

JULY	GRADE 6 (LANGUAGE A - ENGLISH)	OBJECTIVE	LEARNER PROFILE	ATL	INTERDISCIPLINARY
	<p><b>TOPIC- THE ADVENTURES OF TOM SAWYER</b> <b>CHAPTERS: 1 TO 5</b></p> <p>‘Memoir’- as a genre Background Information – Biography. Literary/Historical Information. <b>AOI-</b> Human Ingenuity <b>Significant Concept:</b> Reading and understanding a range of texts, and responding appropriately, coherently and spontaneously. <b>Students should know-</b></p> <ol style="list-style-type: none"> <li>1. Read and discuss precedents to the novel, text related to the social concerns of the period, &amp; the small town- life of St. Petersburg on the Mississippi River captured by the author.</li> <li>2. Investigate plot and character development.</li> <li>3. Understand the purpose for which Mark Twain wrote this novel.</li> <li>4. Apply skills of comprehending, reasoning.</li> <li>5. Recognise explicit meaning; comment on opinion expressed by the writer.</li> <li>6. Apply skills of comprehending, reasoning, and relating given circumstance to situations.</li> <li>7. Evaluate the use of language structure to reveal to a student some of the structural features of English so as to increase his efficiency, accuracy and ‘feel’ in using English.</li> </ol> <p><b>MYP Unit Question-</b>What is the significance of dreams and imagination in our lives?</p>	<p><b>CRITERIA A</b> Content</p> <p><b>CRITERIA B</b> Organisation</p> <p><b>CRITERIA C</b> Language Style and Mechanics</p>	<p>Inquirer Knowledgeable Thinker Open Minded Communicator Reflective Principled</p>	<p>Focus on- Communication Organisation Collaboration Information Literacy Transfer</p>	<p><b>Connected to -</b> Language B Sciences Movies/Drama/Theatre Technology</p>
AUG	GRADE 6 (LANGUAGE A - ENGLISH)	OBJECTIVE	LEARNER PROFILE	ATL	INTERDISCIPLINARY
	<p><b>TOPIC- THE ADVENTURES OF TOM SAWYER</b> <b>CHAPTERS: 6 TO 11</b></p> <p>Setting &amp; Character List <b>AOI-</b> Human Ingenuity. <b>Significant Concept:</b> Demonstrating a secure understanding of</p>	<p><b>CRITERIA A</b> Content</p> <p><b>CRITERIA B</b> Organisation</p>	<p>Inquirer Knowledgeable Thinker Open Minded Communicator</p>	<p>Focus on- Communication Organisation Collaboration Information</p>	<p><b>Connected to -</b> Language B Sciences Movies/Drama/Theatre Technology</p>

	<p>the conventions of written language, including structure, spelling and punctuation.</p> <p><b>Students should know-</b></p> <ol style="list-style-type: none"> <li>1. Select, collate and summarise facts and ideas.</li> <li>2. Understand vocabulary and comment on a writer's use of language, such as in an informal or a formal style, the choice of words to create an atmosphere or to persuade the reader.</li> <li>3. Write in a wide range of forms, such as poems, news articles, and diary entries.</li> <li>4. Learn a range of vocabulary text based and appropriate to their needs, and use vocabulary in speech and in writing to clarify meaning and to interest their audience</li> <li>5. Participate in speaking and listening activities in order to discuss and prepare assignments.</li> <li>6. Identify different parts of speech, appreciate and assimilate their usage in the text, and apply them in their written and spoken language.</li> </ol> <p><b>MYP Unit Question</b> -Tom, a protagonist, is a symbol of the transition between the world of adults and children. Who is a protagonist?</p>	<p><b>CRITERIA C</b> Language Style and Mechanics</p>	<p>Reflective Principled</p>	<p>Literacy Transfer</p>	
<b>SEPT</b>	<b>GRADE 6 (LANGUAGE A - ENGLISH)</b>	<b>OBJECTIVE</b>	<b>LEARNER PROFILE</b>	<b>ATL</b>	<b>INTERDISCIPLINARY</b>
	<p><b>TOPIC-NOVEL: THE ADVENTURES OF TOM SAWYER</b> <b>CHAPTERS: 12 TO 16</b></p> <p><b>Short Story:</b> 'The Portrait of a Lady' by Khushwant Singh. <b>Poem:</b> Grandma climbs a tree – Ruskin Bond <b>AOI-</b> Environment and Human Ingenuity <b>Significant Concept:</b> Being adaptable in a widening range of familiar and unfamiliar contexts within the classroom and beyond. Acquisition of Literary Art techniques.</p> <p><b>Students should know-</b></p> <ol style="list-style-type: none"> <li>1. Recognize implied meaning.</li> <li>2. Comment on the main features of narrative writing, such as character, setting, theme, and the way in which a plot is put together</li> </ol>	<p><b>CRITERIA A</b> Content</p> <p><b>CRITERIA B</b> Organisation</p> <p><b>CRITERIA C</b> Language Style and Mechanics</p>	<p>Inquirer Knowledgeable Thinker Open Minded Communicator Reflective Principled</p>	<p>Focus on- Communication Organisation Collaboration Information Literacy Transfer</p>	<p><b>Connected to -</b> Language B Sciences Movies/Drama/Theatre Technology</p>

