

Unit title	Key concept	Related concept(s)	Global context	Statement of Inquiry	Objectives	ATL skills	Content
La Ropa (clothing)	Creativity	Purpose Context	Personal and Cultural expression	Personal expression through clothing choices can be influenced by culture and by the context in which we live.	Criterion B Criterion C	Thinking <ul style="list-style-type: none"> Critical Thinking L&L: Evaluate evidence and arguments Reading, writing, and using language to gather and communicate information Read critically and for comprehension Read a variety of sources for information and for pleasure <p>Practice using reading strategies such as text marking and summarizing Use graphic organizers to visually manipulate the information.</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> Communicate preferences and wishes related to clothing Ask for and give information about clothing items, including prices <p>Students will learn and apply:</p> <ul style="list-style-type: none"> Stem-changing verbs: pensar, querer, preferir Demonstrative adjectives Numbers 200-1000 Direct object pronouns*
Expressing pastime preferences across cultures	Communication	Form	Identities and relationships	The ability to have creative communication and multiple modes of communication allows us to share our identity and values with others and become a more active member of a global society.	Criterion A Criterion D	Thinking <ul style="list-style-type: none"> Creative Thinking Skills <p>When working on the pastimes unit, students will create original works and ideas; use existing works and ideas in new ways. We need to model the process of creating a profile in Spanish or French. For example we will start out by examining an exemplar, then utilizing a rubric to help students self evaluate.</p> <p>Social Skills</p>	<p>Learn about the identity and values of others by:</p> <ul style="list-style-type: none"> Communicate about pastimes Extend, accept, and decline invitations Communicate about places in the community where we can do pastimes Identify some Spanish or French-speaking countries and popular pastimes there. Identify some famous Spanish or French-speaking people and their favorite pastimes. Identify pastimes in Spanish or French-speaking countries and compare them to those in the U.S. <p>Students will learn and apply to discuss their values and identities: Present tense of ir</p>

						<ul style="list-style-type: none"> • Collaboration When working on the pastimes unit, students use social media networks appropriately to build and develop relationships. Students will be taught the appropriate way to use the internet when doing research about cultures and pastimes. <p>Research</p> <ul style="list-style-type: none"> • Media Literacy When working on the pastimes unit, students seek a range of perspectives from multiple and varied sources. We need to teach students about avoiding making generalizations about other people's cultures and identities by using varied sources. 	<ul style="list-style-type: none"> • Question words • Near future (ir a + infinitive) • Present tense of jugar
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IB Subject Group: Language Acquisition

Course: Spanish 2

Year: 4/5

Unit title	Key concept	Related concept(s)	Global context	Statement of Inquiry	Objectives	ATL skills	Content
La Rutina Diaria	Identity	Idiom Purpose	Identities and Relationships	Creating personal, physical and social identity is based upon how we use idioms and	Criterion A Criterion B Criterion C	Skill Category: Self-Management Skill Cluster: Reflection <ul style="list-style-type: none"> • When working on the unit, students will 	Students will be able to*: Communicate about what they do for a daily routine Communicate about health and hygiene Communicate about past family celebrations and holidays

