2025-2026 ACADEMIC YEAR MUSTAFAKEMALPAŞA SECONDARY SCHOOL
ENGLISH LANGUAGE FRAMEWORK ANNUAL PLAN FOR 5TH GRADES

DURATION			THEME – CONTENT FRAME		LEARNING OUTCOMES AND PROCESS COMPONENTS		LEARNING INDICATORS	INTERCURRICULAR COMPONENTS			NATIONAL CELEBRATIONS AND IMPORTANT DAYS	DIFFERENTIATION
MONTH	WEEK	HOUR	THEME	CONTENT FRAME	LEARNING OUTCOMES	PROCESS COMPONENTS	ASSESSMENT AND EVALUATION	SOCIAL-EMOTIONAL LEARNING SKILLS	VALUES	LITERACY SKILLS		
SEPTEMBER	WEEK 1: 8-12	3	ORIENTATION									

	WEEK 2: September 15-19	**3**	**REVISION 1-2**	**THEME 1** Sub-themes: People at school; daily routines and activities at school; activities at present, favourite activities; favourite months **THEME 2** Sub-themes: School subjects and classroom activities; favourite school subjects and classroom activities now and in the past; time, seasons of the year, favourite seasons **THEME 3** Sub-themes: physical appearances and personality, clothing and clothing preferences; hobbies and abilities now and in the past; weather; comparisons **THEME 4** Sub-themes: Family members' jobs; family members' long-lasting habits; family members' errands (now and in the past); places for services in the neighbourhood; comparisons. **THEME 5** Sub-themes: Life on the seaside; sea/marine animals and their habitats: activities of sea/marine animals: dangers for sea/marine animals; types of houses by the water **THEME 6** Sub-themes: Healthy and unhealthy food; national and international dishes; countries; holidays	**ENG.4.1.L1.** Pupils can get ready for the listening/watching-comprehension process for the current content on "school life with people at school; daily routines and activities at school; activities at present, favourite activities; favourite months; national days and celebrations". **ENG.4.1.W1.** Pupils can get ready for the writing-expression process about the current content on "school life with people at school; daily routines and activities at school; activities at present, favourite activities; favourite months; national days and celebrations" in an age- and level-appropriate way. **ENG.4.1.R1.** Pupils can get ready for the reading-comprehension process about the current content on "school life with people at school; daily routines and activities at school; activities at present, favourite activities; favourite months; national days and celebrations". **ENG.4.1.V1.** Pupils can select and use the target vocabulary of the current content about "school life with people at school; daily routines and activities at school; activities at present, favourite activities; favourite months; national days and celebrations" accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others. **ENG.4.1.G1.** Pupils can select and use the language including target grammatical elements of the current content about "school life with people at school; daily routines and activities at school; activities at present, favourite activities; favourite months; national days and celebrations" accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others. **ENG.4.2.R1.** Pupils can get ready for the reading-comprehension process about the current content on "classroom life with school subjects and classroom activities; favourite school subjects and classroom activities now and in the past; time, seasons of the year, favourite seasons". **ENG.4.2.V1.** Pupils can select and use the target vocabulary of the current content about "classroom life with school subjects and classroom activities; favourite school subjects and classroom activities now and in the past; time, seasons of the year, favourite seasons" accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others. **ENG.4.2.W1.** Pupils can get ready for the writing-expression process about the current content on "classroom life with school subjects and classroom activities; favourite school subjects and classroom activities now and in the past; time, seasons of the year, favourite seasons" in an age- and level appropriate way. **ENG.4.3.R1.** Pupils can get ready for the reading-comprehension process about the current content on "personal life with physical appearances and personality; clothing and clothing preferences; hobbies and abilities now and in the past; weather; comparisons". **ENG.4.3.V1.** Pupils can select and use the target vocabulary of the current content about "personal life with physical appearances and personality; clothing and clothing preferences; hobbies and abilities now and in the past; weather; comparisons" accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others. **ENG.4.3.G1.** Pupils can select and use the language including target grammatical elements of the current content about "personal life with physical appearances and personality; clothing and clothing preferences; hobbies and abilities now and in the past; weather; comparisons" accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others. **ENG.4.3.S1.** Pupils can get ready for the speaking-expression process about the current content on "personal life with physical appearances and personality; clothing and clothing preferences; hobbies and abilities now and in the past; weather; comparisons" with the help of supplementary audio-visual materials. **ENG.4.4.L1.** Pupils can get ready for the listening/watching-comprehension process for the current content on "family life and life in the neighbourhood with family members' jobs; family members' long-lasting habits; family members' errands; places for services in the neighbourhood; comparisons". **ENG.4.4.R1.** Pupils can get ready for the reading-comprehension process about the current content on "family life and life in the neighbourhood with family members' jobs; family members' long-lasting habits; family members' errands; places for services in the neighbourhood; comparisons". **ENG.4.4.V1.** Pupils can select and use the target vocabulary of the current content about "family life and life in the neighbourhood with family members' jobs; family members' long-lasting habits; family members' errands; places for services in the neighbourhood; comparisons" accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others. **ENG.4.4.S1.** Pupils can get ready for speaking-expression process about the current content on "family life and life in the neighbourhood with family members' jobs; family members' long-lasting habits; family members' errands; places for services in the neighbourhood; comparisons" with the help of supplementary audio-visual materials. **ENG.4.5.R1.** Pupils can get ready for the reading-comprehension process about the current content on "homes, houses and the neighbourhood with life on the seaside; sea/marine animals and their habitats: activities of sea/marine animals: dangers for sea/marine animals; types of housesby the water". **ENG.4.5.W1.** Pupils can get ready for the writing-expression process about the current content on "homes, houses and the neighbourhood with life on the seaside; sea/marine animals and their habitats: activities of sea/marine animals: dangers for sea/marine animals; types of houses by the water" in an age- and level-appropriate way. **ENG.4.6.R1.** Pupils can get ready for the reading-comprehension process about the current content on "life in the city and the world with healthy and unhealthy food; national and international dishes; countries; holidays". **ENG.4.6.V1.** Pupils can select and use the target vocabulary of the current content about "life in the city and the world with healthy and unhealthy food; national and international dishes; countries; holidays" accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others. **ENG.4.6.W1.** Pupils can get ready for the writing-expression process about the current content on "life in the city and the world with healthy and unhealthy food; national and international dishes; countries; holidays" in an age- and level-appropriate way.	THEME 1: Pupils will create a School Life Diary to describe their typical day, favourite activities, and special celebrations.... THEME 2: Pupils will create a Classroom Life News Report. In this activity, they will act as reporters and present a simple live report about their school day, classroom activities, and favourite subjects. ..... THEME 3: Pupils will design a brochure titled "All About Me". The brochure will include sections on their physical appearance, favourite clothing, hobbies, and memorable birthday celebrations in a simple way. ..... THEME 4: Pupils will create a poster or a flyer about their family. They will include pictures or drawings of their family members, their jobs, and long-lasting habits. ..... THEME 5: Pupils will create a brochure titled "Life by the Water and Sea/MarineProtection". They will draw or include pictures of marine animals, describe their habitats in one sentence(e.g., "Dolphins live in the sea"), and list dangers like plastic and pollution with advice (e.g., "We must keepthe sea clean"). ..... THEME 6: Pupils will act as travel agents for "Taste the World Tours" for creating abrochure for a food-focused trip to countries like Türkiye or Italy. The brochure will describe famous dishesusing superlatives, such as "Kebab is from Türkiye. The most delicious kebab is in Türkiye. Pizza is from Italy. The most delicious pizza is in Italy" and includes healthy and unhealthy food options with quantifiers like "a few sweets".....	SELS1.1. Self-Awareness Skill, SELS1.2. Self-Regulation Skill, SELS1.3. SelfReflection Skill SELS2.1. Communication Skill, SELS2.2. Cooperation Skill, SELS2.3. Social Awareness Skill, SELS3.1. Adaptability Skill, SELS3.2. Flexibility Skill, SELS3.3. Responsible Decision-Making Skill	V3. Diligence, V4. Friendship, V6. Honesty, V7. Aesthetics, V11. Independence, V12. Patience, V14. Respect, V15. Love and Affection, V16. Responsibility, V18. Cleanliness, V20. Benevolence V3. Diligence, V4. Friendship, V5. Sensitivity, V6. Honesty, V7. Aesthetics, V10. Modesty, V11. Independence, V12. Patience, V14. Respect, V15. Love and Affection, V16. Responsibility, V20. Benevolence V3. Diligence, V4. Friendship, V6. Honesty, V7. Aesthetics, V8. Privacy, V10. Modesty, V11. Independence, V12. Patience, V14. Respect, V15. Love and Affection, V18. Cleanliness, V20. Benevolence V2. Family Integrity, V3. Diligence, V4. Friendship, V5. Sensitivity, V6. Honesty, V7. Aesthetics, V8. Privacy, V10. Modesty, V11. Independence, V12. Patience, V14. Respect, V15. Love and Affection, V16. Responsibility, V20. Benevolence	LS1. Information Literacy, LS2. Digital Literacy, LS4. Visual Literacy, LS5. Cultural Literacy, LS6. Civic Literacy	15th July, Democracy and National Unity Day	Expansion Objective: To ask and answer about people at school; daily routines and activities at school; favourite activities at school, in English, by using the target vocabulary and target chunks. Activity 1: Slap and Match Expansion Objective: To describe seasons and weather conditions in English by using the target vocabulary and target chunks. Activity 1: Hat Guessing Game Expansion Objective: To describe and talk about clothing and clothing preferences in English by using the target vocabulary and target chunks. Activity 1: Design the Character Expansion Objective: To identify family members' jobs and talk about them in English by using the target vocabulary and target chunks. Activity 1: Jobs Match and Say Expansion Objective: To identify and talk about life on the seaside; sea/marine animals and their habitats in English by using the target vocabulary and target chunks. Activity 1: Marine Map Expansion Objective: To identify and talk about national and international dishes and holidays in English by using the target vocabulary and target chunks. Activity 1: Plan a Holiday Meal Activity
MONTH	**WEEK**	**HOUR**	**THEME**	**CONTENT FRAME**	**LEARNING OUTCOMES**	**PROCESS COMPONENTS**	**ASSESSMENT AND EVALUATION**	**SOCIAL-EMOTIONAL LEARNING SKILLS**	**VALUES**	**LITERACY SKILLS**	**NATIONAL CELEBRATIONS AND IMPORTANT DAYS**	**DIFFERENTIATION**