	<p>3. Write for a variety of purposes, such as to inform, explain, describe, explore, imagine, entertain, argue, persuade, instruct, analyze, review and comment.</p> <p>4. Write in a wide range of forms, such as persuasive writing, reviews, arguments</p> <p>5. Use a range of increasingly complex sentence structures to communicate meaning and to give fluency to their. Use a range of vocabulary and sentence structure to make speech interesting and convincing. Identify literary devices used, assimilate and use them in their writing.</p> <p><b>MYP Unit Question</b>-How meaningful a role do memories play in our lives and how changes come in relationships as time passes by?</p>				
<b>OCT</b>	<b>GRADE 6 (LANGUAGE A - ENGLISH)</b>	<b>OBJECTIVE</b>	<b>LEARNER PROFILE</b>	<b>ATL</b>	<b>INTERDISCIPLINARY</b>
	<p><b>TOPIC- THE ADVENTURES OF TOM SAWYER</b>  <b>CHAPTERS : 17 TO 20</b>  Plot/ Structure Analysis  <b>AOI-</b> Human Ingenuity and Environment  <b>Significant Concept:</b> Making informed choices about effective ways to communicate formally and informally. Write versatile stories and letters with plots. Being adaptable to the varying moods of world literature component.  <b>Students should know-</b>  1. Comment on the main features of narrative writing, such as character, setting, theme, and the way in which a plot is put together  2. Write for a variety of purposes, such as to inform, explain, describe, explore, imagine, entertain, argue, persuade, instruct, analyze, review and comment  3. Write in a wide range of forms, such as stories, information sheets, notes and leaflets.  4. Use a range of increasingly complex sentence structures to communicate meaning and to give fluency to their speech and writing.  5. Use a range of vocabulary and sentence structure to make</p>	<p><b>CRITERIA A</b> Content</p> <p><b>CRITERIA B</b> Organisation</p> <p><b>CRITERIA C</b> Language Style and Mechanics</p>	<p>Inquirer  Knowledgeable  Thinker  Open Minded  Communicator  Reflective  Principled</p>	<p>Focus on-  Communication  Organisation  Collaboration  Information  Literacy  Transfer</p>	<p><b>Connected to -</b>  Language B  Sciences  Movies/Drama/Theatre  Technology</p>