				our purpose of language.		<p>reflect upon their own daily routines.</p> <p>Skill Category: Communication</p> <p>Skill Cluster: Critical Thinking</p> <p>Skills</p> <ul style="list-style-type: none"> Students will interpret meaning through various cultural contexts. 	<p>Identify children's stories, fables, or songs from Spanish-speaking countries and compare them with those from the U.S.</p> <p>Identify and describe family celebrations and holidays in Spanish-speaking countries and compare them with those in the U.S.</p> <p>Students will learn and apply: The present tense: regular and irregular verbs Indirect object pronouns Verbs that use indirect object pronouns Spanish idioms and their uses and origins</p>
Quando Eramos Niños	Identity	Purpose Idiom	Identities & Relationships: Students will explore identity; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities and cultures; what it means to be human.	Creating personal, physical and social identity is based upon how we use idioms and our purpose of language.	<p>Criterion D: Using language in spoken and/or written form write and speak using a basic range of vocabulary, grammatical structures and conventions; when speaking, use clear pronunciation and intonation</p> <p>use language to suit the context.</p>	<p>Skill Category: Self-Management</p> <p>Skill Cluster: Reflection</p> <ul style="list-style-type: none"> When working on the unit, students will reflect upon their own daily routines. <p>Skill Category: Communication</p> <p>Skill Cluster: Critical Thinking</p> <p>Skills</p> <ul style="list-style-type: none"> Students will interpret meaning through various cultural contexts. 	<p>Students will be able to*:</p> <p>Communicate about what they did when they were children</p> <p>Communicate about what they were like as children</p> <p>Communicate about past family celebrations and holidays</p> <p>Identify children's stories, fables, or songs from Spanish-speaking countries and compare them with those from the U.S.</p> <p>Identify and describe family celebrations and holidays in Spanish-speaking countries and compare them with those in the U.S.</p> <p>Students will learn and apply: The imperfect tense: regular and irregular verbs Indirect object pronouns Verbs that use indirect object pronouns Use of preterite and imperfect Reciprocal verbs* (if time)</p>
A cocinar (cooking)	Creativity	Audience Context	Personal and Cultural expressions	Culture and history are expressed through the creativity of food preparation.	<p>Criterion B</p> <p>Criterion D</p>	<p>Skill Category:</p> <p>Social Skills</p> <p>Skill Cluster:</p> <p>Collaboration</p>	<p>Students will be able to:</p> <p>Communicate about foods</p> <p>Communicate about cooking and recipes</p> <p>Identify some Spanish-speaking countries</p>

						<ul style="list-style-type: none"> • Group-decision making • Accepting responsibility • Self-evaluation and group-evaluation google forum. • Assigning job roles and responsibilities on a capture sheet prior to starting. • Teach mini lesson on how to work collaboratively in groups and make decisions together. 	<p>Identify and describe dishes and foods from Spanish-speaking countries and compare them to those in the U.S.</p> <p>Students will learn and apply:</p> <p>Negative tú commands</p> <p>The impersonal se</p> <p>Ud. Uds. commands - regular and irregular</p> <p>Uses of por</p> <p>Preterite of -ir stem-changing verbs</p>
La comunidad (community)	Communities	Point of view	Orientation in time and space	Communities are oriented in time and space based upon point of view and personal preference.	Criterion A Criterion C	<p>Skill Category:</p> <p>Thinking skills</p> <p>Skill Cluster:</p> <p>Transfer</p> <ul style="list-style-type: none"> • Analysis • Application • Acquisition of knowledge • Transfer skills- think about the directions first in English. Then put them into Spanish. 	<p>Students will be able to:</p> <p>Communicate about what they did in places in the community</p> <p>Ask for and give directions for getting to places</p> <p>Identify customs related to shopping in open-air markets in Spanish-speaking countries and compare them to shopping customs in the U.S.</p> <p>Identify characteristics of neighborhoods in Spanish-speaking countries and compare them with those in the U.S.</p> <p>Students will learn and apply:</p> <p>Direct object pronouns</p> <p>Preterite of ir, ser</p> <p>Preterite of hacer, tener, estar, poder</p> <p>Present tense of salir, decir</p> <p>Irregular affirmative tú commands</p>

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IB Subject Group: Language Acquisition

Course: Spanish 3

Year: 4/5

Unit title	Key concept	Related concept(s)	Global context	Statement of Inquiry	Objectives	ATL skills	Content
Bellas Artes	Creativity	Meaning	Personal and Cultural Expression	Students will communicate by expressing their point of view on an artwork from Latin America, describing the artwork, and comparing one piece to another orally.	<p>Criterion A - All strands</p> <p>Criterion D - All strands</p>	<p>Communication</p> <p>I. Communication</p> <ul style="list-style-type: none"> Use a range of speaking techniques to communicate with variety of audiences Using appropriate forms of writing for different purposes and audiences Listen actively to other perspectives and ideas Read a variety of sources for information 	<p>Communicate about styles of art</p> <p>Communicate about a Hispanic artist</p> <p>Identify famous Hispanic artist</p> <p>Identify elements of art</p> <p>Identify characteristics of the painting</p> <p>Use of proper grammar structure and conventions</p> <p>Use of the present and preterit tense</p> <p>Adjective noun agreement</p> <p>Verbs subject agreement</p>