SEPTEMBER	Week 3: 22-26 September	3	THEME 1 SCHOOL LIFE	**Sub-Themes:** People, places and rules at school; school clubs; countries; national days and celebrations Vocabulary for people, places and rules at school:Nouns: A department, a gate, a noise, a uniform, a lab,a sports field, a secretary, a coach, an assistant, (no) shouting, a conference hall, a canteen, a library, anotice board, an administration department. Verbs: To fight. Vocabulary for school clubs:Nouns: A drama club, a maths club, a technology club, an environment club,an art club, a music club, a sports club, a chess club, a science club, a film club, a ballet club, a folk dance club. Verbs: To organise, to solve, to arrange.	**ENG.5.1.L1.** Students are expected to be able to get ready for the listening (to)/watching-comprehension process for the current content on "school life with people, places, and rules at school; school clubs; countries; national days and celebrations" carefully. **ENG.5.1.L2.** Students are expected to be able to bring information about the current content on "school life with people, places and rules at school; school clubs; countries; national days and celebrations" together through significant details and main components while listening/watching it. **ENG.5.1.L3.** Students are expected to be able to make meaning of/derive meaning from the current content on "school life with people, places and rules at school; school clubs; countries; national days and celebrations" through significant details by listening/watching it carefully **ENG.5.1.L4.** Students are expected to be able to convey their knowledge, experience, thoughts, and feelings examined carefully about the whole listening/watching-comprehension process in relation to the current content on "school life with people, places and rules at school; school clubs; countries; national days and celebrations". **ENG.5.1.P1.** Students are expected to be able to select and use the target phonological elements of the current content about "school life with people, places and rules at school; school clubs; countries; national days and celebrations" accurately, authentically, and naturally through spontaneous decision-making processes and use it in an appropriate and effective way when communicating with others	**ENG.5.1.L1.** a) Students activate their pre-existing knowledge and experience related to the current theme and content by recalling their background knowledge imaginatively in her/his own language without speaking it. b) Students identify significant relationships between their pre-existing knowledge and experiences and the clues to the current content without translation. c) Students make predictions about the current content on "school life" by using the relationships that they recognised accurately by looking at the provided realia, pictures, and context. d) Students make predictions about the current content based on the surrounding audio/visual elements in relation to the current theme. **ENG.5.1.L2.** a) Students comprehend the topic of the current content by listening (to)/watching it as a whole. b) Students recognise the significant details and components within the whole current content by listening (to) and watching it again in a careful manner. **ENG.5.1.L3.** a) Students check any initial predictions related to the current content by being aware of the commonalities between self-predictions and clues provided as visuals surrounding the current content. b) Students make important and necessary classifications in the current content that help them to understand it better with details. c) Students make important and necessary comparisons in the current content that help them to understand it better with details. d) Students recognise significant horizontal/vertical/spiral relationships (if any) within the generally perceived current content with the help of classifications and comparisons made earlier. e) Students make significant inferences that contribute to the understanding of the meaning of the generally perceived current content. f) Students construct the meaning of the current content in detail through the classifications/ comparisons/inferences made earlier in relation to it. g) Students internalise the current content in an individualised and appropriate way according to age and language level. **ENG.5.1.L4.** a) Students convey their personal knowledge, experiences, thoughts, and feelings examined carefully in relation to the listening/watching-comprehension process about the current content. b) Students convey their personal knowledge, experiences, thoughts, and feelings examined carefully in relation to the listening/watching-comprehension process about the current content by sharing them with others. **ENG.5.1.P1.** a) Listening to the current content by paying attention to the target phonological aspects including pronunciation and intonation of utterances. b) Students reinforce the target phonological elements by repeating them after the source several times as a whole class, in groups and individually. c) Students recognise the target phonological elements of the current content when they are heard in different contexts. d) Students recognise target phonological elements specific to the current content when they are heard in different contexts and use them accurately, authentically, and naturally through spontaneous decision-making processes. e) Students use the target theme-specific phonological elements of the current content appropriately, spontaneously and effectively when communicating with others.	**PERFORMANCE ASSIGNMENT:** Students will create a colourful poster about a fictional international school,including people, places, rules, school clubs, and countries. They will describe important school staff such as the headmaster/headmistress or teachers, highlight places such as the library or sports field, and list three key rules such as "Be on time" or "No running in the corridor". The poster will also include information about two school clubs with simple descriptions of their activities. The assignment will be evaluated by using a rubric scheme, a rating scale, and/or a marking scheme.	Reflection Skill, SELS2.1. Communication Skill, SELS2.2. Cooperation Skill,SELS2.3. Social Awareness Skill, SELS3.1 Adaptability Skill, SELS3.2 FlexibilitySkill, SELS3.3. Responsible Decision-Making Skill	V3. Diligence, V4. Friendship, V6. Honesty, V7. Aesthetics, V10. Modesty, V12.Patience, V14. Respect, V16.Responsibility, V19. Patriotism, V20.Benevolence	LS1. Information Literacy, LS2. Digital Literacy, LS4. Visual Literacy, LS5.Cultural Literacy, LS6. Civic Literacy, LS9. Art Literacy		**Expansion** **Objective:** To talk about social clubs, rules at school in English by the target language items. Activity 1: Role-Play **Supporting** **Objective:** To talk about social clubs, rules at school in English by using the target language items. Activity: Role-Play
MONTH	**WEEK**	**HOUR**	**THEME**	**CONTENT FRAME**	**LEARNING OUTCOMES**	**PROCESS COMPONENTS**	**ASSESSMENT AND EVALUATION**	**SOCIAL-EMOTIONAL LEARNING SKILLS**	**VALUES**	**LITERACY SKILLS**	**NATIONAL CELEBRATIONS AND IMPORTANT DAYS**	**DIFFERENTIATION**

SEPTEMBER-OCTOBER	Week 4: 29 September - 3 October	3	THEME 1 SCHOOL LIFE	Vocabulary for countries: Türkiye, the United States of America (USA), the United Kingdom (UK) (England, Scotland, Northern Ireland, Wales), Canada, Australia, France, Italy, Spain, Argentina, Brazil, China, Japan, Mexico, Russia, South Korea, Azerbaijan, Uzbekistan, Turkmenistan, Turkish Republic of Northern Cyprus, Kazakhstan, Kyrgyzstan. Target Grammatical Structures in Use: -The Simple Present Tense (do you like + ing): (Do you like reading books in your free time?).-Modals "Mustn't & Can't" (prohibition): (You mustn't run in the classroom). -"To be Present": (I am a student at this school).	**ENG.5.1.R1.** Students are expected to be able to get ready for the reading-comprehension process about the current content on "school life with people, places and rules at school; school clubs; countries; national days and celebrations". **ENG.5.1.R2.** Students are expected to be able to bring information about the current content on "school life with people, places, and rules at school; school clubs; countries; national days and celebrations" through skimming (looking quickly at) the audio-visual elements and reading the content very quickly **ENG.5.1.R3.** Students are expected to be able to make meaning of / derive meaning from the current content about "school life with people, places, and rules at school; school clubs; countries; national days and celebrations" by reading it carefully. **ENG.5.1.R4.** Students are expected to be able to convey their knowledge, experiences, thoughts, and feelings related to the reading-comprehension process about the current content, "school life with people, places and rules at school; school clubs; countries; national days and celebrations" in relation to themselves or others, both individually and/or with others. **ENG.5.1.V1.** Students are expected to be able to select and use the target vocabulary of the current content about "school life with people, places, and rules at school; school clubs; countries; national days and celebrations" accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others. **ENG.5.1.G1.** Students are expected to be able to select and use the target grammatical elements of the current content about "school life with people, places and rules at school; school clubs; countries; national days and celebrations" accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others.	**ENG.5.1.R1.** a) Students activate their pre-existing knowledge and past experiences related to the current theme and content efficiently. b) Students recognise significant relationships between their pre-existing knowledge, past experiences and clues to the current content. c) Students make significant preliminary predictions about the current content based on recognised relationships. d) Students make detailed predictions about the current content by exploring the audio-visual clues surrounding it. **ENG.5.1.R2.** a) Students review the current content by looking at the surrounding audio/visual materials to identify what it is about in general through skimming. b) Students read the current content to scan the major components silently and quickly with the help of the clues provided. c) Students carefully read the current content silently and carefully to find significant details and components belonging to the theme. **ENG.5.1.R3.** a) Students carefully check the current content in detail for the accuracy of initial and detailed predictions that are made earlier. b) Students classify the significant elements of the current content that contribute to the perception of the content in a meaningful way. c) Students compare significant elements of the current content that contribute to the perception of the content in a meaningful way. d) Students recognise significant horizontal/vertical/spiral relationships within the current content that contribute to the perception of the content in a meaningful way. e) Students make meaningful inferences from the information in the current content by examining it carefully. f) Students internalise the information in the current content in an individualised and appropriate way according to age and language level. **ENG.5.1.R4.** a) Students convey individually the knowledge, experiences, thoughts, and feelings that have been carefully examined in relation to the current reading-comprehension content and process. b) Students convey the knowledge, experiences, thoughts, and feelings that have been carefully examined in relation to the current reading-comprehension content and process by sharing them with others. c) Students produce new products related to the current reading-comprehension content and process by revising their personal work carefully after participating in reflective activities. **ENG.5.1.V1.** a) Students guess the main topic of the current content from the audio/visual/written elements (e.g. sound, voices, scenes, written words) in the contextual material by listening (to)/watching/ reading it several times for recognition. b) Students recognise sub-themes/key components of the target words to which they belong in the current content by scanning. c) Students recognise the target words related to the main components of the current content with the help of the audio/visual/written elements and other clues. d) Repeating aloud the relevant target key components and target vocabulary in the current content with the whole class, in groups, and then individually together with or after listening (to)/watching/reading the source material. e) Students recognise the use of target words and expressions in the current content by making various guesses with the help of supplementary elements. f) Students make context-appropriate selections automatically by associating target words with their pre-existing conceptual meanings in the mind without analysing their contextual meaning in detail. g) Students use the target words spontaneously and appropriately in different communicative contexts by being aware of their differences when communicating with others. **ENG.5.1.G1.** a) Being familiar with the current content by listening (to)/watching/reading it a few times attentively. b) Students listen (to)/watch/read the same content, attentively and mindfully, including the use of target grammatical chunks presented verbally in context with the help of body language. c) Students verbally and automatically repeat simple and meaningful clauses/sentences containing target grammatical chunks that they have noticed in the current content that they have heard/viewed/read without explicit knowledge of the rules. d) Students act out physically the clauses/sentences containing the target grammatical chunks in the current content heard/viewed/read by repeating them several times without knowing, analysing, and thinking about their rules. e) Students see and read the example sentences containing target grammatical chunks provided for language awareness carefully. f) Students gain awareness of clauses/sentences that contain target grammatical chunks that are presented for the purpose of raising language awareness. g) Students recognise the clauses/sentences containing the target grammatical chunks when they encounter them by seeing and/or hearing them in different contexts. h) Students use the recognised target grammatical chunks naturally, authentically, and automatically in new contextual tasks and activities without analysing their rules. i) Students produce new and meaningful verbal/written content about the current theme by using the target grammatical chunks in meaningful tasks without knowing and analysing rules. j) Students use the target language chunks authentically, automatically, and naturally in communication processes without analysing their rules in meaningful contexts.	**PERFORMANCE ASSIGNMENT:** Students will create a colourful poster about a fictional international school,including people, places, rules, school clubs, and countries. They will describe important school staff such as the headmaster/headmistress or teachers, highlight places such as the library or sports field, and list three key rules such as "Be on time" or "No running in the corridor". The poster will also include information about two school clubs with simple descriptions of their activities. The assignment will be evaluated by using a rubric scheme, a rating scale, and/or a marking scheme.	Reflection Skill, SELS2.1. Communication Skill, SELS2.2. Cooperation Skill,SELS2.3. Social Awareness Skill, SELS3.1 Adaptability Skill, SELS3.2 FlexibilitySkill, SELS3.3. Responsible Decision-Making Skill	V3. Diligence, V4. Friendship, V6. Honesty, V7. Aesthetics, V10. Modesty, V12.Patience, V14. Respect, V16. Responsibility, V19. Patriotism, V20. Benevolence	LS1. Information Literacy, LS2. Digital Literacy, LS4. Visual Literacy, LS5. Cultural Literacy, LS6. Civic Literacy, LS9. Art Literacy		**Expansion** **Objective:** To talk about social clubs, rules at school in English by the target language items. Activity 1: Role-Play **Supporting** **Objective:** To talk about social clubs, rules at school in English by using the target language items. Activity: Role-Play
MONTH	**WEEK**	**HOUR**	**THEME**	**CONTENT FRAME**	**LEARNING OUTCOMES**	**PROCESS COMPONENTS**	**ASSESSMENT AND EVALUATION**	**SOCIAL-EMOTIONAL LEARNING SKILLS**	**VALUES**	**LITERACY SKILLS**	**NATIONAL CELEBRATIONS AND IMPORTANT DAYS**	**DIFFERENTIATION**

