

Curriculum Document

Course Title	English Language Gr 11 ATHS	
Course Code	ENG61 (6 periods)	
Course Delivery	Listening	20%
	Speaking	20%
	Reading	20%
	Writing	20%
	Language	20%
Course Description		
<p>The Grade 11 English course is for students who are seeking to enhance their English language skills through a variety of activities. The course for Grade 11 Advanced English aims to develop students’ abilities to critically analyze information through listening, speaking, reading and writing in academic context. Furthermore, students will have the opportunity to develop their critical thinking skills. This English course also encourages students to view language as a tool that is required throughout all aspects of life. The course covers a wide range of reading compositions, writing genres, listening scripts and speaking activities. Students will have the opportunity to develop their lower and higher order thinking skills in a variety of tasks linked to the real world. This allows students to address a wide range of concepts, problems and issues which allow students to experience and practice language in relation to what is happening in the real world. Through language, the course enables students to acquire communication skills that are designed to build creative thinking, flexible problem solving, collaboration and innovative skills which they will need to be successful in higher education, work and life. Moreover, this English course encourages and provides opportunities for students to enhance their education through task based learning, logical reasoning, and investigation through the use of key 21st century skills.</p>		
Pre-requisites	Successfully completed Grade 10	
Course Learning Outcomes		
Listening Skills		
Students extend their ability to recognize, select and understand the appropriate strategies and the language cueing systems and conventions to construct meaning before, during, and after listening.		
Critical Listening: Students extend their listening skills by critically analyzing given situations, making decisions based on their problem-solving abilities and justifying their answers.		
Speaking Skills		
Students extend their ability to initiate and participate effectively in a variety of collaborative discussions related to different topics, texts, and issues around different themes.		
Students will be able to build on others' ideas, express their own opinions clearly and persuasively and work in a group taking up different roles.		
Students will be able to confidently speak about their ideas and findings in front of different audiences.		

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Reading Skills

Students extend their reading skills by identifying and analyzing a text for gist, main ideas and supporting details.

Students will be able to follow the development of the text and provide an objective summary that clearly shows understanding of the text. Students will be able to select and answer questions about main features and provide justifications for their answers.

Students extend their creativity and literary imagination, improving their general cultural awareness and developing their appreciation of literature.

Writing Skills

Students extend their ability to write fluently in a variety of situations for a variety of purposes and audiences.

Students extend their ability to select and report main features analyzing data of different graphs (bar, line or pie graph), table, chart, or process (how something works, how something is done) to describe and compare data, identify significance and trends in factual information.

Students will extend their ability to write an academic essay, report or creative writing.

Vocabulary

Students extend their vocabulary to gain an awareness and knowledge of new terms related to the themes of different units, their meaning and usage.

Students extend their vocabulary to each of the language skills: reading, writing, listening and speaking.

Grammar

Students extend their ability to recognize and understand the use of targeted grammatical structures and incorporate knowledge into all four language skills: listening, speaking, reading and writing.

STEM

Students extend their ability to recognize and understand the importance of cross circular integrations across different disciplines where English content reflects subjects such as Science, Technology, Engineering, and Mathematics.

Students extend their ability to recognize and apply inquiry based learning, logical reasoning, collaboration, and investigation to their learning.

21st Century Skills and Technology Integration

Students extend, deepen and enhance their learning process with the support of 21st Century Skills along with Technology Integration to achieve autonomy in learning.

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Assessment		
Term 1		30%
	Type	Percentage
Formative	Homework	5%
	Class work & task contribution	5%
	Lab/ Projects	10%
	School based quizzes	15%
Summative	SWQ	15%
	EOT	50%
Term 2		20%
Formative	Homework	5%
	Class work & task contribution	5%
	Lab/ Projects	10%
	School based quizzes	15%
Summative	SWQ1	30%
	SWQ2	35%
Term 3		20%
Formative	Homework	5%
	Class work & task contribution	5%
	Lab/ Projects	10%
	School based quizzes	15%
Summative	SWQ	65%
End of Year Exam	End of Year Exam= 40% of specific topics from T1 & T2 and 60 % from T3.	30%

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Contribution to Program Outcomes		
Program Outcomes		Course Contribution
1	Demonstrate effective self-learning and goal setting	High
2	Demonstrate effective utilization of technology	High
3	Perform scientific research	Low
4	Demonstrate effective problem solving skills	Medium
5	Demonstrate effective critical and creative thinking to solve real-life problems	High
6	Emphasize the importance of ethics	Medium
7	Demonstrate social and emotional growth	High
8	Demonstrate leadership skills	High
9	Perform service to society and the environment	Low
10	Join top universities	High

Course References

eBook	Title	Unlock Reading & Writing Skills 4
	Author	Chris Sowton
	Publisher	Cambridge
	ISBN	978-1-107-61525-0
	Title	Unlock Listening & Speaking Skills 4
	Author	Lewis Lansford
	Publisher	Cambridge
	ISBN	978-1-107-63461-9

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CCSS Standards		Learning Outcomes		Performance Criteria
<p>Listening Skills</p> <p>Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.</p> <p>Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.</p>	LS 1	Select and use the appropriate strategies and language cueing systems as well as conventions to construct meaning before, during, and after listening.	LS11.1	Can Identify the main ideas of a listening segment
	LS 2	Can use appropriate listening skills (e.g., not interrupting, looking at speaker, understanding directions and instructions, descriptive language, sequence of events...)	LS11.2	Can listen for gist
	LS 3	To comprehend and respond critically and relate information to realistic situations.	LS11.3	Can identify speaker's point of view
	LS 4	Can understand that social interactions influence the way people engage with ideas and respond to others (E.g. asking for clarification, summarizing information...)	LS11.4	Can relate new information to previously acquired concepts
	LS 5	Can interpret ideas and information in spoken texts and listen for key points and intonation in order to carry out tasks and use information for a variety of reasons	LS11.5	Can recall important details
	LS 6	Can demonstrate understanding of everyday vocabulary used to express one's self as well as terms and phrases used in specific genre	LS11.6	Can predict content using visuals

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		within spoken text		
	LS 7	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when listening. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	LS11.7	Can anticipate and predict the speaker's message and meaning
	LS 8	Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.	LS11.8	Can distinguish between main ideas and supporting details
	LS 9	Analyze nuances in the meaning of words with similar denotations	LS11.9	Can take notes while listening to spoken text
			LS11.10	Can Infer meaning of new terms from context
			LS11.11	Can understanding and use key terms correctly
			LS11.12	Can listen and follow a conversation between 2 or more people
			LS11.13	Can arrange sequential information in chronological order
			LS11.14	Can listen and take notes while listening
			LS11.15	Can listen and identify change of mind

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	LS11.16	Can recognize stress patterns in words
	LS11.17	Can identify and take note of key terms or phrases needed to complete a variety of tasks such as timetable, calendar of events, tables, charts, maps
	LS11.18	Can use discourse markers to verify information, request restatement or clarification , and to interrupt
	LS11.19	Can use background knowledge to predict content
	LS11.20	Can understand explicitly stated ideas and information
	LS11.21	Can use audio cues to help understand meaning
	LS11.22	Can identify discourse markers to verify information stated positively, negatively or seriously
	LS11.23	Can identify discourse markers to verify information used for advertisements, telephone messages, different tours and TV news reports
	LS11.24	Can distinguish fact from opinion
	LS11.25	Can listen and distinguish personal opinion of two or more speakers

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	LS11.26	Can listen, understand and take note of opinions and solutions within a conversation between 2 or more people
	LS11.27	Can identify cause and effect cues
	LS11.28	Can distinguish advantages and disadvantages from spoken text
	LS11.29	Can arrange sequential information in chronological order depending on spoken text.
	LS11.30	Can listen and take note to complete different tasks such as a flow chart, diagram, notes...
	LS11.31	Can understand explicitly stated ideas and information
	LS11.32	Can listen to directions and take note of key terms to complete
	LS11.33	Can listen and take note of key terms to complete tasks such as note completion, a map...
	LS11.34	Can listen and take note of numerical values
	LS11.35	Can recognize and identify word stress
	LS11.36	Can recognize attitudinal meaning in spoken text

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	LS11.37	Can listen and identify for main ideas in counter-arguments.
	LS11.38	Can listen to persuasive texts (e.g. adverts) and evaluate effectiveness using a checklist
	LS11.39	Can identify reference words to aid understanding
	LS11.40	Can critically listen, analyze and respond to spoken text
	LS11.41	Can justify answers
	LS11.42	Can follow spoken text presented within a variety of methods; presentation, lecture, debate, meeting, PPT, video, interviews, a tour, radio ... between one, two, or more people
	LS11.43	Can listen and identify opinion – from one or more than one person
	LS11.44	Can listen and recognize decision making and change of opinion
	LS11.45	Can listen and order events in chronological order
	LS11.46	Can listen and identify cause and effect
	LS11.47	Can identify terms and phrases and take note of that advice and suggestions