	<p>speech interesting and convincing.          6. Language structure through text:          Nouns↔ Verbs↔ Adjectives↔ Adverbs (beauty-beautify-beautiful-beautifully)  <b>MYP Unit Question-</b> How do situations and circumstances influence decisions? How meaningful are vivid descriptions in generating effective communication?</p>				
<b>NOV</b>	<b>GRADE 6 (LANGUAGE A - ENGLISH)</b>	<b>OBJECTIVE</b>	<b>LEARNER PROFILE</b>	<b>ATL</b>	<b>INTERDISCIPLINARY</b>
	<p><b>TOPIC- THE ADVENTURES OF TOM SAWYER</b>  <b>CHAPTERS: 21 TO 24</b>  <b>Character Analyses.</b>  <b>AOI-</b> Human Ingenuity and Environment  <b>Significant Concept:</b> Enable students to explore, imagine, argue, persuade, instruct, analyse, review and comment.  <b>Students should know-</b>          1. Comment on the main features of narrative writing, such as character, setting, theme, and the way in which a plot is put together.          2. Write for a variety of purposes, such as to inform, explain, describe, explore, imagine, entertain, argue, persuade, instruct, analyse, review and comment.          3. Write in a wide range of forms, such as personal letters, diaries, advertising copy, notes and leaflets.          4. Use a range of increasingly complex sentence structures to communicate meaning and to give fluency to their speech and writing.          5. Use a range of vocabulary and sentence structure to make speech interesting and convincing.          6. Demonstrate understanding of features of narrative, non-fiction and media texts by developing them in their own discussion and writing.  <b>MYP Unit Question-</b> How do the insecurities and uncertainties in the growing years affect human behaviour, relationships and psyche?</p>	<p><b>CRITERIA A</b>          Content</p> <p><b>CRITERIA B</b>          Organisation</p> <p><b>CRITERIA C</b>          Language Style and Mechanics</p>	<p>Inquirer          Knowledgeable          Thinker          Open Minded          Communicator          Reflective          Principled</p>	<p>Focus on-          Communication          Organisation          Collaboration          Information          Literacy          Transfer</p>	<p><b>Connected to -</b>          Language B          Sciences          Movies/Drama/Theatre          Technology</p>

DEC	GRADE 6 (LANGUAGE A - ENGLISH)	OBJECTIVE	LEARNER PROFILE	ATL	INTERDISCIPLINARY
	<p><b>TOPIC- THE ADVENTURES OF TOM SAWYER</b>  <b>CHAPTERS: 25 TO 30</b>  Themes Analysis  <b>AOI</b>-Human Ingenuity  <b>Significant Concept:</b> Skills of comprehending, reasoning, and relating given circumstances to situations.  Acquiring theatre and movie experiences connected to areas of interactions, and considering them and their effect.  <b>Students should know-</b>  1. Write to, analyze, review and comment  2. Write reviews and arguments.  3. Express ideas with clarity and coherence in both oral and written communication.  4. Distinguish the main ideas in a text from the secondary ideas  5. Use and understand an appropriate and varied range of vocabulary and idiom.  6. Develop the ability to listen courteously to others and to be sensitive to turn - taking.  7. Evaluate the use of language structure.  <b>MYP Unit Question-</b> Why do we seek and appreciate the 'unusual' that lies beyond our scope and usual sphere of life?</p>	<p><b>CRITERIA A</b>  Content</p> <p><b>CRITERIA B</b>  Organisation</p> <p><b>CRITERIA C</b>  Language Style and Mechanics</p>	<p>Inquirer  Knowledgeable  Thinker  Open Minded  Communicator  Reflective  Principled</p>	<p>Focus on-  Communication  Organisation  Collaboration  Information  Literacy  Transfer</p>	<p><b>Connected to -</b>  Language B  Sciences  Movies/Drama/Theatre  Technology</p>
JAN	GRADE 6 (LANGUAGE A - ENGLISH)	OBJECTIVE	LEARNER PROFILE	ATL	INTERDISCIPLINARY
	<p><b>TOPIC- -THE ADVENTURES OF TOM SAWYER</b>  <b>CHAPTERS :31-36</b>  Other Elements:  Critical Analysis and opinion  <b>AOI</b>-Human Ingenuity and Environment  <b>Significant Concept:</b> Enhancement of language usage skills.  Practicing communication in different situations.  <b>Students should know-</b>  1. Understand and comment on the language, content, structure, meaning and significance of both familiar and previously unseen pieces of writing.</p>	<p><b>CRITERIA A</b>  Content</p> <p><b>CRITERIA B</b>  Organisation</p> <p><b>CRITERIA C</b>  Language Style and Mechanics</p>	<p>Inquirer  Knowledgeable  Thinker  Open Minded  Communicator  Reflective  Principled</p>	<p>Focus on-  Communication  Organisation  Collaboration  Information  Literacy  Transfer</p>	<p><b>Connected to -</b>  Language B  Sciences  Movies/Drama/Theatre  Technology</p>