OCTOBER	Week 5: 6-10 October	3	THEME 1 SCHOOL LIFE	-Wh- questions (who, what): (What is your favourite subject in/at school?) -A, an, the: (The Eiffel Tower is in France).-Imperatives: (Please sit down and relax). -Personal pronouns: I, you, he, she, we, you, they (He loves playing video games). Functions of the Target **Grammatical Structures in Use:** -Use of the Simple Present Tense (do you like + ing): Asking preferences about activities.-Use of Modals "Mustn't & Can't" (prohibition): Expressing obligations or rules. Target Social Language in Use: Let's get started! Line up, nice and straight! Follow the rules and play safe! Target Phonological Sounds in Use: -Intonation of positive statements	**ENG.5.1.W1.** Students are expected to be able to get ready for the writing-expression process about the current content on "school life with people, places, and rules at school; school clubs; countries; national days and celebrations". **ENG.5.1.W2.** Students are expected to be able to understand the model/example for the writing task about the current content on "school life with people, places, and rules at school; school clubs; countries; national days and celebrations". **ENG.5.1.W3.** Students are expected to be able to organize a content for the assigned writing task on the current content "school life with people, places and rules at school; school clubs; countries; national days and celebrations" based on the model/example provided. **ENG.5.1.W4.** Students are expected to be able to individually construct/form content for the assigned writing task on the current content "school life with people, places, and rules at school; school clubs; countries; national days and celebrations". **ENG.5.1.W5.** Students are expected to be able to reorganize (reconstruct) and use information in the new written tasks about the "school life with people, places and rules at school; school clubs; countries; national days and celebrations" to communicate with other people. **ENG.5.1.W6.** Students are expected to be able to reflect on their knowledge, experiences, thoughts, and feelings related to the writing-expression process about the current content, "school life with people, places and rules at school; school clubs; countries; national days and celebrations" in relation to themselves or others, both individually and/or with others. **ENG.5.1.S1.** Students are expected to be able to get ready for speaking-expression process about the current content on "school life with people, places and rules at school; school clubs; countries; national days and celebrations". **ENG.5.1.S2.** Students are expected to be able to use the model/example for producing verbal content about the current content on "school life with people, places and rules at school; school clubs; countries; national days and celebrations". **ENG.5.1.S3.** Students are expected to be able to organize a new verbal content on "school life with people, places and rules at school; school clubs; countries; national days and celebrations" by speaking accurately, efficiently, and authentically. **ENG.5.1.S4.** Students are expected to be able to construct a new verbal content on "school life with people, places and rules at school; school clubs; countries; national days and celebrations" by speaking accurately, efficiently, and authentically. **ENG.5.1.S5.** Students are expected to be able to reorganize (reconstruct) and use information about the "school life with people, places and rules at school; school clubs; countries; national days and celebrations" to communicate with other people. **ENG.5.1.S6.** Students are expected to be able to convey their knowledge, experiences, thoughts, and feelings related to the speaking-expression process about the current content, "school life with people, places and rules at school; school clubs; countries; national days and celebrations" to communicate with other people in relation to themselves or others, both individually and/or with others.	**ENG.5.1.W1.** a) Students relate their pre-existing knowledge and experience used in the initial processes of writing-expression skills to the current content by activating them in relation with the current content. b) Students understand what the writing task and its content are in relation to the current content correctly by making use of their pre-existing knowledge and experience as guided and assigned. **ENG.5.1.W2.** a) Students understand the components and details of the content in the provided model/ sample which is displayed as a guide, by examining it carefully. **ENG.5.1.W3.** a) Students conduct preliminary research for a prepared writing situation according to the current content appropriate to the assigned writing type, age, and language level. b) Students develop a simple draft for a prepared/or unprepared writing task about the current content appropriate to the assigned writing type, age, and language level. c) Students organise and/or produce materials relevant to the content for a prepared/ unprepared writing task, appropriate to the assigned writing type, age, and language level. **ENG.5.1.W4.** a) Students present appropriate and accurate materials for a prepared and/or unprepared writing task about the current theme according to the assigned writing type, age, and language level. b) Students use appropriate discourse forms, styles, and rules relevant to the assigned writing type for a prepared and/or unprepared writing task. c) Students use target words and grammatical language chunks accurately and appropriately for a prepared and/or unprepared writing task about the current content by selecting them according to the assigned writing type, age, and language level. d) Students express important messages in the written current content to the reader accurately and appropriately for a prepared and/or unprepared writing task. **ENG.5.1.W5.** a) Students use the information in the current content or similar information in a different content by internalising and selecting it individually and reorganising it as required and meaningfully in different contexts. b) Students exchange information/ideas in written communication by sharing reconstructed meaningful knowledge meaningfully with others. **ENG.5.1.W6.** a) Students convey individually the knowledge, experiences, thoughts, and feelings reviewed in relation to the current writing-expression content and process. b) Students share the knowledge, experiences, thoughts, and feelings reviewed in relation to the writing-expression process about the current content with others. c) Students produce new written products related to the current writing-expression content and process by revising their personal work carefully after participating in reflective activities. **ENG.5.1.S1.** a) Students make connections with the current content by activating their pre-existing knowledge and experiences that they have recalled in the listening (to)/watching/reading sections previously. **ENG.5.1.S2.** a) Students listen (to)/watch/read the model/example for the current content with the help of audio/visual/written elements. **ENG.5.1.S3.** a) Students recognise what form and type of content is expected and assigned for prepared/ unprepared speaking situations based on audio/visual/written content as provided in the model/example. b) Students organise the content for prepared/unprepared speaking situations in an appropriate and accurate way as they have heard/seen/read in the model/example. c) Students develop a draft for prepared/unprepared speaking situations, appropriate to the age and language level as presented in the model/sample content. d) Students organise supplementary audio/visual/written materials for prepared/or unprepared speaking situations, appropriate to age and language level, as provided in the model/sample content. e) Students organise the information about the current content to be presented for prepared/or unprepared speaking situations in an appropriate way as required. **ENG.5.1.S4.** a) Students use target pronunciation, vocabulary, language chunks, and forms of discourse related to the current content effectively by selecting them accurately and appropriately for prepared/unprepared speaking situations. b) Students present individually prepared content in an accurate and efficient way as presented in the model/example for prepared speaking situations clearly, efficiently, and appropriately. c) Students present individually prepared information in an accurate and efficient way as presented in the model/example for unprepared speaking situations. d) Students express the message about the current content clearly to the reader by using all supplementary elements and body language in an appropriate and accurate way in context for prepared and/or unprepared speaking situations. **ENG.5.1.S5.** a) Students use the information presented in the current content by reorganising it appropriately, efficiently, individually, and verbally in different contexts. b) Students engage in appropriate and efficient verbal communication by sharing the reconstructed meaningful information about the current content with others. **ENG.5.1.S6.** a) Students convey individually the knowledge, experiences, thoughts, and feelings examined carefully in relation to the current speaking-expression content and process. b) Students share the knowledge, experiences, thoughts, and feelings examined carefully in relation to the speaking-expression process about the current content with others.	**PERFORMANCE ASSIGNMENT:** Students will create a colourful poster about a fictional international school,including people, places, rules, school clubs, and countries. They will describe important school staff such as the headmaster/headmistress or teachers, highlight places such as the library or sports field, and list three key rules such as "Be on time" or "No running in the corridor". The poster will also include information about two school clubs with simple descriptions of their activities. The assignment will be evaluated by using a rubric scheme, a rating scale, and/or a marking scheme.	Reflection Skill, SELS2.1. Communication Skill, SELS2.2. Cooperation Skill,SELS2.3. Social Awareness Skill, SELS3.1 Adaptability Skill, SELS3.2 FlexibilitySkill, SELS3.3. Responsible Decision-Making Skill	V3. Diligence, V4. Friendship, V6. Honesty, V7. Aesthetics, V10. Modesty, V12.Patience, V14. Respect, V16.Responsibility, V19. Patriotism, V20. Benevolence	LS1. Information Literacy, LS2. Digital Literacy, LS4. Visual Literacy, LS5. Cultural Literacy, LS6. Civic Literacy, LS9. Art Literacy		**Expansion** **Objective:** To talk about social clubs, rules at school in English by the target language items. Activity 1: Role-Play
OCTOBER	WEEK 6: October 13-17	3										**Supporting** **Objective:** To talk about social clubs, rules at school in English by using the target language items. Activity: Role-Play

SCHOOL-BASED PLANNING

MONTH	WEEK	HOUR	THEME	CONTENT FRAME	LEARNING OUTCOMES	PROCESS COMPONENTS	ASSESSMENT AND EVALUATION	SOCIAL-EMOTIONAL LEARNING SKILLS	VALUES	LITERACY SKILLS	NATIONAL CELEBRATIONS AND IMPORTANT DAYS	DIFFERENTIATION