Unit title	Key concept	Related concept(s)	Global context	Statement of Inquiry	Objectives	ATL skills	Content
Qu'est-ce que tu aimes?	Identity	Purpose	Personal & Cultural Expression	Expressing what we like and dislike shows the purpose of our speech and is part of our identity.	Criterion C Criterion D	Communication Skills I. Communication <ul style="list-style-type: none"> Students learn how to communicate through an in-class presentation. Self-management III. Organization <ul style="list-style-type: none"> Structure information appropriately in an oral presentation 	<ul style="list-style-type: none"> Communicate about their preferences Express agreement or disagreement Communicate about the frequency of activities Give simple descriptions of their favorite activities Identify some Francophone countries Identify some famous Francophone people Identify leisure activities in Francophone countries Compare leisure activities in Francophone countries and in the U.S.
La famille	Communities	Conventions	Identities and Relationships	Identities and relationships can be defined by looking at the community of family and the language conventions that define the relationships.	Criterion B Criterion A	Communication <ul style="list-style-type: none"> Communication How to organize and present information	<ul style="list-style-type: none"> Ask and answer simple questions about people Exchange basic information about someone's family Give simple descriptions of people Identify family traditions in Francophone countries Compare family traditions in Francophone countries and the U.S
La Presse	Communication	Point of View Message	Personal and Cultural Expression	The press is a form of communication of cultural and personal points of view contained in a spoken or written message.	Students will present a news article from an authentic source, from a choice of formats. Students will also report on an area of interest in an authentic format. A: Comprehending	Self-management <ul style="list-style-type: none"> Organization Use appropriate strategies for organizing complex information	<ul style="list-style-type: none"> Communicate about past or current news in Francophone newspapers and magazines Express personal opinions about past or current events Describe the Francophone press in the U.S. Describe the Francophone press and compare it to that in the U.S. The subjunctive with doubt and uncertainty The verbs croire and paraître Direct and indirect object pronouns Pronouns y and en Question formation

					spoken and visual text C: Communicating		
Les Repas/Meals	Culture	Structure	Identities and relationships	The structure of meals within a culture represents an important part of individual and group identities and relationships within the group.	Criterion B Criterion D	<p>Communication</p> <ul style="list-style-type: none"> Communication <p>To be able to choose and adapt in a communicative situation.</p> <p>Based on a menu from a restaurant, students will be able to order. Some items will be unavailable, students will have to make another choice. Students will communicate a variety of opinions on what they ordered.</p>	<ul style="list-style-type: none"> Communicate about food and beverages for breakfast, lunch, and dinner Communicate about preferences for foods and beverages Extend, accept, and decline food Order food in a restaurant Identify some Francophone countries Identify and describe foods and beverages from Francophone countries and compare them to those in the U.S. Describe open-air markets in Francophone countries and compare it to open-air markets in the U.S. Identify and describe customs related to food and meals in Francophone countries and compare them to those in the U.S. Partitive Present tense of –ir verbs Present tense of vouloir Present tense of prendre Present tense of boire Imperative
Les passe-temps	Connections	Conventions and Purpose	Personal and Cultural Expression	In order to express ourselves we connect with each other by using conventions and getting across our purpose.	Criterion A Criterion C	<p>Social</p> <p>Collaboration</p> <p>Work collaboratively in a production team with assigned roles and responsibilities in producing a project focused on pastimes.</p>	<ul style="list-style-type: none"> Communicate about pastimes Identify months of the year and seasons Describe basic weather conditions Offer, accept, and decline invitations Communicate about places in the community Identify some Francophone countries Identify pastimes in Francophone countries and compare them to these in the United States <p>Students will learn:</p>

							<ul style="list-style-type: none"> • Present tense of faire • Question words • Adverbs • Present tense of aller • Near future (aller + infinitive) • Passé récent (venir de + infinitive) • Idioms with avoir
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IB Subject Group: Language Acquisition

