p>Research Skills Media literacy skills (interacting with media to use and create ideas and information) Information-literacy skills (formulation and planning, data gathering and recording)</p> <p>Self management Organization skills (managing time and tasks effectively)</p>	<p>- Renewable and non-renewable resources - How energy is converted and transformed - Responsible use of energy</p>	<p>Writing: 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: * In paragraphs and sections, introduce a topic clearly using topic sentences and group related information together in clear sequence; include formatting (e.g., headings), illustrations, and multimedia when useful to aid comprehension. * 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. * 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 conduct short research projects that build knowledge through investigation of different aspects of a topic. * Identify the audience and purpose of the writing and select the appropriate form. * Select the appropriate grammar and vocabulary, understanding how choices can change and enhance meaning. * Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. * Use a dictionary and thesaurus to check the accuracy, broaden vocabulary and enrich their writing.</p> <p>Reading: Literature: * Summarize using key details from the text. * Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.</p> <p>Information text: * Determine the main idea of a text. * Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text. Including what happened and why, based on specific information in the text. * Interpret information presented visually, orally, or quantitatively (charts/graphs/diagrams/time lines/animations/interactive elements on Web pages) and explain how the information contributes to an understanding of the text. * Independently and proficiently read and comprehend grade level informational texts: history/social studies, science, and technical texts.</p> <p>Overall reading standards:</p>
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							<p>* Refer to details and examples in a text when explaining what the text says explicitly (citing) and when drawing inferences from the text. For quoting/citing, use MLA citation.</p>
<p>Writing: Poetry - Onomatopoeia, simile, metaphor, free verse</p> <p>Reading: Theme of a story, character, similarities and differences</p>	<p>Causation Change Perspective</p>	<p>Character's words, thoughts, actions, different cultures, myths</p>	<p>How We Express Ourselves: Art</p>	<p>Communication Skills ICT skills (using technology to communicate information)</p> <p>Self management Organization skills (managing time and tasks effectively)</p> <p>Thinking skills Creative-thinking skills (generating novel ideas and considering new perspectives)</p>	<p>- How art provides insight and information - How art changes ideas and feelings - Personal preferences in appreciation of arts</p>	<p>Writing: 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"> * Orient the reader by establishing a situation and introducing a narrator and/or characters. * Develop settings using more ambitious adjectives and figurative language. * Add scenes, characters, dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events, or to show the response of characters in situations. * Provide an ending that follows from the narrated experiences or events. * Opening and resolution shape the story. * Compose poems linked to the Unit of inquiry using free verse; use of more ambitious adjectival phrases. * Use or invent repeating patterns; attempt different forms, including rhyme for humour. * Compose poems using imagery such as onomatopoeia, simile and metaphor. * Extend the number of stanza in own compositions. * Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. * Work independently, to produce written work that is legible and well-presented, written either by hand or in digital format. * With some guidance and support from adults demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting. * Note and develop initial ideas, drawing on reading and research, where necessary. * Use a range of devices to build cohesion within and between paragraphs. * Consider how authors have developed characters and settings in what pupils have read, listened to or seen performed. * Proof-read to check punctuation, variety of sentence starters, spelling, and presentation. <p>Reading: Literature:</p> <ul style="list-style-type: none"> * Determine a theme of a story, drama, or poem from details in the text. * Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text: - character's thought



							<ul style="list-style-type: none">- character's words- character's actions <p>* Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in stories, myths, and traditional literature from different cultures.</p> <p>* ""Explain major differences between poems, drama, and prose. When writing or speaking about a text:</p> <ul style="list-style-type: none">- Refer to the structural elements of poems (verse, rhythm, meter) <p>* Compare and contrast the treatment of similar themes and topics and patterns of events in stories, myths, and traditional literature from different cultures.</p> <p>* Independently and proficiently read the following genres: stories, dramas, poetry.</p> <p>Information text:</p> <p>* Compare and contrast a firsthand and secondhand account of the same event or topic and describe the differences in focus + information provided.</p> <p>Overall reading standards:</p> <p>* Recognize 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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<p>Writing: Information report - How body systems work</p> <p>Reading: Summarizing, main idea, personal preferences</p>	<p>Function Connection Causation</p>	<p>MLA citation, body systems</p>	<p>Who We Are: The human body</p>	<p>Research skills Information-literacy skills (synthesising and interpreting, evaluating and communicating) Ethical use of media/information (understanding and applying social and ethical technology)</p> <p>Communication Skills Exchanging-information skills (listening, interpreting, speaking)</p>	<p>- How body systems work - The interconnectedness of body systems - Maintaining a healthy body</p>	<p>Writing: 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"> * Use a variety of transitional words and phrases to manage the sequence of events. * Paragraphs varied in length and structure. * Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. * Work independently, to produce written work that is legible and well-presented, written either by hand or in digital format. * With some guidance and support from adults demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting. * With some guidance and support from adults conduct short research projects that build knowledge through investigation of different aspects of a topic. * With some guidance and support from adults take notes and categorize information. * With some guidance and support from adults provide a list of sources, using the MLA citation format. * Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. * Ensure correct subject and verb agreement when using singular and plural. * Use a dictionary and thesaurus to check accuracy, broaden vocabulary and enrich their writing. <p>Reading: Literature:</p> <ul style="list-style-type: none"> * Summarize using key details from the text. <p>Information text:</p> <ul style="list-style-type: none"> * Determine the main idea of a text. * Summarize using key details from the text. * Determine the meaning of general academic and domain-specific words and phrases in a text. * Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. <p>Overall reading standards:</p> <ul style="list-style-type: none"> * Develop an understanding of personal preferences; select books for pleasure or information. * Refer to details and examples in a text when explaining what the text says explicitly (citing) and when drawing inferences from the text. For quoting/citing, use MLA citation.