OCTOBER	WEEK 7: 20-24 October	3	THEME 2 CLASSROOM LIFE	**Sub-Themes:** Classroom rules and language; school subjects; timetables; classroom objects; days of the week; time. Vocabulary for classroom rules and language:Nouns: Rubbish (trash-garbage-AmE), attention, (no) running. Adjectives: Careful. Verbs: To shout, to smile, to raise a hand, to follow, to borrow, to lend, to tidy (up), toleave, to forget, to bring, to hang (your coat), to hold on. Adverbs: Quietly, loudly, carefully, slowly. Vocabulary for school subjects:Maths, Turkish, Science, Social Studies, Foreign Language, English, Religionand Morals, Art, Music, P.E. (Physical Education), IT (Information Technology), Drama.	**ENG.5.2.L1.** Students are expected to be able to get ready for the listening (to)/watching-comprehension process for the current content on "classroom life with classroom rules and language; school subjects; timetables; classroom objects; days of the week; time" carefully. **ENG.5.2.L2.** Students are expected to be able to bring information about the current content on "classroom life with classroom rules and language; school subjects; timetables; classroom objects; days of the week; time" together through significant details and main components while listening/watching it. **ENG.5.2.L3.** Students are expected to be able to make meaning of/derive meaning from the current content on "classroom life with classroom rules and language; school subjects; timetables; classroom objects; days of the week; time" through significant details by listening/watching it carefully. **ENG.5.2.L4.** Students are expected to be able to convey their knowledge, experience, thoughts, and feelings examined carefully about the whole listening/watching-comprehension process in relation to the current content on "classroom life with classroom rules and language; school subjects; timetables; classroom objects; days of the week; time". **ENG.5.2.P1.** Students are expected to be able to select and use the target phonological elements of the current content about "classroom life with classroom rules and language; school subjects; timetables; classroom objects; days of the week; time" accurately, authentically, and naturally through spontaneous decision-making processes and use it in an appropriate and effective way when communicating with others.	**ENG.5.2.L1.** a) Students activate their pre-existing knowledge and experience related to the current theme and content by recalling their background knowledge imaginatively in her/his own language without speaking it. b) Students identify significant relationships between their pre-existing knowledge and experiences and the clues to the current content without translation. c) Students make predictions about the current content on "classroom life" by using the relationships that they recognised accurately by looking at the provided realia, pictures, and context. d) Students make predictions about the current content based on the surrounding audio/visual elements in relation to the current theme. **ENG.5.2.L2.** a) Students comprehend the topic of the current content by listening (to)/watching it as a whole. b) Students recognise the significant details and components within the whole current content by listening (to) and watching it again in a careful manner. **ENG.5.2.L3.** a) Students check any initial predictions related to the current content by being aware of the commonalities between self-predictions and clues provided as visuals surrounding the current content. b) Students make important and necessary classifications in the current content that help them to understand it better with details. c) Students make important and necessary comparisons in the current content that help them to understand it better with details. d) Students recognise significant horizontal/vertical/spiral relationships (if any) within the generally perceived current content with the help of classifications and comparisons made earlier. e) Students make significant inferences that contribute to the understanding of the meaning of the generally perceived current content. f) Students construct the meaning of the current content in detail through the classifications/ comparisons/inferences made earlier in relation to it. g) Students internalise the current content in an individualised and appropriate way according to age and language level. **ENG.5.2.L4.** a) Students convey their personal knowledge, experiences, thoughts, and feelings examined carefully in relation to the listening/watching-comprehension process about the current content. b) Students convey their personal knowledge, experiences, thoughts, and feelings examined carefully in relation to the listening/watching-comprehension process about the current content by sharing them with others. **ENG.5.2.P1.** a) Listening to the current content by paying attention to the target phonological aspects including pronunciation and intonation of utterances. b) Students reinforce the target phonological elements by repeating them after the source several times as a whole class, in groups and individually. c) Students recognise the target phonological elements of the current content when they are heard in different contexts. d) Students recognise target phonological elements specific to the current content when they are heard in different contexts and use them accurately, authentically, and naturally through spontaneous decision-making processes. e) Students use the target theme-specific phonological elements of the current content appropriately, spontaneously and effectively when communicating with others.	**PERFORMANCE ASSIGNMENT:** The students will create a dream classroom. First, they will decide the schedule for their classroom, classroom rules, and subjects. Then, they will prepare a poster about these dream classes that include the lesson schedule and classroom rules. The posters may include photos, pictures or drawings. Finally, they will present their dream classes. The assignment will be evaluated by using a rubric scheme, a rating scale, and/or a marking scheme.	SELS1.1. Self-Awareness Skill, SELS1.2. Self-Regulation Skill, SELS1.3. Self-Reflection Skill SELS2.1. Communication Skill, SELS2.2. Cooperation Skill,SELS2.3. Social Awareness Skill, SELS3.1 Adaptability Skill, SELS3.2 FlexibilitySkill, SELS3.3. Responsible Decision-Making Skill	V3. Diligence, V4. Friendship, V6. Honesty, V7. Aesthetics, V10. Modesty, V12.Patience, V14. Respect, V16.Responsibility, V19. Patriotism, V20. Benevolence	S1. Information Literacy, LS2. Digital Literacy, LS4. Visual Literacy, LS5. Cultural Literacy, LS6. Civic Literacy, LS9. Art Literacy		**Expansion** **Objective:** To ask and answer questions about the time of actions in English by using the target language items. Activity 1: "A Class Survey" **Supporting** **Objective:** To ask and answer questions about the time of actions in English by using the target language items. Activity: A Class Survey
MONTH	**WEEK**	**HOUR**	**THEME**	**CONTENT FRAME**	**LEARNING OUTCOMES**	**PROCESS COMPONENTS**	**ASSESSMENT AND EVALUATION**	**SOCIAL-EMOTIONAL LEARNING SKILLS**	**VALUES**	**LITERACY SKILLS**	**NATIONAL CELEBRATIONS AND IMPORTANT DAYS**	**DIFFERENTIATION**

OCTOBER	WEEK 8: October 27-31	3	THEME 2 CLASSROOM LIFE	Vocabulary for timetables: Nouns: A timetable, a day, a week, a weekday, a weekend, morning, afternoon, noon, a break, lunch, double lessons. Verbs: To start, to finish. Vocabulary for classroom objects: Nouns: A rubbish bin (a trash/garbage can -AmE), a (sMarch)board, a poster, a seat, a bookshelf, a rubber (an eraser-AmE), a dictionary, a board marker, a pencil case, a (school)material, a sheet, a notebook (exercise book-AmE), a desk. Vocabulary for days of the week: Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday. Vocabulary for time: Half past, to, past, o'clock, quarter, a minute. Vocabulary for numbers 50-100:From 50 to 100.	**ENG.5.2.R1.** Students are expected to be able to get ready for the reading-comprehension process about the current content on "classroom life with classroom rules and language; school subjects; timetables; classroom objects; days of the week; time". **ENG.5.2.R2.** Students are expected to be able to bring information about the current content on "classroom life with classroom rules and language; school subjects; timetables; classroom objects; days of the week; time" through skimming (looking quickly at) the audio-visual elements and reading the content very quickly. **ENG.5.2.R3.** Students are expected to be able to make meaning of / derive meaning from the current content about "classroom life with classroom rules and language; school subjects; timetables; classroom objects; days of the week; time" by reading it carefully. **ENG.5.2.R4.** Students are expected to be able to convey their knowledge, experiences, thoughts, and feelings related to the reading-comprehension process about the current content, "classroom life with classroom rules and language; school subjects; timetables; classroom objects; days of the week; time" in relation to themselves or others, both individually and/or with others. **ENG.5.2.V1.** Students are expected to be able to select and use the target vocabulary of the current content about "classroom life with classroom rules and language; school subjects; timetables; classroom objects; days of the week; time" accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others.	**ENG.5.2.R1.** a) Students activate their pre-existing knowledge and past experiences related to the current theme and content efficiently. b) Students recognise significant relationships between their pre-existing knowledge, past experiences and clues to the current content. c) Students make significant preliminary predictions about the current content based on recognised relationships. d) Students make detailed predictions about the current content by exploring the audio-visual clues surrounding it. **ENG.5.2.R2.** a) Students review the current content by looking at the surrounding audio/visual materials to identify what it is about in general through skimming. b) Students read the current content to scan the major components silently and quickly with the help of the clues provided. c) Students carefully read the current content silently and carefully to find significant details and components belonging to the theme. **ENG.5.2.R3.** a) Students carefully check the current content in detail for the accuracy of initial and detailed predictions that are made earlier. b) Students classify the significant elements of the current content that contribute to the perception of the content in a meaningful way. c) Students compare significant elements of the current content that contribute to the perception of the content in a meaningful way. d) Students recognise significant horizontal/vertical/spiral relationships within the current content that contribute to the perception of the content in a meaningful way. e) Students make meaningful inferences from the information in the current content by examining it carefully. f) Students internalise the information in the current content in an individualised and appropriate way according to age and language level. **ENG.5.2.R4.** a) Students convey individually the knowledge, experiences, thoughts, and feelings that have been carefully examined in relation to the current reading-comprehension content and process. b) Students convey the knowledge, experiences, thoughts, and feelings that have been carefully examined in relation to the current reading-comprehension content and process by sharing them with others. c) Students produce new products related to the current reading-comprehension content and process by revising their personal work carefully after participating in reflective activities. **ENG.5.2.V1.** a) Students guess the main topic of the current content from the audio/visual/written elements (e.g. sound, voices, scenes, written words) in the contextual material by listening (to)/watching/ reading it several times for recognition. b) Students recognise sub-themes/key components of the target words to which they belong in the current content by scanning. c) Students recognise the target words related to the main components of the current content with the help of the audio/visual/written elements and other clues. d) Repeating aloud the relevant target key components and target vocabulary in the current content with the whole class, in groups, and then individually together with or after listening (to)/watching/reading the source material. e) Students recognise the use of target words and expressions in the current content by making various guesses with the help of supplementary elements. f) Students make context-appropriate selections automatically by associating target words with their pre-existing conceptual meanings in the mind without analysing their contextual meaning in detail. g) Students use the target words spontaneously and appropriately in different communicative contexts by being aware of their differences when communicating with others.	**PERFORMANCE ASSIGNMENT:** The students will create a dream classroom. First, they will decide the schedule for their classroom, classroom rules, and subjects. Then, they will prepare a poster about these dream classes that include the lesson schedule and classroom rules. The posters may include photos, pictures or drawings. Finally, they will present their dream classes. The assignment will be evaluated by using a rubric scheme, a rating scale, and/or a marking scheme.	SELS1.1. Self-Awareness Skill, SELS1.2. Self-Regulation Skill, SELS1.3. Self-Reflection Skill SELS2.1. Communication Skill, SELS2.2. Cooperation Skill,SELS2.3. Social Awareness Skill, SELS3.1 Adaptability Skill, SELS3.2 FlexibilitySkill, SELS3.3. Responsible Decision-Making Skill	√3. Diligence, √4. Friendship, √6. Honesty, √7. Aesthetics, √9. Compassion, √10. Modesty, √12. Patience, √16. Responsibility, √20. Benevolence	S1. Information Literacy, LS2. Digital Literacy, LS4. Visual Literacy, LS5. Cultural Literacy, LS6. Civic Literacy, LS9. Art Literacy	29th October, Republic Day	**Expansion** **Objective:** To ask and answer questions about the time of actions in English by using the target language items. Activity 1: "A Class Survey" **Supporting** **Objective:** To ask and answer questions about the time of actions in English by using the target language items. Activity: A Class Survey
MONTH	**WEEK**	**HOUR**	**THEME**	**CONTENT FRAME**	**LEARNING OUTCOMES**	**PROCESS COMPONENTS**	**ASSESSMENT AND EVALUATION**	**SOCIAL-EMOTIONAL LEARNING SKILLS**	**VALUES**	**LITERACY SKILLS**	**NATIONAL CELEBRATIONS AND IMPORTANT DAYS**	**DIFFERENTIATION**