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	LS11.48	Can identify certainty or uncertainty in tone of voice
	LS11.49	Can identify terms and phrases used to state preference
	LS11.50	Can listen to a discussion that prioritizes and weights out the advantages and disadvantages and make decisions based on factual and personal information
	LS11.51	Can listen and find errors in notes taken by others
	LS11.52	Can identifying contrasting viewpoints from spoken text
	LS11.53	Can understand and identify language of persuasion
	LS11.54	Can distinguish statements from questions and rhetorical questions
	LS11.55	Can listen and identify numerical values such as time expressions, dates, weights, lengths...
	LS11.56	Can identify terms of agreement or disagreement
	LS11.57	Can identify and distinguish between facts from opinions
	LS11.58	Can identify clarification

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			LS11.59	Can identify risk and precaution
			LS11.60	Can identify terms to express certainty , probability and/or possibility
			LS11.61	Can distinguish between anecdotal and statistical evidence
			LS11.62	Can listen and follow spoken text to identify different elements in an image / illustration
			LS11.63	Can listen and follow different signpostings
			LS11.64	Can listen and understand analogies
			LS11.65	Can listen and identify opinions and contrasting opinions
			LS11.66	Can listen and identify attitude
			LS11.67	Can listen and follow different opinions
			LS11.68	Can listen and understand emotions through intonation
			LS11.69	Can listen and identify pros and cons in spoken text
			LS11.70	Can listen and infer opinion from spoken text
			LS11.71	Can understand specific observations and generalization

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			LS11.72	Can listen, understand and label different diagrams
			LS11.73	Can listen and take notes of key information to complete a form
			LS11.74	Can listen and take notes of key numerical values
			LS11.75	Can listen to daily activities with the use of frequency adverbs
			LS11.76	Can listen to a description of people, places or things and take note of key features
			LS11.77	Can listen and follow a conversation or lecture about people, places and things in the past, present and future
			LS11.78	Can listen and understand a presentation
			LS11.79	Can listen and take note of data and statistics
			LS11.80	Can listen and follow a sequence of events and take note of key features during this process.
Speaking	SS 1	Can adapt speech through intonation and discourse markers in a variety of contexts and communicative tasks, demonstrating command of formal English when	SS11.1	Can initiate and participate effectively in a range of collaborative discussions
Analyze various accounts of a subject told in different mediums			SS11.2	Can prepare for and participate effectively in a range of conversations

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determining which details are emphasized in each account.		indicated or appropriate.	SS11.3	Can adapt speech to a variety of contexts and tasks
			SS11.4	Can use interaction skills for a variety of situations
Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	SS2	Can use appropriate vocabulary, pronunciation, terms, phrases and correct sentence structure and stress to communicate	SS11.5	Can use appropriate para-linguistic skills such as body language and eye contact
	SS3	Can integrate and evaluate information presented in diverse media and formats, including oral, visually, quantitatively, and be able to respond critically and formally.	SS11.6	Can respond with phrases to show understanding or a need for clarity
Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.	SS4	Can propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas	SS11.7	Can produce cohesive, coherent and grammatically correct speech
	SS5	Can actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.	SS11.8	Can use appropriate vocabulary, pronunciation, intonation , word and sentence stress
Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.	SS6	Come to discussions prepared having read and researched material under study; explicitly draw on that preparation by	SS11.9	Can speak with ease and fluency
			SS11.10	Can use specific terms to ask for clarification

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Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.		referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.	SS11.11	Can provide clarification by paraphrasing and/or providing explanation
			SS11.12	Can indicate personal strengths and weaknesses
			SS11.13	Can describe familiar places such as home, how to get there, and the length of time spent in travelling there...
			SS11.14	Can describe basic aspects of their daily life , such as favorite foods and daily activities
			SS11.15	Can talk briefly about familiar topics, such as weekend or holiday plans
Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>different topics, texts, and issues</i> , building on others' ideas and expressing their own clearly and persuasively.	SS7	Build upon and continue using a variety of language structures: Hypothetical past Expressing regrets with wish + past perfect Unreal possibilities with the third conditional Hypothetical language including first, second and third conditionals Reported speech	SS11.16	Can talk about familiar topics in a short presentation , prepared in advance but not read out loud
Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.	SS8	Provide constructive feedback to speakers concerning the coherence and logic of a speech's content and delivery and its overall impact upon the listeners	SS11.17	Can describe daily events that take place in a wide range of places ; at home, school, vacation...
Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when				

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indicated or appropriate.	SS9	Consolidate ability to present a description of a process related to other content area using the passive voice	SS11.18	Can communicate opinions and information on everyday topics and common experiences and provide justification
			SS11.19	Can provide simple descriptions of common objects
			SS11.20	Can express likes and dislikes about a wide range of topics (e.g., food, reading material, places, education, technology...).
			SS11.21	Can provide reasons and justification for opinions
			SS11.22	Can provide some information concerning their culture's celebrations and special events at a national and international level
			SS11.23	Can provide a short, simple account of something experienced (e.g., a class trip, a wedding, a shopping outing).
			SS11.24	Can say numbers and dates clearly and without hesitation
			SS11.25	Can describe simple mathematical or scientific processes (e.g., "Then add the two numbers together and divide by four.", "Fill the beaker with water.").
			SS11.26	Can summarize a short experience in a simple sequence of events

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		SS11.27	Can talk about familiar places, people, historical figures, and events using relevant vocabulary and language constructions
		SS11.28	Can organize your ideas coherently
		SS11.29	Can speak at length on a given topic using appropriate language
		SS11.30	Can analyze, discuss and speculate about a wide range of issues
		SS11.31	Can use and variety of sentence structures particular to the speaking situation
		SS11.32	Can include complex sentence structures when speaking
		SS11.33	Can discuss personal preference with justification
		SS11.34	Can use and link background knowledge to express different experiences
		SS11.35	Can utilize a range of descriptive words to express ideas
		SS11.36	Can elaborate on answers from a personal point of view as well as from a global point of view
		SS11.37	Can report and paraphrase information presented in spoken context
		SS11.38	Can compare and contrast different countries, events, cultures...

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	SS11.39	Can emphasize information using tone of voice
	SS11.40	Can use terms and phrases in turn taking or interruption
	SS11.41	Can participate effectively and work collaboratively in group activities and take on different roles
	SS11.42	Can speak and expand on different topics (past, present, future) at a personal and global level
	SS11.43	Can organize and discuss what will be included in an introduction, background information, and conclusion/summary
	SS11.44	Can present using related terms and phrases for a wide range of topics
	SS11.45	Can organize information and presentation about a wide range of topics
	SS11.46	Can pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations and ideas
	SS11.47	Can transfer ideas within spoken text to written text
	SS11.48	Can state and justify answers

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	SS11.49	Can present data using a wide range of methods such as illustrations, pie charts, organizational charts, diagrams...
	SS11.50	Can describe data presented in a variety of methods
	SS11.51	Can compare, contrast information and accurately include numeracy when needed
	SS11.52	Can express experience and feelings about foreign movies, fashion, music, food, etc.
	SS11.53	Can discuss a process or how something works
	SS11.54	Can express positive and negative aspects of a wide range of topic
	SS11.55	Can use terms to express opinions
	SS11.56	Can use specific terms to express cause and effect
	SS11.57	Can use terms and phrases to support agreement or disagreement and provide data and evidence for justification
	SS11.58	Can speak about the value of a wide range of issues such as education, inventions, experiences...
	SS11.59	Can speak about skills needed for a wide range of purposes

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	SS11.60	Can transfer ideas within spoken text to written text
	SS11.61	Can use terms and phrases that indicate advice and suggestions
	SS11.62	Can identify whether or not advice provided is useful or not and respond to it accordingly
	SS11.63	Can use terms and phrases used to state preference and justify answers
	SS11.64	Can prioritize and weigh out the advantages and disadvantages and make decisions based on factual and personal information
	SS11.1	Can agree and disagree respectfully
	SS11.2	Can discuss the process of reaching specific goals
	SS11.3	Can speak about a wide range of popular issues nationally and internationally such as sports, historical events...
	SS11.4	Can discuss the role of the government in a wide range of issues
	SS11.5	Can express future possibilities of a wide range of issues such as, technology, education, medical...