Course: French 2

Year: 4/5

Unit title	Key concept	Related concept(s)	Global context	Statement of Inquiry	Objectives	ATL skills	Content
Routines Quotidiennes	Communication	Message; Routines	Identities and relationships	We communicate our identity by describing our daily routine.	<p>SWBAT: use their knowledge and understanding of the TL to create a comic strip detailing their own daily routine.</p> <p>MYP Criteria B; D</p>	<p>Communication</p> <ul style="list-style-type: none"> • Communication <p>Organize and depict information logically</p> <p>logical sequencing of activities for: morning routines, school routines and after school routines.</p>	<ul style="list-style-type: none"> • vocabulary related to everyday activities • reflexive verbs • passe compose with reflexive verbs • Gender and number (tout/toute/tous/toutes) • Comparative analysis of French and American culture in context
La Presse	Communication	Point of View Message	Personal and Cultural Expression	The press is a form of communication of cultural and personal points of view contained in a spoken or written message.	Criteria A Criteria C	<p>Self-management</p> <ul style="list-style-type: none"> • Organization <p>Use appropriate strategies for organizing complex information</p>	<p>Students will be able to:</p> <p>Communicate about past or current news in Francophone newspapers and magazines</p> <p>Express personal opinions about past or current events</p> <p>Describe the Francophone press in the U.S.</p> <p>Describe the Francophone press and compare it to that in the U.S.</p> <p>Students will learn and apply:</p> <p>The subjunctive with doubt and uncertainty</p>

							<p>The verbs croire and paraître</p> <p>Students will review and apply:</p> <p>Direct and indirect object pronouns Pronouns y and en</p> <p>Question formation</p>
Ecology	Systems and Global Interaction	Patterns and Structures	Globalization and sustainability	Global systems and patterns of development affect the natural world and sustainability	Criterion B Criterion C Criterion D	<p>Research</p> <ul style="list-style-type: none"> Organizing and interpreting Data <p>Research data for ecological problems in French</p> <p>Students will use ecological vocabulary to research ecological problems and solutions</p>	<p>Students will be able to:</p> <p>Communicate about natural phenomena (past, present and future) Communicate about environmental issues and solutions</p> <p>Describe and express opinions on natural resources and current ecological problems</p> <p>Describe specific environmental issues in the Francophone world and compare them to those in the U.S.</p> <p>Describe environmental practices in Francophone countries and compare them to those in the U.S.</p> <p>Students will learn and apply: Quand, lorsque and dès que Irregular comparative and superlative Irregular comparative and superlative of bon and bien Students will review and apply: The imperative The future The subjunctive</p>

IB Subject Group: Language Acquisition

Course: French 3

Year: 4/5

Unit title	Key concept	Related concept(s)	Global context	Statement of Inquiry	Objectives	ATL skills	Content
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La Rentree	Communities	Conventions and points of view	Identities and Relationships	Communities, including schools, can influence points of view and identity.	Criterion C Criterion D	Social Collaboration <ul style="list-style-type: none"> Work collaboratively in a production team with assigned roles and responsibilities in producing a project focused on pastimes. 	<p>Communicate about school and classes (past and present)</p> <p>Communicate about after-school activities (past and present)</p> <p>Describe what they did last summer</p> <p>Describe school life in Francophone countries and compare it to the U.S.</p> <p>Describe the baccalauréat in Francophone countries</p> <p>Describe leisurely activities and tourism in Francophone countries and compare them to those in the U.S.</p> <p>Students will learn:</p> <p>Combined direct and indirect object pronouns in the présent and passé composé</p> <p>The verb suivre</p> <p>Transition words</p> <p>Students will review and apply: Regular and irregular verbs in the présent, passé composé and imparfait</p> <p>The use of the passé composé vs the imparfait</p>
La Presse	Communication	Point of View Message	Personal and Cultural Expression	The press is a form of communication of cultural and personal points of view contained in a spoken or written message.	Students will present a news article from an authentic source, from a choice of formats. Students will also report on an area of interest in an authentic format. A: Comprehending spoken and visual text C: Communicating	Self-management <ul style="list-style-type: none"> Organization <p>Use appropriate strategies for organizing complex information</p>	<p>Communicate about past or current news in Francophone newspapers and magazines</p> <p>Express personal opinions about past or current events</p> <p>Describe the Francophone press in the U.S.</p> <p>Describe the Francophone press and compare it to that in the U.S.</p> <p>The subjunctive with doubt and uncertainty</p> <p>The verbs croire and paraître</p> <p>Direct and indirect object pronouns</p> <p>Pronouns y and en</p> <p>Question formation</p>
Ecology	Systems and Global Interaction	Patterns and Structures	Globalization and sustainability	Global systems and patterns of development affect	Criterion B Criterion C Criterion D	Research	Communicate about natural phenomena (past, present and future) Communicate about environmental issues and solutions