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<p>Writing: Persuasive - Write up of a debate</p> <p>Reading: Compare and contrast, making connections between drama and story, overall structure</p>	<p>Function Responsibility Change</p>	<p>Narration, problem/solution, cause/effect, chronology, comparison</p>	<p>How We Organise Ourselves: Governmental systems</p>	<p>Social Skills Developing social-emotional intelligence</p> <p>Communication Skills Literacy skills (reading, writing and using language to gather and communicate information)</p> <p>Thinking skills Transfer skills (using skills and knowledge in multiple contexts)</p>	<p>- How government systems work (Governance systems and processes) - How government systems deal with crisis - How citizens can monitor and influence actions of their government</p>	<p>Writing: Teacher models writing by explicitly explaining and teaching the genre. Students explore examples and individually construct debates. Students will choose one to publish towards the end of the unit for the summative assessment.</p> <p>Reading: ongoing assessment during guided reading sessions.</p>	<p>Writing:</p> <ul style="list-style-type: none"> * Organize an event sequence that naturally unfolds that includes introduction, build-up, climax/conflict, resolution. * Paragraphs varied in length and structure. * Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. * Use precise language and domain-specific vocabulary to inform about or explain the topic. * Use knowledge of written code patterns to accurately spell high-frequency and familiar words. * With some guidance and support from adults recall relevant information from experiences or gather relevant information from print and digital sources. * Identify the audience and purpose of the writing and select the appropriate form. * 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?”). * Ensure that consistent and correct use of tense throughout a piece of writing. <p>Reading: Literature:</p> <ul style="list-style-type: none"> * Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations. * Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text. <p>Information text:</p> <ul style="list-style-type: none"> * Describe the overall structure of events, ideas, concepts, or information in (part of) a text. - chronology - comparison - cause/effect - problem/solution * Explain how an author uses reasons and types of evidence to support particular points in a text. <p>Overall reading standards:</p> <ul style="list-style-type: none"> * Recognize and make connections in narratives, poetry, and drama to other texts, ideas, cultural perspectives, historical eras, personal events,
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							and situations.
<p>Writing: Narrative - Historical Fiction Adventure writing</p> <p>Reading: Theme of a story, describe a character, major differences, compare and contrast</p>	Form Connection Change	Prose, myths, traditional literature	Where We are in Place and Time: Past civilisations	<p>Thinking Skills Critical-thinking skills (analysing and evaluating issues and ideas)</p> <p>Communication Skills ICT skills (using technology to gather and investigate information)</p>	<p>- Similarities and differences of past civilizations - Development of systems and technology - Connections between artifacts and civilizations</p>	<p>Writing: 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. * Develop settings using more ambitious adjectives and figurative language. * Add scenes, characters, dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events, or to show the response of characters in situations. * Use concrete words and phrases and sensory details to convey experiences and events precisely. * Provide an ending that follows from the narrated experiences or events. * Opening and resolution shape the story. * In paragraphs and sections, introduce a topic clearly using topic sentences and group related information together in clear sequence; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. * Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. * 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. * 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. * Use a range of devise to build cohesion within and between paragraphs. * Consider how authors have developed characters and settings in what pupils have read, listened to or seen performed. * Ensure that consistent and correct use of tense throughout a piece of writing. * Proof-read to check punctuation, variety of sentence starters, spelling, and presentation.</p> <p>Reading: Literature: * Determine a theme of a story, drama, or poem from details in the text. * Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text: - character's thought - character's words</p>



							<ul style="list-style-type: none"> - character's actions * Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in stories, myths, and traditional literature from different cultures. * Explain the major differences between poems, drama, and prose. When writing or speaking about a text: <ul style="list-style-type: none"> - Refer to the structural elements of drama (cast of characters, settings, descriptions, dialogue, stage directions) * Compare and contrast the treatment of similar themes and topics and patterns of events in stories, myths, and traditional literature from different cultures. * Independently and proficiently read the following genres: stories, dramas, poetry. <p>Information text:</p> <ul style="list-style-type: none"> * Describe the overall structure of events, ideas, concepts, or information in (part of) a text. - chronology - comparison - cause/effect - problem/solution * Compare and contrast a firsthand and secondhand account of the same event or topic and describe the differences in focus + information provided. * Explain how an author uses reasons and types of evidence to support particular points in a text. * Independently and proficiently read and comprehend grade-level informational texts: history/social studies, science, and technical texts. <p>Overall reading standards:</p> <ul style="list-style-type: none"> * Develop an understanding of personal preferences; select books for pleasure or information.
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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.