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	SS11.6	Can express point of view
	SS11.7	Can use language of persuasion
	SS11.8	Can participate effectively in a formal debate
	SS11.9	Can identify background, motivation and views of others
	SS11.10	Can use background knowledge to discuss issues related to topic
	SS11.11	Can compare and contrast a wide range of topics/ issues, provide examples and supporting details and is able to provide justification
	SS11.12	Can use time expressions to show the relationship between actions or events
	SS11.13	Can respond to visuals and provide a detailed description
	SS11.14	Can discuss a risk, level of risk, reducing risk and safety
	SS11.15	Can discuss risk and precaution
	SS11.16	Can use terms to express certainty , probability and/or possibility
	SS11.17	Can discuss statistical evidence

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	SS11.18	Can understand when to pause when presenting
	SS11.19	Can identify problems and suggest different solutions and justify them
	SS11.20	Can emphasize words or ideas to signal a problem
	SS11.21	Can use terms to express if one feels strongly about something or if one is unsure about something
	SS11.22	Can compare personal opinion with other opinions
	SS11.23	Can provide suggestions politely
	SS11.24	Can respond to suggestions from peers and either accept or politely reject the suggestion(s)
	SS11.25	Can express a pros and cons when making a decision
	SS11.26	Can take part in a group discussion
	SS11.27	Can ask for more information
	SS11.28	Can summarize information
	SS11.29	Can be firm on a position but still polite when listening to others

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	SS11.30	Can steer a conversation back to the main points
	SS11.31	Can provide alternation solutions with justifications
	SS11.32	Can use organizational features when speaking
	SS11.33	Can express contrasting opinions
	SS11.34	Can stress on hedging language (to be more polite)
	SS11.35	Can express position, opinion or suggestion
	SS11.36	Can provide support/evidence/ justification for argument
	SS11.37	Can politely disagree with someone's opinion
	SS11.38	Can restate someone's point of view
	SS11.39	Can understand supporting and challenging statements
	SS11.40	Can speak and logically express sequence of events
	SS11.41	Use wish with the unreal past when we want to talk about situations in the present that we are not happy about but cannot change - When we want to talk about situations in

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		<p>the past that we are not happy about or actions that we regret, we use the verb to wish followed by the past perfect.</p> <p>- When we want to talk about situations we are not happy about and where we want someone else to change them, we use to wish followed by would + infinitive.</p>
	SS11.42	Use of "I'd rather..." and "it's time..." are followed by the unreal past. The verb is in the past tense, but the situation is in the present. When we want to talk about a course of action we would prefer someone else to take, we use I'd rather + past tense.
	SS11.43	Use "it's time...", to say that now is a suitable moment to do something, either for ourselves or for someone else, we use it's time + past tense.
	SS11.44	Use a wide range of modals with unreal past
	SS11.45	<p>Use Hypotheses in all tenses</p> <p>- We use present tense forms after phrases like what if, in case and suppose to talk about the future if we think it is likely to happen</p> <p>- We use a past tense form to talk about the future after suppose and what if to suggest something is not likely to happen</p> <p>- We use modals would, could for a</p>

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		hypothesis about the future - We use would in the main clause and the past in a subordinate clause to talk about the imagined future - We use modals with have to talk about something that did not happen in the past
	SS11.46	Use Unreal Past in the following: - Unreal or hypothetical conditionals - second, third and mixed - The constructions I wish ... and If only ... - Expressing a preference with I'd rather, I'd sooner, I'd prefer, I'd just as soon - Hypothesising with What if, supposing, imagine - After as if and as though when we think the situation is unlikely - It's time - Being tentative - If ... were to - Idiom - If it wasn't for / weren't for / hadn't been for
	SS11.47	Use modal verbs and the third conditional to express unreal possibilities using positive and negative statements Example: If I had known you didn't have a car, I could have driven you to the meeting.

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		If my parents hadn't lent me money, I could never have afforded university.
	SS11.48	Combine provided sentences using two kinds of transition words: time transitions and thought (logical) transitions.
	SS11.49	Develop the ability to tell a story fluently
	SS11.50	Use reporting speech in all tenses
	SS11.51	Use of modals to change direct speech to reported speech
	SS11.52	Transform a affirmative and negative request to a reported affirmative and negative request by using 'ask me + to + infinitive'
	SS11.53	transform a affirmative and negative order cmomands to a reported order and negative request
	SS11.54	Use accurate time expressions when reporting speech
	SS11.55	Critiquing and reviewing Delivery Skills and Techniques <ul style="list-style-type: none"> - Enthusiasm and Connection to the Audience - Humor - Visual Aids - Use of Stage Area

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		<ul style="list-style-type: none"> - Physical – Gestures and Eye Contact - Vocal Variety - Language - Intangibles - Organization - Style - Correctness - Time management <p>http://sixminutes.dlugan.com/speech-evaluation-1-how-to-study-critique-speech/</p>
	SS11.56	<p>Provide constructive criticism</p> <p>Some phrases:</p> <ul style="list-style-type: none"> - I've noticed that... - ... needs to be improved so that... - I'm not sure that idea would work because... - I can see some difficulties with this application, it could be improved by... - What do you think is the reason we had problems with this project?
	SS11.57	<p>Give constructive criticism</p> <ul style="list-style-type: none"> - give concrete examples for your criticism - Give the other person a chance to explain - Say what you would like to see in the future and explain why

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			SS11.58	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation
			SS11.59	Use the passive voice to describe a process/flow chart / multi - step diagram or task
			SS11.60	Organize sections and sequence steps
			SS11.61	Write short explicit sentences
			SS11.62	Put information within each step in chronological order
			SS11.63	Use transitions to build connections between steps.
Reading	RS1	Interpret words and phrases as they are used in a text.	RS11.1	Can identify organizational features in text
Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual	RS2	Read closely to analyze text written in different formats	RS11.2	Can survey, skim and scan a reading text
	RS3	Can evaluate a text to determine different points of views , opinions or ideas	RS11.3	Can understand a wide range of academic vocabulary items

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<p>evidence when writing or speaking to support conclusions drawn from the text.</p> <p>Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p> <p>Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p> <p>Analyze the structure of texts,</p>	RS4	Can determine main points of text and summarize important information	RS11.4	Can preview and infer gist from reading passages by examining title, topics, headings, and subheadings
	RS5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text relate to each other and the whole.	RS11.5	Can Identify features of a reading textbook and utilize them as needed
	RS6	Can read and interpret graphical information provided in a variety of graphs, illustrations, charts, ...	RS11.6	Can skim text to gain gist
			RS11.7	Can scan text to read for specific detail and/or number(s)
			RS11.8	Identify the purpose of the passage and how that effects presentation of text
			RS11.9	Can recognize inferences and draw logical conclusions
			RS11.10	Can deduce meaning from content
			RS11.11	Can identify the main arguments and match examples or explanations to each
	RS7	Read a variety of genres (narratives, informational, persuasive, and argumentative text), in print or digital format, within a range of complexity appropriate for grade 10 to locate an answer to a question or solve a problem, interact with the text proficiently and independently	RS11.12	Can identify explicitly stated ideas

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<p>including how specific sentences, paragraphs, and larger portions of the text relate to each other and the whole.</p> <p>Assess how point of view or purpose shapes the content and style of a text. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.</p> <p>Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</p> <p>Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the</p>		using active reading strategies (e.g., skimming, scanning, discerning the overall message, comparing and contrasting text information, evaluating in relation to preferences or purposes); cite textual evidence of what a text says explicitly as well as inferences and interpretations drawn from the text		
	RS8	Read and understand different forms and purposes of persuasive text; identify the author's purpose and the context where persuasive text is used; distinguish between fact and opinion with reference to the text	RS11.13	Can distinguish main idea , supporting ideas and examples/evidence
			RS11.14	Can understand and identify how a text is organized
			RS11.15	Can identify key vocabulary
			RS11.16	Can read for details
			RS11.17	Can identify supporting details
			RS11.18	Can make predictions
			RS11.19	Can take notes while reading
			RS11.20	Can distinguish facts from opinion
			RS11.21	Can summarize key points

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<p>authors take.</p> <p>Locate and analyze print and digital references about content presented in their courses, and apply what they learn from sources to further their understanding of their coursework</p> <p>Analyze in detail how an author's ideas are developed and refined by particular sentences or paragraphs (by using logical connectives such as therefore, so, however and other features of cohesion such as pronominal reference, sequencing through paragraphs, or moving from general to specific or vice versa)</p>			RS11.22	Can identify key terms and phrases to label main parts of a diagram, chart, table etc.
			RS11.23	Can form an opinion before and after reading a passage
			RS11.24	Can read between the lines
			RS11.25	Can Identifying synonyms and paraphrased terms
	RS9	Read and evaluate advertisements, commercials, brochures, and posters to locate an answer to a question or solve a problem; note the use of persuasive language, distinguish fact from opinion, and truth from half-truth with reference to the text	RS11.26	Can summarize a reading passage using a a wide range of organizational charts
			RS11.27	Can recognize conceptual meaning in context (such as comparison)
			RS11.28	Can analyze how a writer's choices concerning how to structure a text and order events
			RS11.29	Can recognize relationships between parts of text through cohesive devices
			RS11.30	Can recognize relationships between parts of text through discourse markers
			RS11.31	Can recognize grammatical relationship at a sentence level (such as: subject verb agreement)
			RS11.32	Can paraphrase reading material in oral and written discourse.