				the natural world and sustainability		Organizing and interpreting Data Research data for ecological problems in French Students will use ecological vocabulary to research ecological problems and solutions	Describe and express opinions on natural resources and current ecological problems
Les Arts	Creativity	Form, meaning, patterns	Personal & Cultural Expression	Art has many forms of creative expression that reflect personal, social and cultural experiences over time.	Criterion A Criterion C Criterion D	Communication Skills Communication Students learn how to communicate through an in-class presentation. Self-management III. Organization Structure information appropriately in an oral presentation	Communicate about their preferences Express agreement or disagreement Communicate about the frequency of activities Give simple descriptions of their favorite activities Identify some Francophone countries Identify some famous Francophone people Identify leisure activities in Francophone countries Compare leisure activities in Francophone countries and in the U.S.

IB Subject Group: Language Acquisition

Course: ESOL Level 1

Year: 4/5

Unit title	Key concept	Related concept(s)	Global context	Statement of Inquiry	Objectives	ATL skills	Content
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New at School	Culture	Conventions Structure	Identities and Relationships - <i>explore identity and relationships including families, friends, communities and cultures</i>	Elements of language and culture shape identities and relationships of members in a community	Criterion C: Communicate in spoken form by creating a video message in response to a written prompt Strand 1 Strand 2 Strand 3 Criterion D: Use language in written form in response to a written prompt	Communication ... use a variety of media to communicate with a range of audiences [must know the target audience and attend to that] Thinking ... gather and organize information Self-management - organizational binders Social Collaboration - give and receive meaningful feedback; practice empathy	i. use a basic range of vocabulary, grammatical structures, and friendly letter format ii. organize basic information and use transition words such as <i>first, second, third</i> : ordinal numbers iii. use language appropriate for a friendly letter
Me and My School	Communication	Word Choice, Purpose, Conventions	Personal and Cultural Expression	The connections between the mother tongue and other languages enables people to develop skills and knowledge to acquire a new language.	Criterion D (Speaking portion) Strand 1 Strand 2 Strand 3	Communication Skills 1. Communication: <ul style="list-style-type: none"> • Use a range of speaking techniques to communicate with a variety of audiences • Use appropriate forms of writing for different purposes and audiences • Read a variety of sources for information and for pleasure 	Listening to conversations between students Asking and answering questions about where people, places, and things are. Prepositions of location: in, on, under, next to Use <i>there is</i> and <i>there are</i> correctly. Ask and answer questions with <i>where, what, can</i> , the present tense, and the past tense. Read conversations and stories about students. Writing about your school, your day, and filling out a personal information form. Listening and speaking about your favorite places in school and the community and your day yesterday. Using learning strategies: Sound out, Make Predictions, Use a Graphic Organizer, Use Selective Attention, and Brainstorm

							Learn how to read a map.
At Home	Communication	Conventions, Purpose, Word Choice, Structure	Personal and Cultural Expression: Students will explore the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend, and enjoy our creativity; our appreciation of the aesthetic (definition is from the survival guide, highlighted the portion relevant to us	Other people in our lives help us become who we are.	Criterion A: Comprehending Spoken and Visual Text identify basic facts, messages, main ideas and supporting details recognize basic conventions engage with the spoken and visual text by identifying ideas, opinions and attitudes and by making a personal response to the text.	Communication: Use a range of speaking techniques to communicate with a variety of audiences	Listening Comprehension Listen to conversations between students Speaking Ask and answer questions about activities and preferences. Word Study Learn the long vowel sounds a, e, and i Grammar Learn to use the present continuous tense, object pronouns <i>like, have,</i> and <i>want</i> + infinitive, and the past tense of regular and irregular verbs Reading Read conversations and stories about students

IB Subject Group: Language Acquisition
Course: ESOL Level 2
Year: 4/5

Unit title	Key concept	Related concept(s)	Global context	Statement of Inquiry	Objectives	ATL skills	Content
Journeys	Connections	Meaning Structure Message	Orientation in Space and Time	Telling a personal story is a universal way of expressing one's own perspective and developing connections to the perspective of others	Criterion A Criterion C	Self-management skills: Develop an understanding of his/her own learning style Develop appropriate strategies for organizing and remembering new information Communication skills: Use appropriate forms of writing to inform	Build background Retell a narrative Learn how to use articles "a", "an", "the" Freewriting Word study* Draw conclusions Text structure