NOVEMBER	**WEEK 9: November 3-7**	3	**THEME 2 CLASSROOM LIFE**	**Target Grammatical Structures in Use:** -The Simple Present Tense: (We have got an Art class every Wednesday.) -There is/are: (There is a new student in the class. There are fifty students in my class.)-Object Pronouns: Me, you, him, her, us, you, them (Can you give me your eraser?)-"To Be" for Time (What time is it?): (What time is it? It is half past four.) -Wh questions (What time..?): (What time does the English class start?) Functions of the Target **Grammatical Structures in Use:** -Use of the Simple Present Tense: Describing the responsibilities of different roles in the classroom anddaily routines and study routines in a classroom.	**ENG.5.2.G1.** Students are expected to be able to select and use the target grammatical elements of the current content about "classroom life with classroom rules and language; school subjects; timetables; classroom objects; days of the week; time" accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others **ENG.5.2.W1.** Students are expected to be able to get ready for the writing-expression process about the current content on "classroom life with classroom rules and language; school subjects; timetables; classroom objects; days of the week; time". **ENG.5.2.W2.** Students are expected to be able to understand the model/example for the writing task about the current content on "classroom life with classroom rules and language; school subjects; timetables; classroom objects; days of the week; time". **ENG.5.2.W3.** Students are expected to be able to organize a content for the assigned writing task on the current content "classroom life with classroom rules and language; school subjects; timetables; classroom objects; days of the week; time" based on the model/example provided. **ENG.5.2.W4.** Students are expected to be able to individually construct/form content for the assigned writing task on the current content "classroom life with classroom rules and language; school subjects; timetables; classroom objects; days of the week; time". **ENG.5.2.W5.** Students are expected to be able to reorganize (reconstruct) and use information in the new written tasks about the "classroom life with classroom rules and language; school subjects; timetables; classroom objects; days of the week; time" to communicate with other people. **ENG.5.2.W6.** Students are expected to be able to reflect on their knowledge, experiences, thoughts, and feelings related to the writing-expression process about the current content, "classroom life with classroom rules and language; school subjects; timetables; classroom objects; days of the week; time" in relation to themselves or others, both individually and/or with others.	**ENG.5.2.G1.** a) Being familiar with the current content by listening (to)/watching/reading it a few times attentively. b) Students listen (to)/watch/read the same content, attentively and mindfully, including the use of target grammatical chunks presented verbally in context with the help of body language. c) Students verbally and automatically repeat simple and meaningful clauses/sentences containing target grammatical chunks that they have noticed in the current content that they have heard/viewed/read without explicit knowledge of the rules. d) Students act out physically the clauses/sentences containing the target grammatical chunks in the current content heard/viewed/read by repeating them several times without knowing, analysing, and thinking about their rules. e) Students see and read the example sentences containing target grammatical chunks provided for language awareness carefully. f) Students gain awareness of clauses/sentences that contain target grammatical chunks that are presented for the purpose of raising language awareness. g) Students recognise the clauses/sentences containing the target grammatical chunks when they encounter them by seeing and/or hearing them in different contexts. h) Students use the recognised target grammatical chunks naturally, authentically, and automatically in new contextual tasks and activities without analysing their rules. i) Students produce new and meaningful verbal/written content about the current theme by using the target grammatical chunks in meaningful tasks without knowing and analysing their rules. j) Students use the target language chunks authentically, automatically, and naturally in communication processes without analysing their rules in meaningful contexts. **ENG.5.2.W1.** a) Students relate their pre-existing knowledge and experience used in the initial processes of writing-expression skills to the current content by activating them in relation with the current content. b) Students understand what the writing task and its content are in relation to the current content correctly by making use of their pre-existing knowledge and experience as guided and assigned. **ENG.5.2.W2.** a) Students understand the components and details of the content in the provided model/ sample which is displayed as a guide, by examining it carefully. **ENG.5.2.W3.** a) Students conduct preliminary research for a prepared writing situation according to the current content appropriate to the assigned writing type, age, and language level. b) Students develop a simple draft for a prepared/or unprepared writing task about the current content appropriate to the assigned writing type, age, and language level. c) Students organise and/or produce materials relevant to the content for a prepared/ unprepared writing task, appropriate to the assigned writing type, age, and language level. **ENG.5.2.W4.** a) Students present appropriate and accurate materials for a prepared and/or unprepared writing task about the current theme according to the assigned writing type, age, and language level. b) Students use appropriate discourse forms, styles, and rules relevant to the assigned writing type for a prepared and/or unprepared writing task. c) Students use target words and grammatical language chunks accurately and appropriately for a prepared and/or unprepared writing task about the current content by selecting them according to the assigned writing type, age, and language level. d) Students express important messages in the written current content to the reader accurately and appropriately for a prepared and/or unprepared writing task. **ENG.5.2.W5.** a) Students use the information in the current content or similar information in a different content by internalising and selecting it individually and reorganising it as required and meaningfully in different contexts. b) Students exchange information/ideas in written communication by sharing reconstructed meaningful knowledge meaningfully with others. **ENG.5.2.W6.** a) Students convey individually the knowledge, experiences, thoughts, and feelings reviewed in relation to the current writing-expression content and process. b) Students share the knowledge, experiences, thoughts, and feelings reviewed in relation to the writing-expression process about the current content with others. c) Students produce new written products related to the current writing-expression content and process by revising their personal work carefully after participating in reflective activities.	**PERFORMANCE ASSIGNMENT:** The students will create a dream classroom. First, they will decide the schedule for their classroom, classroom rules, and subjects. Then, they will prepare a poster about these dream classes that include the lesson schedule and classroom rules. The posters may include photos, pictures or drawings. Finally, they will present their dream classes. The assignment will be evaluated by using a rubric scheme, a rating scale, and/or a marking scheme.	SELS1.1. Self-Awareness Skill, SELS1.2. Self-Regulation Skill, SELS1.3. Self-Reflection Skill SELS2.1. Communication Skill, SELS2.2. Cooperation Skill,SELS2.3. Social Awareness Skill, SELS3.1 Adaptability Skill, SELS3.2 FlexibilitySkill, SELS3.3. Responsible Decision-Making Skill	V3. Diligence, V4. Friendship, V6. Honesty, V7. Aesthetics, V9. Compassion, V10. Modesty, V12. Patience, V16. Responsibility, V20. Benevolence	S1. Information Literacy, LS2. Digital Literacy, LS4. Visual Literacy, LS5. Cultural Literacy, LS6. Civic Literacy, LS9. Art Literacy	10th November, The anniversary of Atatürk's passing away	**Expansion** **Objective:** To ask and answer questions about the time of actions in English by using the target language items. Activity 1: "A Class Survey" **Supporting** **Objective:** To ask and answer questions about the time of actions in English by using the target language items. Activity: A Class Survey

FIRST MIDTERM BREAK: November 10 - 14

MONTH	WEEK	HOUR	THEME	CONTENT FRAME	LEARNING OUTCOMES	PROCESS COMPONENTS	ASSESSMENT AND EVALUATION	SOCIAL-EMOTIONAL LEARNING SKILLS	VALUES	LITERACY SKILLS	NATIONAL CELEBRATIONS AND IMPORTANT DAYS	DIFFERENTIATION

NOVEMBER	**WEEK 10: November 17-21**	3	**THEME 2 CLASSROOM LIFE**	-Use of “There is/There are”: Expressing the presence of something or somebody.-Use of Object Pronouns: Replacing nouns that receive the action in a sentence.-Use of “To Be” for time (What time is it?): Telling the time. -Use of “Wh- questions” (What time..?): Asking about time of actions. **Target Social Language in Use:** Make the grade if you want to join the Sports Club! Don’t skip the lesson! (Please don’t cut the class!) Give me a hand for this homework! I don’t feel all right.I’d love to. Target Phonological Sounds in Use: Intonation of negative statements.	**ENG.5.2.S1.** Students are expected to be able to get ready for speaking-expression process about the current content on “classroom life with classroom rules and language; school subjects; timetables; classroom objects; days of the week; time” **ENG.5.2.S2.** Students are expected to be able to use the model /example for producing verbal content about the current content on “classroom life with classroom rules and language; school subjects; timetables; classroom objects; days of the week; time” **ENG.5.2.S3.** Students are expected to be able to organize a new verbal content on “classroom life with classroom rules and language; school subjects; timetables; classroom objects; days of the week; time” by speaking accurately, efficiently, and authentically. **ENG.5.2.S4.** Students are expected to be able to construct a new verbal content on “classroom life with classroom rules and language; school subjects; timetables; classroom objects; days of the week; time” by speaking accurately, efficiently, and authentically. **ENG.5.2.S5.** Students are expected to be able to reorganize (reconstruct) and use information about the “classroom life with classroom rules and language; school subjects; timetables; classroom objects; days of the week; time” to communicate with other people. **ENG.5.2.S6.** Students are expected to be able to convey their knowledge, experiences, thoughts, and feelings related to the speaking-expression process about the current content, “classroom life with classroom rules and language; school subjects; timetables; classroom objects; days of the week; time” to communicate with other people in relation to themselves or others, both individually and/or with others.	**ENG.5.2.S1.** a) Students make connections with the current content by activating their pre-existing knowledge and experiences that they have recalled in the listening (to)/watching/reading sections previously. **ENG.5.2.S2.** a) Students listen (to)/watch/read the model/example for the current content with the help of audio/visual/written elements. **ENG.5.2.S3.** a) Students recognise what form and type of content is expected and assigned for prepared/ unprepared speaking situations based on audio/visual/written content as provided in the model/example. b) Students organise the content for prepared/unprepared speaking situations in an appropriate and accurate way as they have heard/seen/read in the model/example. c) Students develop a draft for prepared/unprepared speaking situations, appropriate to the age and language level as presented in the model/sample content. d) Students organise supplementary audio/visual/written materials for prepared/or unprepared speaking situations, appropriate to age and language level, as provided in the model/sample content. e) Students organise the information about the current content to be presented for prepared/or unprepared speaking situations in an appropriate way as required. **ENG.5.2.S4.** a) Students use target pronunciation, vocabulary, language chunks, and forms of discourse related to the current content effectively by selecting them accurately and appropriately for prepared/unprepared speaking situations. b) Students present individually prepared content in an accurate and efficient way as presented in the model/example for prepared speaking situations clearly, efficiently, and appropriately. c) Students present individually prepared information in an accurate and efficient way as presented in the model/example for unprepared speaking situations. d) Students express the message about the current content clearly to the reader by using all supplementary elements and body language in an appropriate and accurate way in context for prepared and/or unprepared speaking situations. **ENG.5.2.S5.** a) Students use the information presented in the current content by reorganising it appropriately, efficiently, individually, and verbally in different contexts. b) Students engage in appropriate and efficient verbal communication by sharing the reconstructed meaningful information about the current content with others. **ENG.5.2.S6.** a) Students convey individually the knowledge, experiences, thoughts, and feelings examined carefully in relation to the current speaking-expression content and process. b) Students share the knowledge, experiences, thoughts, and feelings examined carefully in relation to the speaking-expression process about the current content with others.	**PERFORMANCE ASSIGNMENT:** The students will create a dream classroom. First, they will decide the schedule for their classroom, classroom rules, and subjects. Then, they will prepare a poster about these dream classes that include the lesson schedule and classroom rules. The posters may include photos, pictures or drawings. Finally, they will present their dream classes. The assignment will be evaluated by using a rubric scheme, a rating scale, and/or a marking scheme.	SELS1.1. Self-Awareness Skill, SELS1.2. Self-Regulation Skill, SELS1.3. Self-Reflection Skill SELS2.1. Communication Skill, SELS2.2. Cooperation Skill,SELS2.3. Social Awareness Skill, SELS3.1 Adaptability Skill, SELS3.2 FlexibilitySkill, SELS3.3. Responsible Decision-Making Skill	V3. Diligence, V4. Friendship, V6. Honesty, V7. Aesthetics, V9. Compassion, V10. Modesty, V12. Patience, V16. Responsibility, V20. Benevolence	S1. Information Literacy, LS2. Digital Literacy, LS4. Visual Literacy, LS5. Cultural Literacy, LS6. Civic Literacy, LS9. Art Literacy		**Expansion** **Objective:** To ask and answer questions about the time of actions in English by using the target language items. Activity 1: “A Class Survey” **Supporting** **Objective:** To ask and answer questions about the time of actions in English by using the target language items. Activity: A Class Survey
MONTH	**WEEK**	**HOUR**	**THEME**	**CONTENT FRAME**	**LEARNING OUTCOMES**	**PROCESS COMPONENTS**	**ASSESSMENT AND EVALUATION**	**SOCIAL-EMOTIONAL LEARNING SKILLS**	**VALUES**	**LITERACY SKILLS**	**NATIONAL CELEBRATIONS AND IMPORTANT DAYS**	**DIFFERENTIATION**