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			RS11.33	Can read and summaries, reflective, and respond to related reading themes, topics, or issues
			RS11.34	Can read with increased speed and comprehension of important information
			RS11.35	Can read and follow instructions carefully
			RS11.36	Can respond to a wide variety of comprehension question
	RS10	Read, understand, and evaluate different forms of argumentative text (e.g., discussions and debates)	RS11.37	Can respond with a limited time frame
			RS11.38	Can justify and explain answers
			RS11.39	Can identify and distinguish topic sentences
			RS11.40	Can provide reason and justification for opinions
			RS11.41	Can follow written text that include illustrations for further clarification
			RS11.42	Can read information provided in a wide range of diagrams
			RS11.43	Can identify supporting and contradicting information
			RS11.44	Can identify purpose/intension and audience

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			RS11.45	Can identify authors point of view and opinion
			RS11.46	Can identify target audience
			RS11.47	Can read and understand diagrams that help organize information
			RS11.48	Can read and analyze written text to comprehend information and respond critically
	RS11	Define and evaluate the arguments and specific claims in texts, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify any irrelevant or exaggerated or distorted evidence	RS11.49	Can read, identify, select and match a variety of information
			RS11.50	Can respond to reading by comparing and contrasting different elements
			RS11.51	Can identify and match opinions of two or more people
			RS11.52	Can identify terms of agreement or disagreement
			RS11.53	Can link a person's background and how that affects their opinion
			RS11.54	Can identify facts from opinion
			RS11.55	Can read and link examples to elements in the passage
			RS11.56	Can identify the main idea of an article

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			RS11.57	Can read and respond to statistical information
			RS11.58	Can read and interpret tabulated information
			RS11.59	Can distinguish between anecdotal and statistical evidence
			RS11.60	Can identify different options and make decisions based on information and provide justification
			RS11.61	Can evaluate and analyze arguments
			RS11.62	Can read and identify pros and cons advantages and disadvantages / negatives and positives in text
			RS11.63	Can read and understand written text about cause and effect
			RS11.64	Can relate two or more text and be able to compare them in theme or purpose
			RS11.65	Can analyze how and why people, actions, events, ideas and reactions develop and interact over the course of a text
			RS11.66	Can identify paraphrased terms , phrases, or statements
			RS11.67	Can identify key terms to be able to summaries information found in text

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	RS11.68	Can read and follow text describing a process or flow chart
	RS11.69	Can match paraphrased text
	RS11.70	Can take note of key terms in passage to complete a diagram or illustrations
	RS11.71	Can classify information logically
	RS11.72	Can determine the truthfulness of statements
	RS11.73	Can analyze data and is able to relate it to text
	RS11.74	Can identify paraphrased text
	RS11.75	Can determine the main idea of a paragraph
	RS11.76	Can take note of key terms to complete a wide range of tasks
	RS11.77	Read, analyze and evaluate a biography, autobiography, narrative reports <ul style="list-style-type: none"> - Characters - Setting/Plot/atmosphere - Anecdotes - Chronological order - Point of view - Author's Purpose - Use of humor

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		<ul style="list-style-type: none"> - Literary devices - Descriptive details - Drawing conclusions - make predictions
	RS11.78	Read, analyze and evaluate recounts of events <ul style="list-style-type: none"> - Personal recount - Factual recount - Imaginative recount
	RS11.79	Read, analyze and evaluate a bulletin, brochure, posters and advertisements <ul style="list-style-type: none"> - Accurate language - selection of information to be included - Clear purpose - Use of graphic elements - Color use - Layout - Size and shape - Placement - Format - Attention to typographic details - Understand your audience - Maintain a consistent voice - Consider display - Creativity
	RS11.80	Read, analyze and evaluate explanatory, informative and expository text

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		<ul style="list-style-type: none"> - Cause and Effect - Compare and Contrast - Descriptive - Problem and Solution - Sequence of events - Argumentative - Persuasive
	RS11.81	Read, analyze and evaluate what text says explicitly
	RS11.82	Cite textual evidence to support analysis
	RS11.83	Draw inference to support analysis
	RS11.84	Determine central idea through details
	RS11.85	Summarize text distinct from personal opinions or judgment
	RS11.86	Read, analyze and evaluate in detail how a key individual, event, or idea is introduced, illustrated, and elaborated
	RS11.87	Determine the meaning of words and phrases <ul style="list-style-type: none"> • Figurative language • Connotative meanings • Technical meanings
	RS11.88	Read, analyze and evaluate how a particular sentence, paragraph, chapter, or section fits

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		into overall structure of text
	RS11.89	Read, analyze and evaluate how a particular sentence, paragraph, chapter, or section contributes to the development of ideas
	RS11.90	Determine an author's point of view/purpose and explain how it is conveyed
	RS11.91	Draw evidence from informational text to support analysis, reflection, and research
	RS11.92	Engage in collaborative discussions with diverse partners including one-on-one, small groups, teacher led <ul style="list-style-type: none"> • Read/study required material in preparation for discussion • Draw on evidence and reflect on ideas • Define roles, set specific goals and deadlines, FOLLOW rules for collegial discussions • Pose and respond with elaboration and detail to specific questions under discussion • Review key ideas • Reflect and paraphrase to demonstrate understanding of multiple perspectives
	RS11.93	Interpret information presented in diverse media and formats

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	RS11.94	Determine and clarify the meaning of unknown and multiple-meaning words/phrases from a range of strategies <ul style="list-style-type: none"> • Use context as clue • Use common grade appropriate Greek/Latin affixes and roots • Use reference materials (print and digital) • Verify preliminary determination of the meaning of a word/phrase
	RS11.95	Read, analyze and evaluate informal documents Includes but not limited to <ul style="list-style-type: none"> - Colloquial language - Simple language - Use of contractions and abbreviations - May include empathy and emotion - No specific format - Use of the active voice - Use of the imperative - Use of abbreviations - Use of Clichés
	RS11.96	Read, analyze and evaluate formal documents Includes but not limited to <ul style="list-style-type: none"> - Complex sentence structures - an objective

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		<ul style="list-style-type: none"> - Limited range of emotions and avoids emotive punctuation such as exclamation points, ellipsis, etc., - Full words and no contractions and abbreviations - Specific format - Use of third person - Use of the passive voice
	RS11.97	Distinguish between fact and opinion and give reference to text
	RS11.98	Identify terms/clues related to opinion such as <i>think, feel, believe, and seem</i> . Other common clue words are <i>always, never, all, none, most, least, greatest, best, and worst</i> .
	RS11.99	Identify terms/clues related to facts such as <i>research has shown that, experts say, findings, results, ...</i>
	RS11.100	Identify authors point of view on the issue
	RS11.101	Identify argument and supporting evidences that back statements up
	RS11.102	Identify language features and devices used in persuasive writing <ul style="list-style-type: none"> - Thinking and feeling verbs - Connecting words or phrases - Use of alliteration - Use of repetition

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		- Transitional words/phrase -
	RS11.103	Identify the different types of persuasive writing (essay, review, proposal, analysis, letters/emails, speeches,...)
	RS11.104	identify clear organizational features
	RS11.105	Identify the stated argument claimed by the author
	RS11.106	Identify any assumptions (supporting details) that are necessary to provide support for the conclusion
	RS11.107	Express whether or not enough information was provided to persuade the audience, with justification of opinion
	RS11.108	Identify fairness within the argument. (Is the argument fair and balanced, or does it contain bias?)
	RS11.109	Evaluate whether the supporting details are reliable and relevant
	RS11.110	Identify any contradictory points
	RS11.111	Evaluate the overall argument to determine its value and persuasiveness
	RS11.112	Analyze an argument by breaking down each point given individually and in relation to

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				other parts of the argument
			RS11.113	Think critically and skeptically about reasons or evidence within the argument
			RS11.114	Identify whether the reasons and evidences provided support or weaken the argument
			RS11.115	Determine whether the argument succeeds logically
<p>Writing</p> <p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and</p>	WS1	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.	WS11.1	Can recognize that writing is an important tool for communicating, for clarifying thinking, and for learning
	WS2	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.	WS11.2	Can use writing to communicate
	WS3	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.	WS11.3	Can read, understand and address the requirements of the task

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<p>relevant and sufficient evidence.</p> <p>Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p> <p>Write for a wide variety of genres to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.</p> <p>Use precise words and phrases, describing details, to convey information</p> <p>Develop and strengthen writing as needed by planning, revising,</p>	WS4	Use precise language and domain-specific vocabulary to manage the complexity of the topic.	WS11.4	Can achieve good legible penmanship
	WS5	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	WS11.5	Can demonstrate command of the conventions of standard English punctuation, capitalization and spelling
	WS6	Can write a formal piece of writing that includes an introduction, several body paragraphs and a conclusion.	WS11.6	Can generate and explore ideas by brainstorming , discussing, reading/listening/viewing and including personal experiences.
			WS11.7	Can use and value writing to express and share experiences , feelings, ideas, and opinions with a range of audiences in mind
			WS11.8	Can paraphrase elements found in the prompt and NOT copy and paste the statement used within the prompt(s)
			WS11.9	Can produce clear and coherent writing which the development, organization and style are appropriate to task and purpose
			WS11.10	Can use cohesive devices effectively
	WS7	Uses a sufficient range of vocabulary to allow some flexibility and precision. uses	WS11.11	Uses an adequate range of vocabulary for the task