Retelling a Biography	Communication	Meaning: Structure Message	Personal and cultural expression	Every culture has values that are passed [expressed] through the [retelling of the] life stories of its heroes and leaders	Criterion B: Comprehending spoken and visual text Criterion D: Communicating in response to spoken, written and visual text	Self-management skills Develop an understanding of his/her own learning style Develop appropriate strategies for organizing and remembering new information Communication skills Use appropriate forms of speaking to inform and to participate in discussion.	Build background WH Questions Learn the Simple Past Tense: regular and irregular verbs Freewriting Cause and effect Main Idea and Detail Word study* Timeline
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IB Subject Group: Language Acquisition

Course: ESOL Level 3

Year: 4/5

Unit title	Key concept	Related concept(s)	Global context	Statement of Inquiry	Objectives	ATL skills	Content
What is Light?	Perspective	Word Choice, Message, Conventions	Identities & Relationships	Students will be able to identify different ways light is represented in literature.	Criterion D: Using language in spoken and/or written form	Social Skills: 1. Practice listening to others 2. Accept and respect differences in culture, opinion, point of view, idea or belief 3. Practice empathy for others 4. Practice encouraging others to contribute 5. Use active listening techniques to understand others	Identify different ways light is represented in literature Be able to name two predictions for the reading Define and analyse literary elements of onomatopoeia, repetition, and irony Recognize and construct compound words Write 5 sentences that contain 10 adjectives in the proper order Write a descriptive paragraph about a character

How Can We Tell What's Right?	Perspective/Relationships	Message, Empathy, Word Choice	Identities and Relationships	Identities and relationships are affected by the message and word choice of the text and the empathy of the speaker.	Criterion D: Using language in spoken and/or written form	<p>Thinking Skills:</p> <ol style="list-style-type: none"> 1. Use brainstorming to recall parts of a good persuasive essay 2. Think independently 3. Evaluate other student's expository essays for organization, word-choice and conventions <p>Social Skills:</p> <ol style="list-style-type: none"> 1. Practice listening to others 2. Accept and respect differences in culture, opinion, point of view, idea or belief 3. Practice empathy for others 4. Practice encouraging others to contribute 5. Use active listening techniques to understand others <p>Communication Skills:</p> <ol style="list-style-type: none"> 1. Use appropriate forms of writing for different purposes and audiences 2. Read a variety of sources for information and for pleasure 	<ol style="list-style-type: none"> 1. Students will be able to identify ways Marian Anderson fought against discrimination 2. Students will be able to summarize three important events in the life of Marian Anderson 3. Students will be able to identify how they can tell what is right 4. Students will be able to summarize each speaker's position on school uniforms 5. Students will be able to analyse articles for text structure and evidence 6. Students will be able to analyse analogies 7. Students will be able to write sentences using superlative adjectives 8. Students will be able to write four sentences with the correct reciprocal pronouns 9. Students will be able to write sentences using subjunctive mood
Lessons from War	Change	Purpose Structure	Identities & Relationships	Lessons about changing identity and relationships can be learned from the stories of war survivors.	Criterion D: Using language in spoken and/or written form	<p>Research</p> <ul style="list-style-type: none"> • Read a variety of sources for information • Use appropriate forms of writing for different purposes • Speaking to an audience 	<ol style="list-style-type: none"> 1: Reading 1 WWI; Color maps of Europe before and after WWI Compare and contrast the maps of Europe before and after WWI 2: Cause / effect; Causes and effect of war in your country 3: Reading 4 Farewell to Manzanar; Build background knowledge WWII Compare and contrast internment vs. concentration(extermiation) camps