NOVEMBER	**WEEK 11: November 24-28**	**3**	**THEME 3 PERSONAL LIFE**	**Sub-Themes:** Basic body parts and physical features; clothes; daily routines and activities Vocabulary for basic body parts and physical features: Nouns: A neck, a finger, an arm, a body, an eye, a face, a foot, hair, a hand, a head, a nose, a tooth, teeth, height, a leg. Adjectives: Thin, average, curly, straight, round, square, tall, short, wavy, oval.	**ENG.5.3.L1.** Students are expected to be able to get ready for the listening (to)/watching-comprehension process for the current content on "personal life with basic body parts and physical features; clothes; daily routines and activities" carefully. **ENG.5.3.L2.** Students are expected to be able to bring information about the current content on "personal life with basic body parts and physical features; clothes; daily routines and activities" together through significant details and main components while listening/watching it. **ENG.5.3.L3.** Students are expected to be able to make meaning of/derive meaning from the current content on "personal life with basic body parts and physical features; clothes; daily routines and activities" through significant details by listening/watching it carefully. **ENG.5.3.L4.** Students are expected to be able to convey their knowledge, experience, thoughts, and feelings examined carefully about the whole listening/watching-comprehension process in relation to the current content on "personal life with basic body parts and physical features; clothes; daily routines and activities". **ENG.5.3.P1.** Students are expected to be able to select and use the target phonological elements of the current content about "personal life with basic body parts and physical features; clothes; daily routines and activities" accurately, authentically, and naturally through spontaneous decision-making processes and use it in an appropriate and effective way when communicating with others.	**ENG.5.3.L1** a) Students activate their pre-existing knowledge and experience related to the current theme and content by recalling their background knowledge imaginatively in her/his own language without speaking it. b) Students identify significant relationships between their pre-existing knowledge and experiences and the clues to the current content without translation. c) Students make predictions about the current content on "personal life" by using the relationships that they recognised accurately by looking at the provided realia, pictures, and context. d) Students make predictions about the current content based on the surrounding audio/visual elements in relation to the current theme. **ENG.5.3.L2.** a) Students comprehend the topic of the current content by listening (to)/watching it as a whole. b) Students recognise the significant details and components within the whole current content by listening (to) and watching it again in a careful manner. **ENG.5.3.L3.** a) Students check any initial predictions related to the current content by being aware of the commonalities between self-predictions and clues provided as visuals surrounding the current content. b) Students make important and necessary classifications in the current content that help them to understand it better with details. c) Students make important and necessary comparisons in the current content that help them to understand it better with details. d) Students recognise significant horizontal/vertical/spiral relationships (if any) within the generally perceived current content with the help of classifications and comparisons made earlier. e) Students make significant inferences that contribute to the understanding of the meaning of the generally perceived current content. f) Students construct the meaning of the current content in detail through the classifications/ comparisons/inferences made earlier in relation to it. g) Students internalise the current content in an individualised and appropriate way according to age and language level. **ENG.5.3.L4.** a) Students convey their personal knowledge, experiences, thoughts, and feelings examined carefully in relation to the listening/watching-comprehension process about the current content. b) Students convey their personal knowledge, experiences, thoughts, and feelings examined carefully in relation to the listening/watching-comprehension process about the current content by sharing them with others. **ENG.5.3.P1.** a) Listening to the current content by paying attention to the target phonological aspects including pronunciation and intonation of utterances. b) Students reinforce the target phonological elements by repeating them after the source several times as a whole class, in groups and individually. c) Students recognise the target phonological elements of the current content when they are heard in different contexts. d) Students recognise target phonological elements specific to the current content when they are heard in different contexts and use them accurately, authentically, and naturally through spontaneous decision-making processes. e) Students use the target theme-specific phonological elements of the current content appropriately, spontaneously and effectively when communicating with others.	**PERFORMANCE ASSIGNMENT:** Students will write a digital diary/journal describing their "daily routines, activities, and their timing in their personal lives" during a school term. They will present it with digital resources and/or realia by acting out the routines recorded in it. The assignment will be evaluated by using a rubric scheme, a rating scale, and/or a marking scheme.	SELS1.1. Self-Awareness Skill, SELS1.2. Self-Regulation Skill, SELS1.3. Self-Reflection Skill SELS2.1. Communication Skill, SELS2.2. Cooperation Skill,SELS2.3. Social Awareness Skill, SELS3.1 Adaptability Skill, SELS3.2 FlexibilitySkill, SELS3.3. Responsible Decision-Making Skill	V3. Diligence, V4. Friendship, V6. Honesty, V7. Aesthetics, V10. Modesty, V11.Independence, V12. Patience, V13. Healthy Living, V16. Responsibility, V18.Cleanliness, V20. Benevolence	LS1. Information Literacy, LS2. Digital Literacy, LS4. Visual Literacy, LS5. Cultural Literacy, LS6. Civic Literacy, LS9. Art Literacy	24th November, Teachers' Day	**Expansion** **Objective:** To describe basic body parts, physical features, and clothes in English. Activity 1: A Missing Person Poster **Supporting** **Objective:** To describe basic body parts, physical features, and clothes in English. Activity: A Missing Person Poster
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DECEMBER	WEEK 12: December 1-5	3	THEME 3 PERSONAL LIFE	Vocabulary for clothes: Nouns: A belt, trousers (pants-AmE), a ring, a bag, boots, a cap, a coat, a (fancy dress) costume, a dress, earrings, fashion, glasses, gloves, a handbag, a hat, a jacket, jeans, a jumper(a sweater-AmE), a necklace, a raincoat, a scarf, a headscarf, a shirt, shoes, shorts, a skirt, a sock, sunglasses, a T-shirt, an umbrella, a watch, silver, clothing, a bow, an outfit. Verbs: To own, to try on, to wear, to create. Adjectives: Thick, thin, trendy, comfortable, ordinary, fancy, different, cool. Vocabulary for daily routines and activities: Nouns: A computer, a book, a magazine, music, a videogame, a map, a path, an adventure, an adventurer, a fashion show. Verbs: To watch, to draw, to read, to go shopping, to go out, to travel, to smile, to find. Adjectives: Daily, general.	**ENG.5.3.R1.** Students are expected to be able to get ready for the reading-comprehension process about the current content on "personal life with basic body parts and physical features; clothes; daily routines and activities". **ENG.5.3.R2.** Students are expected to be able to bring information about the current content on "personal life with basic body parts and physical features; clothes; daily routines and activities" through skimming (looking quickly at) the audio-visual elements and reading the content very quickly. **ENG.5.3.R3.** Students are expected to be able to make meaning of / derive meaning from the current content about "personal life with basic body parts and physical features; clothes; daily routines and activities" by reading it carefully. **ENG.5.3.R4.** Students are expected to be able to convey their knowledge, experiences, thoughts, and feelings related to the reading-comprehension process about the current content, "personal life with basic body parts and physical features; clothes; daily routines and activities" in relation to themselves or others, both individually and/or with others. **ENG.5.3.V1.** Students are expected to be able to select and use the target vocabulary of the current content about "personal life with basic body parts and physical features; clothes; daily routines and activities" accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others.	**ENG.5.3.R1.** a) Students activate their pre-existing knowledge and past experiences related to the current theme and content efficiently. b) Students recognise significant relationships between their pre-existing knowledge, past experiences and clues to the current content. c) Students make significant preliminary predictions about the current content based on recognised relationships. d) Students make detailed predictions about the current content by exploring the audio-visual clues surrounding it. **ENG.5.3.R2.** a) Students review the current content by looking at the surrounding audio/visual materials to identify what it is about in general through skimming. b) Students read the current content to scan the major components silently and quickly with the help of the clues provided. c) Students carefully read the current content silently and carefully to find significant details and components belonging to the theme. **ENG.5.3.R3.** a) Students carefully check the current content in detail for the accuracy of initial and detailed predictions that are made earlier. b) Students classify the significant elements of the current content that contribute to the perception of the content in a meaningful way. c) Students compare significant elements of the current content that contribute to the perception of the content in a meaningful way. d) Students recognise significant horizontal/vertical/spiral relationships within the current content that contribute to the perception of the content in a meaningful way. e) Students make meaningful inferences from the information in the current content by examining it carefully. f) Students internalise the information in the current content in an individualised and appropriate way according to age and language level. **ENG.5.3.R4.** a) Students convey individually the knowledge, experiences, thoughts, and feelings that have been carefully examined in relation to the current reading-comprehension content and process. b) Students convey the knowledge, experiences, thoughts, and feelings that have been carefully examined in relation to the current reading-comprehension content and process by sharing them with others. c) Students produce new products related to the current reading-comprehension content and process by revising their personal work carefully after participating in reflective activities. **ENG.5.3.V1.** a) Students guess the main topic of the current content from the audio/visual/written elements (e.g. sound, voices, scenes, written words) in the contextual material by listening (to)/watching/ reading it several times for recognition. b) Students recognise sub-themes/key components of the target words to which they belong in the current content by scanning. c) Students recognise the target words related to the main components of the current content with the help of the audio/visual/written elements and other clues. d) Repeating aloud the relevant target key components and target vocabulary in the current content with the whole class, in groups, and then individually together with or after listening (to)/watching/reading the source material. e) Students recognise the use of target words and expressions in the current content by making various guesses with the help of supplementary elements. f) Students make context-appropriate selections automatically by associating target words with their pre-existing conceptual meanings in the mind without analysing their contextual meaning in detail. g) Students use the target words spontaneously and appropriately in different communicative contexts by being aware of their differences when communicating with others.	**PERFORMANCE ASSIGNMENT:** Students will write a digital diary/journal describing their "daily routines, activities, and their timing in their personal lives" during a school term. They will present it with digital resources and/or realia by acting out the routines recorded in it. The assignment will be evaluated by using a rubric scheme, a rating scale, and/or a marking scheme.	SELS1.1. Self-Awareness Skill, SELS1.2. Self-Regulation Skill, SELS1.3. Self-Reflection Skill SELS2.1. Communication Skill, SELS2.2. Cooperation Skill,SELS2.3. Social Awareness Skill, SELS3.1 Adaptability Skill, SELS3.2 FlexibilitySkill, SELS3.3. Responsible Decision-Making Skill	V3. Diligence, V4. Friendship, V6. Honesty, V7. Aesthetics, V10. Modesty, V11. Independence, V12. Patience, V13. Healthy Living, V16. Responsibility, V18.Cleanliness, V20. Benevolence	LS1. Information Literacy, LS2. Digital Literacy, LS4. Visual Literacy, LS5. Cultural Literacy, LS6. Civic Literacy, LS9. Art Literacy		**Expansion** **Objective:** To describe basic body parts, physical features, and clothes in English. 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DECEMBER	**WEEK 13: December 8-12**	**3**	**THEME 3 PERSONAL LIFE**	Adverbs of frequency: rarely, sometimes, always, never **Target Grammatical Structures in Use:** -The Simple Present Tense: (She wears her blue coat every winter.) -Question Tags for the Simple Present Tense: (She reads a book every evening, doesn't she?)-Adverbs of Frequency (How often): (He usually wears sunglasses in summer.) -Possessive adjectives: My, your, his, her, our, your, their (I love my bag.) Functions of the Target **Grammatical Structures in Use:** -Use of The Simple Present Tense: Describing daily routines or habits. -Use of Question Tags for the Simple Present Tense: Checking or confirming general truths, actions or habits.	**ENG.5.3.G1.** Students are expected to be able to select and use the target grammatical elements of the current content about "personal life with basic body parts and physical features; clothes; daily routines and activities" accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others. **ENG.5.3.W1.** Students are expected to be able to get ready for the writing-expression process about the current content on "personal life with basic body parts and physical features; clothes; daily routines and activities". **ENG.5.3.W2.** Students are expected to be able to understand the model/example for the writing task about the current content on "personal life with basic body parts and physical features; clothes; daily routines and activities". **ENG.5.3.W3.** Students are expected to be able to organize a content for the assigned writing task on the current content "personal life with basic body parts and physical features; clothes; daily routines and activities" based on the model/example provided. **ENG.5.3.W4.** Students are expected to be able to individually construct/form content for the assigned writing task on the current content "personal life with basic body parts and physical features; clothes; daily routines and activities". **ENG.5.3.W5.** Students are expected to be able to reorganize (reconstruct) and use information in the new written tasks about the "personal life with basic body parts and physical features; clothes; daily routines and activities" to communicate with other people. **ENG.5.3.W6.** Students are expected to be able to reflect on their knowledge, experiences, thoughts, and feelings related to the writing-expression process about the current content, "personal life with basic body parts and physical features; clothes; daily routines and activities" in relation to themselves or others, both individually and/or with others.	**ENG.5.3.G1.** a) Being familiar with the current content by listening (to)/watching/reading it a few times attentively. b) Students listen (to)/watch/read the same content, attentively and mindfully, including the use of target grammatical chunks presented verbally in context with the help of body language. c) Students verbally and automatically repeat simple and meaningful clauses/sentences containing target grammatical chunks that they have noticed in the current content that they have heard/viewed/read without explicit knowledge of the rules. d) Students act out physically the clauses/sentences containing the target grammatical chunks in the current content heard/viewed/read by repeating them several times without knowing, analysing, and thinking about their rules. e) Students see and read the example sentences containing target grammatical chunks provided for language awareness carefully. f) Students gain awareness of clauses/sentences that contain target grammatical chunks that are presented for the purpose of raising language awareness. g) Students recognise the clauses/sentences containing the target grammatical chunks when they encounter them by seeing and/or hearing them in different contexts. h) Students use the recognised target grammatical chunks naturally, authentically, and automatically in new contextual tasks and activities without analysing their rules. i) Students produce new and meaningful verbal/written content about the current theme by using the target grammatical chunks in meaningful tasks without knowing and analysing their rules. j) Students use the target language chunks authentically, automatically, and naturally in communication processes without analysing their rules in meaningful contexts. **ENG.5.3.W1.** a) Students relate their pre-existing knowledge and experience used in the initial processes of writing-expression skills to the current content by activating them in relation with the current content. b) Students understand what the writing task and its content are in relation to the current content correctly by making use of their pre-existing knowledge and experience as guided and assigned. **ENG.5.3.W2.** a) Students understand the components and details of the content in the provided model/ sample which is displayed as a guide, by examining it carefully. **ENG.5.3.W3.** a) Students conduct preliminary research for a prepared writing situation according to the current content appropriate to the assigned writing type, age, and language level. b) Students develop a simple draft for a prepared/or unprepared writing task about the current content appropriate to the assigned writing type, age, and language level. c) Students organise and/or produce materials relevant to the content for a prepared/ unprepared writing task, appropriate to the assigned writing type, age, and language level. **ENG.5.3.W4.** a) Students present appropriate and accurate materials for a prepared and/or unprepared writing task about the current theme according to the assigned writing type, age, and language level. b) Students use appropriate discourse forms, styles, and rules relevant to the assigned writing type for a prepared and/or unprepared writing task. c) Students use target words and grammatical language chunks accurately and appropriately for a prepared and/or unprepared writing task about the current content by selecting them according to the assigned writing type, age, and language level. d) Students express important messages in the written current content to the reader accurately and appropriately for a prepared and/or unprepared writing task. **ENG.5.3.W5.** a) Students use the information in the current content or similar information in a different content by internalising and selecting it individually and reorganising it as required and meaningfully in different contexts. b) Students exchange information/ideas in written communication by sharing reconstructed meaningful knowledge meaningfully with others. **ENG.5.3.W6.** a) Students convey individually the knowledge, experiences, thoughts, and feelings reviewed in relation to the current writing-expression content and process. b) Students share the knowledge, experiences, thoughts, and feelings reviewed in relation to the writing-expression process about the current content with others. c) Students produce new written products related to the current writing-expression content and process by revising their personal work carefully after participating in reflective activities.	**PERFORMANCE ASSIGNMENT:** Students will write a digital diary/journal describing their "daily routines, activities, and their timing in their personal lives" during a school term. They will present it with digital resources and/or realia by acting out the routines recorded in it. The assignment will be evaluated by using a rubric scheme, a rating scale, and/or a marking scheme.	SELS1.1. Self-Awareness Skill, SELS1.2. Self-Regulation Skill, SELS1.3. Self-Reflection Skill SELS2.1. Communication Skill, SELS2.2. Cooperation Skill,SELS2.3. Social Awareness Skill, SELS3.1 Adaptability Skill, SELS3.2 FlexibilitySkill, SELS3.3. Responsible Decision-Making Skill	V3. Diligence, V4. Friendship, V6. Honesty, V7. Aesthetics, V10. Modesty, V11. Independence, V12. Patience, V13. Healthy Living, V16. Responsibility, V18.Cleanliness, V20. Benevolence	LS1. Information Literacy, LS2. Digital Literacy, LS4. Visual Literacy, LS5. Cultural Literacy, LS6. Civic Literacy, LS9. Art Literacy		**Expansion** **Objective:** To describe basic body parts, physical features, and clothes in English. 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DECEMBER	**WEEK 14: December 15-19**	**3**	**THEME 3 PERSONAL LIFE**	-Use of Adverbs of Frequency (How often): Expressing the frequency of actions or events.-Use of Possessive Adjectives: Showing ownership in relation to nouns. **Target Social Language in Use :** I'll pop round to see you later! Don't make fun of people! Let's sort out the problem! Target Phonological Sounds in Use: Intonation of questions and question tags.	**ENG.5.3.S1.** Students are expected to be able to get ready for speaking-expression process about the current content on "personal life with basic body parts and physical features; clothes; daily routines and activities". **ENG.5.3.S2.** Students are expected to be able to use the model/example for producing verbal content about the current content on "personal life with basic body parts and physical features; clothes; daily routines and activities". **ENG.5.3.S3.** Students are expected to be able to organize a new verbal content on "personal life with basic body parts and physical features; clothes; daily routines and activities" by speaking accurately, efficiently, and authentically. **ENG.5.3.S4.** Students are expected to be able to construct a new verbal content on "personal life with basic body parts and physical features; clothes; daily routines and activities" by speaking accurately, efficiently, and authentically. **ENG.5.3.S5.** Students are expected to be able to reorganize (reconstruct) and use information about the "personal life with basic body parts and physical features; clothes; daily routines and activities" to communicate with other people. **ENG.5.3.S6.** Students are expected to be able to convey their knowledge, experiences, thoughts, and feelings related to the speaking-expression process about the current content, "personal life with basic body parts and physical features; clothes; daily routines and activities" to communicate with other people in relation to themselves or others, both individually and/or with others.	**ENG.5.3.S1.** a) Students make connections with the current content by activating their pre-existing knowledge and experiences that they have recalled in the listening (to)/watching/reading sections previously. **ENG.5.3.S2.** a) Students listen (to)/watch/read the model/example for the current content with the help of audio/visual/written elements. **ENG.5.3.S3.** a) Students recognise what form and type of content is expected and assigned for prepared/ unprepared speaking situations based on audio/visual/written content as provided in the model/example. b) Students organise the content for prepared/unprepared speaking situations in an appropriate and accurate way as they have heard/seen/read in the model/example. c) Students develop a draft for prepared/unprepared speaking situations, appropriate to the age and language level as presented in the model/sample content. d) Students organise supplementary audio/visual/written materials for prepared/or unprepared speaking situations, appropriate to age and language level, as provided in the model/sample content. e) Students organise the information about the current content to be presented for prepared/or unprepared speaking situations in an appropriate way as required. **ENG.5.3.S4.** a) Students use target pronunciation, vocabulary, language chunks, and forms of discourse related to the current content effectively by selecting them accurately and appropriately for prepared/unprepared speaking situations. b) Students present individually prepared content in an accurate and efficient way as presented in the model/example for prepared speaking situations clearly, efficiently, and appropriately. c) Students present individually prepared information in an accurate and efficient way as presented in the model/example for unprepared speaking situations. d) Students express the message about the current content clearly to the reader by using all supplementary elements and body language in an appropriate and accurate way in context for prepared and/or unprepared speaking situations. **ENG.5.3.S5.** a) Students use the information presented in the current content by reorganising it appropriately, efficiently, individually, and verbally in different contexts. b) Students engage in appropriate and efficient verbal communication by sharing the reconstructed meaningful information about the current content with others. **ENG.5.3.S6.** a) Students convey individually the knowledge, experiences, thoughts, and feelings examined carefully in relation to the current speaking-expression content and process. b) Students share the knowledge, experiences, thoughts, and feelings examined carefully in relation to the speaking-expression process about the current content with others.	**PERFORMANCE ASSIGNMENT:** Students will write a digital diary/journal describing their "daily routines, activities, and their timing in their personal lives" during a school term. They will present it with digital resources and/or realia by acting out the routines recorded in it. The assignment will be evaluated by using a rubric scheme, a rating scale, and/or a marking scheme.	SELS1.1. Self-Awareness Skill, SELS1.2. Self-Regulation Skill, SELS1.3. Self-Reflection Skill SELS2.1. Communication Skill, SELS2.2. Cooperation Skill,SELS2.3. Social Awareness Skill, SELS3.1 Adaptability Skill, SELS3.2 FlexibilitySkill, SELS3.3. Responsible Decision-Making Skill	V3. Diligence, V4. Friendship, V6. Honesty, V7. Aesthetics, V10. Modesty, V11. Independence, V12. Patience, V13. Healthy Living, V16. Responsibility, V18.Cleanliness, V20. Benevolence	LS1. Information Literacy, LS2. Digital Literacy, LS4. Visual Literacy, LS5. Cultural Literacy, LS6. Civic Literacy, LS9. Art Literacy		**Expansion** **Objective:** To describe basic body parts, physical features, and clothes in English. Activity 1: A Missing Person Poster **Supporting** **Objective:** To describe basic body parts, physical features, and clothes in English. Activity: A Missing Person Poster
				SCHOOL-BASED PLANNING								
MONTH	**WEEK**	**HOUR**	**THEME**	**CONTENT FRAME**	**LEARNING OUTCOMES**	**PROCESS COMPONENTS**	**ASSESSMENT AND EVALUATION**	**SOCIAL-EMOTIONAL LEARNING SKILLS**	**VALUES**	**LITERACY SKILLS**	**NATIONAL CELEBRATIONS AND IMPORTANT DAYS**	**DIFFERENTIATION**