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<p>editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.</p> <p>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 tasks, purposes, and audiences.</p> <p>Use precise language and domain-specific vocabulary to manage the complexity of the topic</p> <p>Establish and maintain a formal</p>		less common lexical items with some awareness of style and collocation. Uses a variety of sentence structures, has good control of grammar and punctuation.		
	WS8	Addresses all parts of the task, presents a clear position throughout the response. Presents, extends and supports main ideas. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	WS11.12	Can try to attempt to use less common vocabulary
	WS9	Logically organizes information and ideas; there is clear progression throughout. Uses a range of cohesive devices appropriately, presents a clear central topic within each paragraph.	WS11.13	Can spell high frequency words correctly
	WS10	Can communicate ideas in writing to accomplish a variety of purposes. May include creative and critical responses. Can include gather relevant information from 1-2 print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	WS11.14	Can use a mix of simple and complex sentence forms
	WS11	Can interpret and describe graphical information provided in a variety of graphs, illustrations, charts, ...	WS11.15	Can write for a wide range of purposes

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style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	WS1 2	Can write for a wide range of purposes: <ul style="list-style-type: none">- <i>Agree disagree</i>- <i>Advantages/Benefits outweigh Disadvantages/Drawbacks Pros / cons</i>- <i>Discuss two views with/without providing opinion</i>- <i>Causes/Problem and Solution</i>- <i>Cause / effect</i>- <i>Opinion</i>- <i>Persuasive Essays</i>- <i>Compare contrast</i>- <i>Character analysis</i>- <i>Change and development</i>- <i>Argumentative essay</i>- <i>Descriptive</i>	WS11.16	Can summaries, describe, compare, and explain information found in tables, graphs, charts, process, how something works, diagrams...
			WS11.17	Can introduce a topic ; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to unify the whole
			WS11.18	Can use appropriate and varied transitions and syntax to link major sections of a text, create cohesion and coherence clarifying relationships among complex ideas and concepts
			WS11.19	Can incorporate a variety of sentence patterns
			WS11.20	Can maintain consistency in style and tone
			WS11.21	Can provide a concluding statement that follows and supports the information presented in the written text
			WS11.22	Can develop a topic thoroughly by selecting the most significant and relevant facts and numbers to describe graphs, charts, tables, maps, etc.
			WS11.23	Can provide reasons and justifications for opinions

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			WS11.24	Can use precise language , and use specific terminology related to task
	WS10	<p>Write formal and informal emails following the typical conventions of the genre (e.g., being concise and using accurate spelling, grammar and punctuation by using features of spelling and grammar checker)</p> <p>Cite sources following a standard format (e.g., APA) and avoid plagiarism and copying information</p>	WS11.25	Can develop and strengthen writing by planning, revising, editing, rewriting or trying new approaches
			WS11.26	Can peer edit
			WS11.27	Can write with limited amount of time (in a single sitting) for a range of tasks and purposes
	WS11		WS11.28	Can write over a an extended time frame (in a single sitting) for a range of tasks and purposes
			WS11.29	Can establish and maintain a formal style and an objective tone while writing
			WS11.30	Can use inquiry or research process to gather additional ideas and information for specific purpose
			WS11.31	Use technology , including the internet, to produce and publish writing and interact collaborate with others
			WS11.32	Can group information logically
			WS11.33	Can identify and write about key points found in an illustration

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			WS11.34	Can vary language and use synonyms to avoid repetitions
			WS11.35	Can objectively describe data
			WS11.36	Can compare and contrast data in two or more images
			WS11.37	Can report information without including opinion
			WS11.38	Can compare and contrast (different time frames , different countries, etc.) provide examples and supporting details and is able to provide justification and or numerical values
			WS11.39	Can use terms and phrases to provide opinion and supporting details
			WS11.40	Can include examples and background knowledge within written text
			WS11.41	Can use specific terms to express cause and effect
			WS11.42	Can write about the cause and effect of different factors and provide examples and supporting ideas with justifications
			WS11.43	Can summarize information text
			WS11.44	Can include a strong academic topic sentences for each paragraph

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	WS11.45	Can write and express advantages and disadvantages
	WS11.46	Can express the positive and negative effects of change
	WS11.47	Can defend an argument by providing opinion, supporting ideas
	WS11.48	Can include more less frequently used words used correctly
	WS11.49	Can include a range of complex sentences
	WS11.50	Can write a strong introduction which includes a grabbing sentence , background knowledge, express the aim of the essay and provide a thesis statement (an outline of what will be covered within the essay)
	WS11.51	Can write at length about the educational system nationally and internationally (positives / negatives, advantages/disadvantages, changes over the years, what you personally would like to see changed in your educational system...) and provide explanation but justifying opinion and proving examples
	WS11.52	Can write, express and evaluate the value of different situations

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	WS11.53	Can incorporate terms of agreement , disagreement or partial agreement
	WS11.54	Can use language of persuasion
	WS11.55	Can present personal opinion clearly
	WS11.56	Can explain point of view and provide justification through supporting details
	WS11.57	Can understand and explain the main feature of a process
	WS11.58	Can add more detail by using descriptive language
	WS11.59	Can use synonyms to avoid repetition
	WS11.60	Can include an overview of the key points found in a diagram or illustration
	WS11.61	Can identify number of stages within a process
	WS11.62	Can highlight main points and expand where necessary
	WS11.63	Can link events clearly and coherently
	WS11.64	Can include all elements needed to write a well-developed essay
	WS11.65	Can discuss another person's point of view

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	WS11.66	Can write about personal opinion and provide justification
	WS11.67	Can agree or disagree with an opinion
	WS11.68	Can use a wide range of terms and phrases to introduce an essay
	WS11.69	Can order information logically
	WS11.70	Can identify the time frame of the graph and use the correct tenses (by now students should be able to use all the different tenses)
	WS11.71	Can use numerical values when describing charts and graphs
	WS11.72	Can group data logically
	WS11.73	Can organize information in a sequential order
	WS11.74	Can write and advantage and disadvantage (pros and cons) essay using a wide range of terms, phrases and statements
	WS11.75	Can use specific terms to provide opinion
	WS11.76	Can include relevant supporting points
	WS11.77	Can include complex sentence structures when writing

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	WS11.78	Can include examples to clarify and support main points
	WS11.79	Can write a well structures essay which includes an Introduction, body paragraph(s) and conclusion where needed.
	WS11.80	Can use the correct timeframe needed related to illustrations
	WS11.81	Can use a wide range of verbs, adverbs and adjectives to provide more details when describing
	WS11.82	Can compare, contrast data and accurately and include numerical values
	WS11.83	Can draw attention to exceptional information
	WS11.84	Can use additional terms to enhance writing
	WS11.85	Can use linking words to help with the cohesion of the essay
	WS11.86	Can incorporate time phrases to express change over time
	WS11.87	Can describe trends in details
	WS11.88	Can group information logically
	WS11.89	Can identify and write about key points found in an illustration

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			WS11.90	Can vary language and use synonyms to avoid repetitions
			WS11.91	Can objectively describe data
			WS11.92	Can report information without including opinion
			WS11.93	Can introduce problems and provide valid solutions with justification
<p><i>Vocabulary and Spelling</i></p> <p>Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i>, choosing flexibly from a range of strategies.</p>	VS1	Vocabulary Students will extend their vocabulary to gain an awareness and knowledge of new terms related to the unit, what they mean and how to use them correctly. Students will extend their vocabulary to each of the language skills; reading, writing, listening and speaking.	VS11.1	Can spell and pronounce commonly used terms and those that are specific to each unit
	VS2	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	VS11.2	Can understand the gist of a term through context
	VS3	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>analyze, analysis,</i>	VS11.3	Can understand how words interact with each other in a particular context

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<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>		<i>analytical; advocate, advocacy).</i>		
	VS4	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.	VS11.4	Can utilize specific skills to analyze meaning from context
	VS5	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	VS11.5	Can infer meaning from context
	VS6	Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.	VS11.6	Can identify meaning of terms with multiple meanings , and how those meanings are often affected by their context
	VS7	Analyze nuances in the meaning of words with similar denotations.	VS11.7	Can use strategies to analyze homophones
	VS8	Can use USA / UK spell correctly patterns	VS11.8	Can use synonyms and antonyms of terms found in the unit
			VS11.9	Can understand and use opposites
			VS11.10	Can analyze prefixes and suffixes to better understand new terms
			VS11.11	Can identify and use adjectives

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			VS11.12	Can use various vocabulary building strategies and techniques
			VS11.13	Can use frequently confused words (E.g. to/too/two – there/their)
			VS11.14	Can utilize verb phrases related to theme
			VS11.15	Can use different descriptive words
			VS11.16	Can use a wide variety of terms to express self and opinion
			VS11.17	Can recognize and understand academic words when seen in different context.
			VS11.18	Can replace some simple terms with more sophisticated terms
			VS11.19	Can utilize the three types of vocabulary to suit the needs of the context (content vocabulary, academic vocabulary and supporting vocabulary)
			VS11.20	Can recognize and analyze compound words
			VS11.21	Can choose words and phrases to express cause and effect
			VS11.22	Can choose terms and phrases to convey ideas and descriptions precisely
			VS11.23	Can use terms to describe trends found in graphs, charts, tables, diagrams...