	<p>2. Demonstrate a critical awareness of a range of written and visual texts. Compare texts and connect themes to show similarities or differences across or within genres.</p> <p>3. Understand connotations within a language in order to interpret the author's or speaker's intentions.</p> <p>4. In using natural speech (colloquial syntax and diction), Twain is able to present his characters in a truthful light.</p> <p>5. Gauge explicit and implicit meaning.</p> <p><b>MYP Unit Question-</b> Why has adventure lost its romance in a world where urbanization, technology and a changed the lifestyle are a commonplace?</p>				
<b>FEB</b>	<b>GRADE 6 (LANGUAGE A - ENGLISH)</b>	<b>OBJECTIVE</b>	<b>LEARNER PROFILE</b>	<b>ATL</b>	<b>INTERDISCIPLINARY</b>
	<p><b>TOPIC-POETRY</b>  <b>THE OAK AND THE ROSEBUSH - SHEL SILVERSTEIN</b>  <b>AOI</b> -Human Ingenuity and Environment  <b>Significant concept</b> -- Understand how meaning is created through the combination of words, images and sounds.  <b>Students should</b> --</p> <ol style="list-style-type: none"> <li>1. Be able to understand the attitude and conduct of characters. Should be able to assimilate process and analyse.</li> <li>2. Use poetic elements to create their own poems</li> <li>3. Will communicate to an audience about the human condition by painting a picture, recreating a feeling, telling a story, capturing a moment, evoking an image or showing an extraordinary perception of the ordinary.</li> <li>4. Apply characteristics of the selected form (e.g., short story, play/script, and poem).</li> <li>5. Students will use a suitable tone or appropriate voice.</li> </ol> <p><b>MYP Unit Question:</b> The importance of individual differences and values in growing years.</p>	<p><b>CRITERIA A</b> Content</p> <p><b>CRITERIA B</b> Organisation</p> <p><b>CRITERIA C</b> Language Style and Mechanics</p>	<p>Inquirer  Knowledgeable  Thinker  Open Minded  Communicator  Reflective  Principled</p>	<p>Focus on-  Communication  Organisation  Collaboration  Information  Literacy  Transfer</p>	<p><b>Connected to -</b>  Language B  Sciences  Movies/Drama/Theatre  Technology</p>
<b>MARCH</b>	<b>GRADE 6 (LANGUAGE A - ENGLISH)</b>	<b>OBJECTIVE</b>	<b>LEARNER PROFILE</b>	<b>ATL</b>	<b>INTERDISCIPLINARY</b>
	<p><b>TOPIC- SHORT STORY</b>  <b>THE HAPPY PRINCE - OSCAR WILDE</b>  <b>AOI-</b> Human Ingenuity and Environment</p>	<p><b>CRITERIA A</b> Content</p>	<p>Inquirer  Knowledgeable  Thinker</p>	<p>Focus on-  Communication  Organisation</p>	<p><b>Connected to -</b>  Language B  Sciences</p>

<p><b>Students should know-</b></p> <ol style="list-style-type: none"> <li>1. Express an informed personal response to literary and non-literary texts and demonstrate the ability to approach works independently.</li> <li>2. Use language to narrate, describe, analyse, explain, argue, persuade, inform, entertain and express feelings.</li> <li>3. Use and understand an appropriate and varied range of vocabulary and idiom</li> <li>4. Understand connotations within a language in order to interpret the author's or speaker's intentions.</li> </ol> <p><b>Significant Concept:</b> Enhancement of the use of language -- grammatical structures, organization and presentation of content in various literary genres.</p> <p>The inculcation of inter-cultural tolerance, the understanding of individuality and of empathy with the help of literature.</p> <p><b>MYP Unit Question-</b> What is significantly important; wealth, wisdom or peace of mind? Justify your response.</p>	<p><b>CRITERIA B</b> Organisation</p> <p><b>CRITERIA C</b> Language Style and Mechanics</p>	<p>Open Minded Communicator Reflective Principled</p>	<p>Collaboration Information Literacy Transfer</p>	<p>Movies/Drama/Theatre Technology</p>
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