							4: Vietnam War, life in POW camps in Vietnam. Tales of survivors; what we learn from war; how does the human spirit overcome adversity? How can we use what we learn to prevent future wars?
Change	Change	Purpose/Audience, Point of View, Word Choice	Personal and cultural expression	Physical and emotional change can be expressed through a different point of view and for a different purpose and audience.	Criterion D: Using language in spoken and/or written form	<p><u>Thinking Skills:</u></p> <ol style="list-style-type: none"> 1. Use brainstorming to recall personal experience and growth and to generate new ideas 2. Think independently 3. Evaluate other student's narratives for organization, word-choice and conventions <p><u>Social Skills:</u></p> <ol style="list-style-type: none"> 1. Practice listening to others 2. Accept and respect differences in culture, opinion, point of view, idea or belief 3. Practice empathy for others 4. Practice encouraging others to contribute 5. Use active listening techniques to understand others <p><u>Communication Skills:</u></p> <ol style="list-style-type: none"> 1. Use appropriate forms of writing for different purposes and audiences 2. Read a variety of sources for information and for pleasure 	<p>Recognize that we can learn from people different from ourselves, and that those lessons are important to our personal growth</p> <p>Identify ways change can lead to growth</p> <p>Tell an inference they can make from reading the text</p> <p>Analyze literary elements of characterization, dialogue, plot, flashback, foreshadowing, irony, sarcasm, and paradox, in the two readings</p> <p>Recognize idioms</p> <p>Form five correct have to/don't have to sentences</p> <p>Write 10 adjective non-restrictive and restrictive clauses with commas correctly used</p> <p>Rewrite 5 reported speech sentences into 5 quoted speech sentences</p>

IB Subject Group: Language Acquisition

Course: ESOL Level 4

Year: 4/5

Unit title	Key concept	Related concept(s)	Global context	Statement of Inquiry	Objectives	ATL skills	Content
Giving Back/ Reflection Care	Relationships	Conventions	Identities and Relationships: Real World	Using conventions, like figurative language, we can explore our identity and	<p>Criterion B: Communicating in response to a written text</p> <p>Criterion C:</p>	<p>Thinking skills: Use brainstorming and modeling to generate new ideas and inquiries.</p> <p>Create original works and ideas; use existing</p>	<p>Identifying and using the narrative text type: Appropriate tenses • Chronological organization of events • Cohesive devices (transitions) • Topic specific and descriptive vocabulary</p> <p>Identifying and using the elements of a personal narrative: first person • purpose to the narrative • Sensory descriptions • A beginning that engages the reader • A middle that includes action</p>

				relationships with others.	Communicating in response to spoken, written and visual text Criterion D: Using language in spoken and/or written form	works and ideas in new way Communication skills: Use appropriate forms of writing for different purposes and audiences.	or a series of events • a meaningful conclusion or ending that expresses thoughts, feelings and/or attitude Reading Comprehension/text interpretation skills • Comprehension strategies such as 2SQ3R (skimming, scanning, questioning, read, recite, review) • Inferring meaning, feelings and attitudes from examples of personal narratives • Draw conclusions from examples of personal narratives • Visualizing
Why should we reach out to others?	Identity	Word Choice, Structure, Stylistic Choices	Personal and Cultural Expression	Identities are a composite of many life events and contextual circumstances that manifest themselves into how we both know and express our individuality.	Criterion B: Communicating in response to a written text Criterion C: Communicating in response to spoken, written and visual text Criterion D: Using language in spoken and/or written form	Thinking skills: Use brainstorming and modeling to generate new ideas and inquiries. Create original works and ideas; use existing works and ideas in new way Communication skills: Use appropriate forms of writing for different purposes and audiences.	Identifying and using the narrative text type: Appropriate tenses • Chronological organization of events • Cohesive devices (transitions) • Topic specific and descriptive vocabulary Identifying and using the elements of a personal narrative: first person • purpose to the narrative • Sensory descriptions • A beginning that engages the reader • A middle that includes action or a series of events • a meaningful conclusion or ending that expresses thoughts, feelings and/or attitude Reading Comprehension/text interpretation skills • Comprehension strategies such as 2SQ3R (skimming, scanning, questioning, read, recite, review) • Inferring meaning, feelings and attitudes from examples of personal narratives • Draw conclusions from examples of personal narratives • Visualizing

IB Subject Group: Language Acquisition

Course: ESOL Level 5

Year: 4/5

Unit title	Key concept	Related concept(s)	Global context	Statement of Inquiry	Objectives	ATL skills	Content
How do our Senses Shape our Experiences ?	Communication	Word choice Point of View Stylistic Choices	Personal and Cultural Expression	People communicate using word choice, point of view, and stylistic choices in		Critical Thinking Skills: Recall prior knowledge and integrate with new knowledge to produce	

				order to express themselves personally and culturally.	narrative paragraph Communication Skills: Engages thoroughly with the spoken and visual text by making a response to the text based on personal experiences and opinions from a global perspective	
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