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	VS11.24	Can use synonyms to avoid repetition
	VS11.25	Can express numeracy within text
	VS11.26	Can understand and use terms to express results
	VS11.27	Can categorize information and new terms
	VS11.28	Can choose appropriate language and expressions to express ideas precisely and concisely
	VS11.29	Can use key terms in context
	VS11.30	Can use different collocations to better express meaning
	VS11.31	Can use academic terms to describe data
	VS11.32	Can chose strong academic terms as an alternative to phrasal verbs
	VS11.33	Can listen, say, read and write adjectives that describe
	VS11.34	Can understand and use different symbols and abbreviations
	VS11.35	Can identify and use academic adjectives and nouns
	VS11.36	Can use language of concession

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			VS11.37	Can use terms to express certainty , probability and/or possibility
			VS11.38	Can use adjectives to describe risk
			VS11.39	Can use a wide range of modals
			VS11.40	Can use a variety of academic nouns
			VS11.41	Can express cause and effect
			VS11.42	Can use sequencing words
			VS11.43	Can identify and use terms related to transformation / change
			VS11.44	Can use terms to express if you feel strongly about something or if you are unsure about something
			VS11.45	Can use specific terms to present problems and solutions
			VS11.46	Can identify formal and informal terms and when to use each of them
			VS11.47	Can use specific terms/phrases to introduce advantages and disadvantages
			VS11.48	Can use specific terms to report information
			VS11.49	Can understand and use academic

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				collocations with prepositions
			VS11.50	Can recognize written and spoken numerical words and phrases
			VS11.51	Can use a wide range of terms to describe percentages
			VS11.52	Can use a wide range of terms to describe approximations
			VS11.53	Can use qualifiers to describe data
			VS11.54	Can describe information using numerical values
			VS11.55	Can use comparative language such as (as...as, the difference(s), the similarities, like , unlike, in contrast to...)
			VS11.56	Can use connective words
			VS11.57	Can use determiners such as all, most, several, many, some, none
			VS11.58	Can use neither /nor , either /or
			VS11.59	Can use sequencing words
			VS11.60	Can explain dependency in a process using specific terminology
			VS11.61	Can use Time connectors

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	VS11.62	Can use a wide range of transitional terms
	VS11.61	Can use a wide range of cause/effect terms
	VS11.62	Can use sequencing words
	VS11.63	Can use terms that express opinion
	VS11.64	Can use a wide range of terms that express agreements with a point of view
	VS11.65	Can use a wide range of terms that express disagreements with a point of view
	VS11.66	Can use a wide range of adverbs, phrased and verbs to compare two or more elements
	VS11.67	Can contrast by using adverbs and transitional verbs
	VS11.68	Can use a wide range of conjunctions
	VS11.69	Can use a wide range of expressions to compare and contrast

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	VS11.70	Can use a wide range of linking words
	VS11.71	Can use a wide range of academic terms
	VS11.72	Can distinguish between effect and affect
	VS11.73	Can use a wide range of time expressions
	VS11.74	Can describe change over time
	VS11.75	Can describe trend on a graph or chart
	VS11.76	Can use a wide range of cohesive devices
	VS11.77	Can use sequencing words
	VS11.78	Can use a wide range of nouns and verbs to describe movements
	VS11.79	Can use a wide range of adjectives and adverbs to describe degree of change
	VS11.80	Can use a wide range of adjectives and adverbs to describe speed of change
	VS11.81	Can use a wide range of statements that indicate agreement or disagreement
	VS11.82	Can use a wide range of terms, phrases or expressions used in a problem solution essay

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			VS11.83	Can use a wide range of terms, phrases or expressions to give reasons Can use a wide range of terms related to problem solution situations
<p><i>Grammar and Punctuation</i></p> <p>Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and</p>	GP1	Students extend their ability to recognize and understand the use of targeted grammatical structures and incorporate knowledge into all four language skills; listening, speaking, reading and writing.	GP11.1	Can identify and use statements, questions, commands and exclamations and their functions in texts
	GP2	Use parallel structure.*	GP11.2	Can understand that punctuation is a feature of written text
	GP3	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, and absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.	GP11.3	Can use capital letters when needed
	GP4	Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.	GP11.4	Can demonstrate an awareness of nouns, pronouns and conjunctions
			GP11.5	Can recognize simple pronoun references to maintain meaning

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spelling when writing.			GP11.6	Can demonstrate an awareness of subject-verb agreement
			GP11.7	Can produce complete sentences , recognize and correct fragment and run-on sentences
			GP11.8	Can use all Simple tenses
	GP 5	Build on and continue applying language structures learned previously; use language structures of: Simple Present, Past, Future Present Continuous and Present Perfect Past Perfect and Past Continuous modals of permission and possibility mixed conditionals in past, present and future, would/ used to- expressing habits in the past modals in the past (e.g., You shouldn't have.../ I should have.../ You might have), inversion with negative adverbials (e.g., Little does Michael suspect that.....), modals of obligation and suggestion modals for speculation about the present and past (must, must have, could/ can't, etc.) all passive forms, wish/ if only and regrets (e.g., If only, he	GP11.9	Can use all Continuous tenses
			GP11.10	Can use all perfect tenses
			GP11.11	Can use countable uncountable nouns
			GP11.12	Can use quantifiers
			GP11.13	Can use a wide range of modals
			GP11.14	Can use the Zero, first and second conditionals
			GP11.15	Can use prepositions
			GP11.16	Can use definite and indefinite articles
			GP11.17	Can use relative pronouns and clauses
			GP11.18	Can use time conjunctions

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		would....), extended phrasal verbs splitting (The policeman broke the fight up very quickly)	GP11.19	Can use the singular and plural forms of nouns
			GP11.20	Can use the 3rd person singular -s in simple present & [has] in perfect tenses
			GP11.21	Can use possessive nouns
	GP 6	Correctly write complete simple, compound, and complex declarative, interrogative, imperative and exclamatory sentences using coordinating and subordinating conjunctions and a wide range of connectives, verifying sentence patterns for meaning, reader, and style; identify parallelism in all writing to present items in a series and items juxtaposed for emphasis	GP11.22	Can write basic wh- questions
			GP11.23	Can use the comparative and superlative nouns
			GP11.24	Can use of correct verb tenses
			GP11.25	Can recognize and correct vague pronouns
			GP11.26	Can use time clauses
			GP11.27	Can use gerunds and infinitives as direct objects
			GP11.28	Can use adjective clauses
			GP11.29	Can use Past perfect, past perfect progressive, and future perfect tenses
			GP11.30	Can use reported speech
			GP11.31	Can incorporate a variety of sentence patterns

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			GP11.32	Can incorporate a variety of phrases and clauses
			GP11.33	Can produce complex sentences
	GP 7	Extend the ability to use connecting words and phrases for time, order, reason, result, contrast, addition, condition, and concession (e.g., In spite of, Despite, even though, although.....)	GP11.34	Can attempt produce long complex sentences with few mistakes
			GP11.35	Can use of correct verb tenses
			GP11.36	Can incorporate a variety of sentence patterns
			GP11.37	Can use the active and passive voice
			GP11.38	Can use comparative and superlative terms to describe
			GP11.39	Can use a range of time expressions with the present perfect
			GP11.40	Can use the both the simple present and simple past in complex sentences
			GP11.41	Can understand when to use noun phrases and use them to express specific ideas
			GP11.42	Can use adjectives and adverbs to describe data
			GP11.43	Can use the comparatives and superlatives
			GP11.44	Can state preferences using <i>would</i>

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	GP11.45	Can understand and use Tag Questions
	GP11.46	Can use frequency adverbs
	GP11.47	Can use axillary verbs
	GP11.48	Can negate a statement
	GP11.49	Can understand and use Modals for necessity and obligation
	GP11.50	Can avoid repetition by using nominalization (replacing verb phrases with noun phrases)
	GP11.51	Can use the past participle
	GP11.52	Can use simple and compound sentences by using dependent and independent clauses
	GP11.53	Can use the correct subject verb agreement
	GP11.54	Can understand and use verbs with future meaning
	GP11.55	Can use the past, present and future when describing people, places or things
	GP11.56	Can use a wide range of prepositional phrases