DECEMBER	**WEEK 15: 22-26 December**	**3**	**THEME 4 FAMILY LIFE**	**Sub-Themes:** Family members' routines; family members' hobbies and activities Vocabulary for Family members' Routines: Nouns: A couple, a role, a task, focus, resting, tidying, pet care, organisation. Verbs: To brush, to take care (of), to organise. Adjectives: Everyday, specific. Pronouns: Hers, his, mine (belongs to me), yours.	**ENG.5.4.L1.** Students are expected to be able to get ready for the listening (to)/watching-comprehension process for the current content on "family life with family members' routines; family members' hobbies and activities" carefully. **ENG.5.4.L2.** Students are expected to be able to bring information about the current content on "family life with family members' routines; family members' hobbies and activities" together through significant details and main components while listening/watching it. **ENG.5.4.L3.** Students are expected to be able to make meaning of/derive meaning from the current content on "family life with family members' routines; family members' hobbies and activities" through significant details by listening/watching it carefully. **ENG.5.4.L4.** Students are expected to be able to convey their knowledge, experience, thoughts, and feelings examined carefully about the whole listening/watching-comprehension process in relation to the current content on "family life with family members' routines; family members' hobbies and activities". **ENG.5.4.P1.** Students are expected to be able to select and use the target phonological elements of the current content about "family life with family members' routines; family members' hobbies and activities" accurately, authentically, and naturally through spontaneous decision-making processes and use it in an appropriate and effective way when communicating with others.	**ENG.5.4.L1**. a) Students activate their pre-existing knowledge and experience related to the current theme and content by recalling their background knowledge imaginatively in her/his own language without speaking it. b) Students identify significant relationships between their pre-existing knowledge and experiences and the clues to the current content without translation. c) Students make predictions about the current content on "family life" by using the relationships that they recognised accurately by looking at the provided realia, pictures, and context. d) Students make predictions about the current content based on the surrounding audio/visual elements in relation to the current theme. **ENG.5.4.L2.** a) Students comprehend the topic of the current content by listening (to)/watching it as a whole. b) Students recognise the significant details and components within the whole current content by listening (to) and watching it again in a careful manner. **ENG.5.4.L3.** a) Students check any initial predictions related to the current content by being aware of the commonalities between self-predictions and clues provided as visuals surrounding the current content. b) Students make important and necessary classifications in the current content that help them to understand it better with details. c) Students make important and necessary comparisons in the current content that help them to understand it better with details. d) Students recognise significant horizontal/vertical/spiral relationships (if any) within the generally perceived current content with the help of classifications and comparisons made earlier. e) Students make significant inferences that contribute to the understanding of the meaning of the generally perceived current content. f) Students construct the meaning of the current content in detail through the classifications/ comparisons/inferences made earlier in relation to it. g) Students internalise the current content in an individualised and appropriate way according to age and language level. **ENG.5.4.L4.** a) Students convey their personal knowledge, experiences, thoughts, and feelings examined carefully in relation to the listening/watching-comprehension process about the current content. b) Students convey their personal knowledge, experiences, thoughts, and feelings examined carefully in relation to the listening/watching-comprehension process about the current content by sharing them with others. **ENG.5.4.P1.** a) Listening to the current content by paying attention to the target phonological aspects including pronunciation and intonation of utterances. b) Students reinforce the target phonological elements by repeating them after the source several times as a whole class, in groups and individually. c) Students recognise the target phonological elements of the current content when they are heard in different contexts. d) Students recognise target phonological elements specific to the current content when they are heard in different contexts and use them accurately, authentically, and naturally through spontaneous decision-making processes. e) Students use the target theme-specific phonological elements of the current content appropriately, spontaneously and effectively when communicating with others.	**PERFORMANCE ASSIGNMENT:** Students will conduct a questionnaire on the daily routines, free-time activities, and hobbies of their family members through interviews and present the written results with digital resources and/or realia by acting out some of the routines, free-time activities, and hobbies reported in the questionnaire. The assignment will be evaluated by using a rubric scheme, a rating scale, and/or a marking scheme.	SELS1.1. Self-Awareness Skill, SELS1.2. Self-Regulation Skill, SELS1.3. Self-Reflection Skill SELS2.1. Communication Skill, SELS2.2. Cooperation Skill,SELS2.3. Social Awareness Skill, SELS3.1 Adaptability Skill, SELS3.2 FlexibilitySkill, SELS3.3. Responsible Decision-Making Skill	V2. Family Integrity, V3. Diligence, V4. Friendship, V6. Honesty, V7. Aesthetics, V10. Modesty, V11. Independence, V12. Patience, V13. Healthy Living, V16.Responsibility, V20. Benevolence	LS1. Information Literacy, LS2. Digital Literacy, LS3. Financial Literacy, LS4. Visual Literacy, LS5. Cultural Literacy, LS9. Art Literacy		**Expansion** **Objective:** To describe family members' hobbies and routines in English by using visuals and sentences in the target language. Activity 1: "A Family Poster"
MONTH	**WEEK**	**HOUR**	**THEME**	**CONTENT FRAME**	**LEARNING OUTCOMES**	**PROCESS COMPONENTS**	**ASSESSMENT AND EVALUATION**	**SOCIAL-EMOTIONAL LEARNING SKILLS**	**VALUES**	**LITERACY SKILLS**	**NATIONAL CELEBRATIONS AND IMPORTANT DAYS**	**DIFFERENTIATION**

