

English



Criteria	Knowledges selected from the POL	Learning activities	Evaluation
<p>Constructing meaning</p> <p>Making connections To read and listen</p>	<p>-Relies on common structures and features of media texts to construct meaning -Relies on common structures and features of literary, popular and information-based texts to construct meaning</p> <p>-Integrates new information with what is already known to construct meaning</p> <p>Uses other readers' interpretations to clarify and extend own ideas</p> <p>Memoir in a variety of text types (listening)</p> <p>-Texts that explain a process/procedure</p>	<p>-Reading response</p> <p>-Listening comprehension</p> <p>-Reading response on various types of text (songs, videos...):</p> <ul style="list-style-type: none"> - Fill the blanks in a song (Bully, Cool kids, true colours and try) - Reading comprehension (The hitchhiker) <p>Read and work on</p> <ul style="list-style-type: none"> - From far away (Guided Reading Response) <p>Something from Nothing (Reading Response)</p> <ul style="list-style-type: none"> - Song analysis - Be alright - I Don't Miss you <p>What are the main messages sent by the writer. Identify the segments that prove your arguments. Excellent activity in order to develop the students' skills</p>	<p>-Reading response using the book A Bad Case of Stripes</p> <ul style="list-style-type: none"> - Listening response done on a song about bullying <p>Reading comprehension Relate to Halloween</p> <ul style="list-style-type: none"> ✓ The Death Car ✓ The Vegas Strip Urban Legend ✓ The Hollow
<p>Using structures and features of texts</p>	<p>-Conflict</p> <p>-Theme</p> <p>-The physical landscape and social context in which the action of story occurs, i.e. its time and place</p> <p>-Dialogue</p> <p>-Use of colour to suggest emotion, to create mood</p>		
<p>Reading critically</p>	<p>-Determines the specific or target audience by selecting details from the text</p> <p>-Examines how the message attracts and holds the reader's/viewer's attention</p>		

Daily 5 / Projects / Tech activities

-IPAD Applications:

The Magazine Project (in teams of 2-3 students)

Organizing texts To write	-Adds descriptive words and sufficient details -Rearranges sentences and paragraphs for clarity and effect	- Grammar lessons (intermediate and upper-intermediate tests) - Quick writes (Grade one per month)	-
Adapting for audience and purpose	-Producing and Interpreting Media Texts (Images) -Selects text type depending on purpose, audience and context	- Explain on the board the most	Writing a narrative scary story based on an urban legend (Halloween theme)

Book of the month/Theme/Projects related to the book

"The Mountain that loved a Bird"
"Bad Case of Stripes"

	-Uses appropriate technology resources for the specific production as needed -Navigational aids such as table of contents or alphabetical listing in longer texts, index, headings and page numbers	common mistakes. Grammar lessons on Kahoot (September) - Idioms and common expressions (September) - The most mispronounced words of the English language. (September)	- After having worked on A Bad Case Of Stripes, the students write a narrative text about peer-pressure or bullying.
Applying language conventions	-Uses linguistic structures and features to express thoughts, ideas and information for a specific purpose and audience: In simple sentences -Uses consistent verb tenses and correct pronoun references -Uses resources to correct own spelling -Checks for conventions of grammar		

Communicating ideas	-Explanation of a procedure or how something works	-Express yourself - Focus on fluency and pronunciation	-Observations during all communication activities - Oral presentation about their summer - Oral presentation about an urban legend that was not seen in class
Communicating for learning Communicate	-Understands the use of talk to compose a first draft of thoughts, ideas, and Information -Understands the use of talk to clarify the steps in a procedure or an organizational plan		
Using language conventions	-Uses correct grammar and sentence structure; -Use level of language and vocabulary appropriate to audience and purpose -Explain personal viewpoints in clear, meaningful ways -Uses language appropriate to the classroom (doesn't use slang).		