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	GP11.57	Can use the comparatives and superlatives
	GP11.58	Can identify the correct sentence patterns when using dependent connections join a dependent clauses with an independent clause
	GP11.59	Can modify comparatives when comparing
	GP11.60	Can use cohesive clauses, relative clauses and other complex sentence structures
	GP11.61	Can connect ideas between sentences using linkers
	GP11.62	Can identify and use relative clauses
	GP11.63	Can distinguish and use both defining and non-defining relative clauses
	GP11.64	Can understand and use countable and uncountable nouns
	GP11.65	Can use a wide range of tenses including but not limited to the present and past perfect
	GP11.66	Verbs followed by to + infinitive
	GP11.67	Can use the comparative and superlatives to compare and contrast
	GP11.68	Can avoid run-on sentences

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			GP11.69	Can avoid writing fragment sentences
			GP11.70	Use the correct punctuation
Read, comprehend and interpret a variety of nonfiction and literature for a variety of academic purposes, and in a variety of contexts independently and proficiently to extract and construct meaning using a range of reading strategies and technological aids		Literary Analysis: Movie	LA 11.1	Can list the main characters in the movie (the protagonist and the antagonist)
	LA 1	Enhance their ability to understand, appreciate, and discuss works of a movie through analyzing and discussing of each section of the movie	LA 11.2	Can describe the plot of the story <ul style="list-style-type: none"> ➤ Exposition ➤ Rising action ➤ Climax ➤ Falling Action Resolution
	LA 2	Analyze the plot structure, setting, characterization, theme, and moral of the movie.	LA 11.3	Can describe the setting of the story (where and when the story takes place)
	LA 3	Learn and utilize new terminology such as; character, plot, theme, setting morals.	LA 11.4	Can analyze the main characters and take into consideration why this character is the way he/she is
	LA 4	Demonstrate an understanding of the problems in the story and critically analyze the solutions.	LA 11.5	Can describe their favorite character and explain why



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	LA 5	Develop an understanding of critical analysis of a movie through careful examination the characters, focusing on character development, dramatic structure, and spoken elements.	LA 11.6	Can describe their least favorite character and explain why
	LA6	Determine an author's perspective or purpose in a text, and analyze how the author distinguishes his position and uses rhetorical techniques to advance that purpose or perspective	LA 11.7	Can describe a change in a character over time
			LA 11.8	Can express ones emotions with what happens The three main emotions: - Sympathy – the audience IDENTIFIES with the character's problems and triumphs - Empathy – the audience UNDERSTANDS the emotions that drive the character Antipathy – the audience wants the character to “GET WHAT THEY DESERVE”
			LA 11.9	Can describe what they have learnt from the movie
			LA 11.10	Can describe their favorite scene
			LA 11.11	Can provide specific scenes as examples for justification of answers
			LA 11.12	Can describe and write about the theme or moral of the story

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			LA 11.13	Can relate elements of the story to real life experiences
		Literary Analysis: Short Story	LA 11.14	Scan narrative and identify the context and topic
	LA 7	Analyze interactions between characters in a literary text, and explain the way those interactions affect the plot	LA 11.14	Note the structure and discourse features of the texts
	LA 8	Analyze how structure and order of events (e.g. parallel plots), time manipulation (e.g. pacing, flashbacks) create such effects as mystery, tension, or purpose	LA 11.16	Identify conventions of narrative texts
			LA 11.17	Scan text to locate specific details
			LA 11.18	Identify the different characters and their role within literary text <ul style="list-style-type: none"> - Major or central Character - Minor Character - Dynamic - Static - Round - Flat - Stock - Antagonist - Protagonist - Anti - Hero - Foil - Symbolic

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			LA 11.19	Analyze interaction between characters
			LA 11.20	Determine how the interaction affects the plot
			LA 11.21	Understand that the interaction elements within a story have a cause effect relationship (If one element changes, it would affect all the others)
			LA 11.22	Recognize and discuss selected texts
			LA 11.23	Engage in close analysis of narrative and language use
			LA 11.24	Engage in comparative work, draw general conclusions and use textual evidence to argue a case
			LA 11.25	Understand and use academic conventions: referencing and bibliography.
	LA 9	Analyze in detail how an author's ideas are developed and refined by particular sentences or paragraphs (by using logical connectives such as therefore, so, however and other features of cohesion such as pronominal reference, sequencing through paragraphs, or moving from general to	LA 11.26	Identify the stated argument claimed by the author

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		specific or vice versa)		
	LA10	Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account	LA 11.27	Identify any assumptions (supporting details) that are necessary to provide support for the conclusion
			LA 11.28	Express whether or not enough information was provided to persuade the audience, with justification of opinion
			LA 11.29	Identify fairness within the argument. (Is the argument fair and balanced, or does it contain bias?)
			LA 11.30	Evaluate whether the supporting details are reliable and relevant
			LA 11.31	Identify any contradictory points
			LA 11.32	Evaluate the overall argument to determine its value and persuasiveness
			LA 11.33	Analyze an argument by breaking down each point given individually and in relation to other parts of the argument
			LA 11.34	Think critically and skeptically about reasons or evidence within the argument
			LA 11.35	Identify whether the reasons and evidences provided support or weaken the argument
			LA 11.36	Determine whether the argument succeeds logically

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			LA 11.37	Identify use of the first point of view and recognize a story told from the first person point of view involves the narrator as part of the story
			LA 11.38	Observe key features used in first point of view pronouns: I, me, mine, our, we, us, etc.
			LA 11.39	Identify that the use of first point of view is often effective in giving a sense of closeness to the character
			LA 11.40	Identify use of the second person and recognize a story told from the second person point of view treats the reader as the main character in the story
			LA 11.41	Identify elements of a story: - Plot - Setting - Character - Conflict - Theme
			LA 11.42	Identify setting; time, location, environment, circumstances,...
			LA 11.43	Identify types of setting - Integral Setting - Backdrop Setting

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			LA 11.44	Identify narrative Point of view
			LA 11.45	Identify the different elements within the plot of the story
			LA 11.46	Read and establish different connections between the characters, suggesting causes of events, and relationships of both the characters and events
			LA 11.47	<p>Identify the different types of plot structure:</p> <ul style="list-style-type: none"> - A Dramatic or Progressive Plot: This is a chronological structure which first establishes the setting and conflict, then follows the rising action through to a climax (the peak of the action and turning point), and concludes with a denouement (a wrapping up of loose ends). - An Episodic Plot: This is also a chronological structure, but it consists of a series of loosely related incidents, usually of chapter length, tied together by a common theme and/or characters. Episodic plots work best when the writer wishes to explore the personalities of the characters, the nature of their existence, and the flavor of an era. - A Parallel Plot: The writer weaves two or more dramatic plots that are usually linked by a common character and a similar theme.

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				- A Flashback: This structure conveys information about events that occurred earlier. It permits authors to begin the story in the midst of the action but later fill in the background for full understanding of the present events. Flashbacks can occur more than once and in different parts of a story.
		LA 11.48	Identify type of conflict:	- The Protagonist against Another - The Protagonist against Society - The Protagonist against Nature - The Protagonist against Self
		LA 11.49	Identify theme and provide justification for your inferences	
		LA 11.50	Identify the style used by the author:	- Word Choice - Sentence Length and Construction - Exposition - Dialogue
		LA 11.51	Identify Tone (Tone refers to the author's mood and manner of expression in a work of literature)	- humor - parody - condescending tones (if included)

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		LA 11.52	Identify elements used to create mystery and suspense and providing evidences
		LA 11.53	Identify clues left by the author in order to infer possible outcomes
		LA 11.54	Identify red herrings (clues that take the reader and/or characters in the wrong direction)
		LA 11.55	Identify how tension is incorporated within a story: <ul style="list-style-type: none"> - anticipation of conflict - changes that impact the novel's characters - a series of unexpected events or revelations - uncertainty - torment - possible consequence - secrets - dialogue - subtext - a sense of urgency
		LA 11.56	Identify the purpose of each character and explain the importance of his/her/its role
	LA 11	Determine an author's perspective or purpose in a text, and analyze how the author distinguishes his position and uses rhetorical techniques to advance	LA 11.57 Identify use of the first point of view and recognize a story told from the first person point of view involves the narrator as part of the story

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		that purpose or perspective		
			LA 11.58	Observe key features used in first point of view pronouns: I, me, mine, our, we, us, etc.
			LA 11.59	Identify that the use of first point of view is often effective in giving a sense of closeness to the character
			LA 11.60	Identify use of the second person and recognize a story told from the second person point of view treats the reader as the main character in the story
		Literary Analysis: Poetry	LA 11.61	Increase higher thinking skills through analysis of the ideas, techniques, and devices employed by poets
	LA 12	Read and comprehend English narratives, plays, and poems on important themes and literature written in Arabic on the same themes and discuss their similarities and differences	LA 11.62	Widen experience with the different poetic forms and devices in order to write original poems
	LA 13	Analyze seminal UAE and world documents of historical and literary significance, including how they address related themes and concepts	LA 11.63	Understand and identify to ability to express feelings and ideas through poetry
			LA 11.64	Improve reading, expressive, and communicative skills through poetry
			LA 11.65	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text

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			LA 11.66	Determine a theme of a story, drama, or poem from details in the text; summarize the text.
			LA 11.67	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
			LA 11.68	Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.
			LA 11.69	Explain major similarities and differences between poems, drama, and prose between the English and Arabic version
			LA 11.70	Engage in comparative work, draw general conclusions and use textual evidence to argue a case
			LA 11.71	Analyze context of historical and literary documents
			LA 11.72	Identify how tone, syntax, and mood affect meaning in seminal UAE documents
			LA 11.73	Examine related themes among seminal UAE documents

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			LA 11.74	Identify that an argument relies on ethos, logos and pathos to establish a relationship and credibility with the reader and to advance a point of view
			LA 11.75	Discern the purpose(s) of seminal U.S. documents by analyzing author's purpose and text structure
			LA 11.76	Analyze rhetorical features and literary elements of seminal UAE documents and evaluate their impact on meaning and purpose
			LA 11.77	Analyze multiple seminal U.S. documents for related themes and concepts.
		21 st Century Skills and Technology Integration	21C11.1	Can take notes
		Students extend, deepen and enhance their learning process with the support of 21st Century Skills and Technology Integration.	21C11.2	Can work in small groups or in pairs to complete specific tasks
	21C1	Integrate multiple sources of information presented in diverse formats and media	21C11.3	Can take on different roles within different types of teamwork tasks

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	21C2	(e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.	21C11.4	Can demonstrate imagination, creativity and curiosity
			21C11.5	Can use a variety of techniques to brainstorm ideas
			21C11.6	Can respond to change in a flexible manner
	21C3	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.	21C11.7	Can organize ideas with the aid of a table
			21C11.8	Can create a problem solution diagram expressing specific information
			21C11.9	Can suggest changes within the educational system
			21C11.10	Can compare and contrast different approaches in education
			21C11.11	Can use different methods to gather information (surveys, questionnaires, encyclopedia...)
	21C4	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	21C11.12	Can use organizational chart such as tables and time lines
			21C11.13	Can critical think, problem solve, reason, analyze, interpret, and synthesize information
			21C11.14	Can back up information with multiple resources through research.
			21C11.15	Can present information , findings and supporting evidence such that listeners can

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		Draw evidence from literary or informational texts to support analysis, reflection, and research.		follow the line of reasoning and the organization, development and style are appropriate to task and purpose
	21C5		21C11.16	Can relate different disciplines to English language
	21C6		21C11.17	Can understand and build on issues to enhance Global awareness
			21C11.18	Can utilize a variety of idea creation techniques (such as brainstorming, making lists, use of T-charts, ...)
			21C11.19	Can analyze, evaluate and suggest ideas in order to improve creative efforts and to justify answers
			21C11.20	Can work collaboratively within a group and able to take on different roles.
			21C11.21	Can conduct short research projects based on focused questions, demonstrating understanding of the subject under investigation
			21C11.22	Can gather relevant information from multiple sources

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	21C11.23	Can cite information provided by other resources		
	21C11.24	Can draw evidence from literary or informational texts to support analysis, reflection and research		
	21C11.25	Can transfer language and information from one skill to another		
	21C11.26	Can self-reflection and learn from prior mistakes		
	21C11.27	Can use different technology to enhance language learning and presenting		
	21C11.28	Can learn from other people's experiences		
	21C11.29	Can suggest great team building activities		
	21C11.30	Can forecast possible challenges		
	21C11.31	Can investigate a situation and understand the risks ' Risk management '		
	21C11.32	Can understand methods used in phishing and avoid such fraud		
	21C11.33	Can build on time management skills		
Additional KPIs for talented students		Project Based learning	PB11.1	Students compare information from different sources before completing an assignment

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	PB1	Students extend, deepen, and enhance their learning process through creation, completion, and presentation of content related project-based learning activities.	PB11.2	Students draw their own conclusions based on analysis of numbers, facts, or relevant information
			PB11.3	Students try to solve complex problems or answer questions that have no single correct solution
			PB11.4	Students give feedback to peers or assess other students' work
			PB11.5	Students convey their ideas using media other than a written paper (such as posters, blogs, or videos)
			PB11.6	Students answer questions in front of an audience
			PB11.7	Students generate their own ideas about how to confront a problem
			PB11.8	Students can analyze a situation by thinking about the subject, purpose, sender, receiver, medium, and context of a message.
			PB11.9	Students can choose the most affective medium by deciding the most appropriate way to deliver a message, ranging from a face-to-face chat to a report.
		Project based learning Real world connections Project Based Learning is a teaching method in which students gain knowledge and skills by working a variety of tasks where they research, investigate and respond to an engaging and complex question,		

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		problem, or challenge. Learning outcomes are:	PB11.10	Students can evaluate messages by deciding whether they are correct, complete, reliable, authoritative, and up-to-date.
		<ul style="list-style-type: none"> • Critical thinking - Students should be able to critically thinking/problem solving, collaboration, and self-management. • Students are challenged with a Problem or Question - The task is framed by a meaningful problem to solve or a question to answer, at the appropriate level of challenge. 	PB11.11	Students can listen actively by carefully paying attention, taking notes, asking questions, and otherwise engaging in the ideas being communicated.
		<ul style="list-style-type: none"> • Sustained Inquiry - Students engage in asking and responding to questions, reaching, and applying information. • Authenticity - The project features real-world context,— and time to share with peers • Student Voice & Choice - Students make some decisions about the task, including how they work and what they 	PB11.12	Students can take turns by effectively switching from receiving ideas to providing ideas, back and forth between those in the communication situation.
			PB11.13	Students can understand technology by understanding the abilities and limitations of any technological communication, from phone calls to e-mails to instant messages.
			PB11.14	Students can analyze and break something down into its parts, examining each part, and note how the parts fit together.

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		create.	PB11.15	Students can argue using a series of statements connected logically together, backed by evidence, to reach a conclusion.
		<ul style="list-style-type: none"> • Reflection - Students and teachers reflect on learning, the effectiveness of their inquiry and task activities, the quality of student work, obstacles and how to overcome them. • Critique & Revision - Students give, receive, and use feedback to improve their process and products. • Public Product - Students make their project work public by explaining, displaying and/or presenting it to people beyond the classroom. 	PB11.16	Students can classify by identifying the types or groups of something, and show how each category is distinct from the others.
			PB11.17	Students can compare and contrast by pointing out the similarities and differences between two or more subjects
			PB11.18	Students can define by explaining the meaning of a term using denotation, connotation, example, etymology, synonyms, and antonyms.
			PB11.19	Students can describe something by explaining the traits, such as size, shape, weight, color, use, origin, numeric value, condition, location...
			PB11.20	Students can evaluate by deciding on the worth of something by comparing it against

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				an accepted standard of value.
			PB11.21	Students can explain is telling what something is or how it works so that others can understand it. As well as restating one's self to give clarification.
			PB11.22	Students can solve problems by analyzing the causes and effects of a problem and finding a way to stop the causes or the effects by providing solutions and justifying them
			PB11.23	Students can track cause and effect to determine why something is happening and what results from it.
			PB11.24	Students can brainstorm ideas involves asking a question and rapidly listing all answers, even those that are far-fetched, impractical, or impossible.
			PB11.25	Students can create something requires forming it by combining materials, perhaps

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				according to a plan or perhaps based on the impulse of the moment.
			PB11.26	Students can design something by conjunction between form and function and shaping materials for a specific purpose.
			PB11.27	Students can imagine and convey ideas original ideas
			PB11.28	Students can improvise a solution which involves using something in a novel way to solve a problem.
			PB11.29	Student can be innovative by creating something that hasn't existed before, whether an object, a procedure, or an idea
			PB11.30	Students can look at something from different points of view by flipping it to get a new perspective, perhaps by redefining givens, reversing cause and effect, or looking at something in a brand new way.

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	PB11.31	Students can question and actively reaches into what is unknown to make it known, seeking information or a new way to do something.
	PB11.32	Student can allocate resources and responsibilities to ensure that all members of a team can work optimally.
	PB11.33	Students can make decisions which require to sort through the many options provided to the group and arriving at a single option to move forward.
	PB11.34	Students can delegate tasks by assigning duties to each member of the group and expecting them to fulfill their parts of the task.
	PB11.35	Students can evaluate products, processes, and members of the group provide a clear sense of what is working well and what improvements could be made.

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	PB11.36	Students can set goals that require the group to analyze the situation, decide what outcome is desired, and clearly state an achievable objective.
	PB11.37	Students can lead a group to create an environment in which all members can contribute according to their abilities.
	PB11.38	Students can manage their time by matching up a list of tasks to a schedule and tracking the progress toward goals.
	PB11.39	Students can resolve conflicts which occur from using one of the following strategies: asserting, cooperating, compromising, competing, or deferring.
	PB11.40	Students can build a strong team by working cooperatively over time to achieve a common goal

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