DECEMBER-JANUARY	**WEEK 16: December 29-January 2**	**3**	**THEME 4 FAMILY LIFE**	Vocabulary for family members' hobbies and activities: Nouns: A board game, a beach, a barbecue, a bicycle, a camera, a festival, a guitar, a hobby, a holiday, a member, a museum, a photograph, a photo, a tent, a party, a computer game, a forest, a scooter, a piano, cooking, camping, cycling, dancing, fishing, playing golf, swimming, playing football. Verbs: To have a picnic, to relax, to join, Adjectives: Active, usual. **Target Grammatical Structures in Use:** -Present Progressive Tense: (She is brushing her teeth.)	**ENG.5.4.R1.** Students are expected to be able to get ready for the writing-comprehension process about the current content on "family life with family members' routines; family members' hobbies and activities". **ENG.5.4.R2.** Students are expected to be able to bring information about the current content on "family life with family members' routines; family members' hobbies and activities" through skimming (looking quickly at) the audio-visual elements and reading the content very quickly. **ENG.5.4.R3.** Students are expected to be able to make meaning of / derive meaning from the current content about "family life with family members' routines; family members' hobbies and activities" by reading it carefully. **ENG.5.4.R4.** Students are expected to be able to convey their knowledge, experiences, thoughts, and feelings related to the reading-comprehension process about the current content, "family life with family members' routines; family members' hobbies and activities" in relation to themselves or others, both individually and/or with others. **ENG.5.4.V1.** Students are expected to be able to select and use the target vocabulary of the current content about "family life with family members' routines; family members' hobbies and activities" accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others.	**ENG.5.4.R1.** a) Students activate their pre-existing knowledge and past experiences related to the current theme and content efficiently. b) Students recognise significant relationships between their pre-existing knowledge, past experiences, and clues to the current content. c) Students make significant preliminary predictions about the current content based on recognised relationships. d) Students make detailed predictions about the current content by exploring the audio-visual clues surrounding it. **ENG.5.4.R2.** a) Students review the current content by looking at the surrounding audio/visual materials to identify what it is about in general through skimming. b) Students read the current content to scan the major components silently and quickly with the help of the clues provided. c) Students carefully read the current content silently and carefully to find significant details and components belonging to the theme. **ENG.5.4.R3.** a) Students carefully check the current content in detail for the accuracy of initial and detailed predictions that are made earlier. b) Students classify the significant elements of the current content that contribute to the perception of the content in a meaningful way. c) Students compare significant elements of the current content that contribute to the perception of the content in a meaningful way. d) Students recognise significant horizontal/vertical/spiral relationships within the current content that contribute to the perception of the content in a meaningful way. e) Students make meaningful inferences from the information in the current content by examining it carefully. f) Students internalise the information in the current content in an individualised and appropriate way according to age and language level. **ENG.5.4.R4.** a) Students convey individually the knowledge, experiences, thoughts, and feelings that have been carefully examined in relation to the current reading-comprehension content and process. b) Students convey the knowledge, experiences, thoughts, and feelings that have been carefully examined in relation to the current reading-comprehension content and process by sharing them with others. c) Students produce new products related to the current reading-comprehension content and process by revising their personal work carefully after participating in reflective activities. **ENG.5.4.V1.** a) Students guess the main topic of the current content from the audio/visual/written elements (e.g. sound, voices, scenes, written words) in the contextual material by listening (to)/watching/ reading it several times for recognition. b) Students recognise sub-themes/key components of the target words to which they belong in the current content by scanning. c) Students recognise the target words related to the main components of the current content with the help of the audio/visual/written elements and other clues. d) Repeating aloud the relevant target key components and target vocabulary in the current content with the whole class, in groups, and then individually together with or after listening (to)/watching/reading the source material. e) Students recognise the use of target words and expressions in the current content by making various guesses with the help of supplementary elements. f) Students make context-appropriate selections automatically by associating target words with their pre-existing conceptual meanings in the mind without analysing their contextual meaning in detail. g) Students use the target words spontaneously and appropriately in different communicative contexts by being aware of their differences when communicating with others.	**PERFORMANCE ASSIGNMENT:** Students will conduct a questionnaire on the daily routines, free-time activities, and hobbies of their family members through interviews and present the written results with digital resources and/or realia by acting out some of the routines, free-time activities, and hobbies reported in the questionnaire. The assignment will be evaluated by using a rubric scheme, a rating scale, and/or a marking scheme.	SELS1.1. Self-Awareness Skill, SELS1.2. Self-Regulation Skill, SELS1.3. Self-Reflection Skill SELS2.1. Communication Skill, SELS2.2. Cooperation Skill,SELS2.3. Social Awareness Skill, SELS3.1 Adaptability Skill, SELS3.2 FlexibilitySkill, SELS3.3. Responsible Decision-Making Skill	V2. Family Integrity, V3. Diligence, V4. Friendship, V6. Honesty, V7. Aesthetics, V10. Modesty, V11. Independence, V12. Patience, V13. Healthy Living, V16.Responsibility, V20. Benevolence	LS1. Information Literacy, LS2. Digital Literacy, LS3. Financial Literacy, LS4. Visual Literacy, LS5. Cultural Literacy, LS9. Art Literacy		**Expansion** **Objective:** To describe family members' hobbies and routines in English by using visuals and sentences in the target language. Activity 1: "A Family Poster"
MONTH	**WEEK**	**HOUR**	**THEME**	**CONTENT FRAME**	**LEARNING OUTCOMES**	**PROCESS COMPONENTS**	**ASSESSMENT AND EVALUATION**	**SOCIAL-EMOTIONAL LEARNING SKILLS**	**VALUES**	**LITERACY SKILLS**	**NATIONAL CELEBRATIONS AND IMPORTANT DAYS**	**DIFFERENTIATION**

JANUARY	**WEEK 17: January 5-9**	**3**	**THEME 4 FAMILY LIFE**	-Present Progressive Tense vs Present Simple Tense: (We are camping in the forest this weekend, but we normally stay at home during holidays.) -Question tags for the Present Progressive Tense: (She is brushing her teeth, isn't she?) Functions of the Target **Grammatical Structures in use:** -Use of the Present Progressive Tense: Expressing actions or events that are happening at the moment of speaking, temporary actions, or planned future actions. -Use of the Present Progressive Tense vs Present Simple Tense: Contrasting ongoing or temporary actions(Present Progressive) with habitual actions, general truths, or permanent states (Present Simple).	**ENG.5.4.G1.** Students are expected to be able to select and use the target grammatical elements of the current content about "family life with family members' routines; family members' hobbies and activities" accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others. **ENG.5.4.W1**. Students are expected to be able to get ready for the writing-expression process about the current content on "family life with family members' routines; family members' hobbies and activities". **ENG.5.4.W2.** Students are expected to be able to understand the model/example for the writing task about the current content on "family life with family members' routines; family members' hobbies and activities". **ENG.5.4.W3.** Students are expected to be able to organize a content for the assigned writing task on the current content "family life with family members' routines; family members' hobbies and activities" based on the model/example provided. **ENG.5.4.W4.** Students are expected to be able to individually construct/form content for the assigned writing task on the current content "family life with family members' routines; family members' hobbies and activities". **ENG.5.4.W5.** Students are expected to be able to reorganize (reconstruct) and use information in the new written tasks about the "family life with family members' routines; family members' hobbies and activities" to communicate with other people. **ENG.5.4.W6.** Students are expected to be able to reflect on their knowledge, experiences, thoughts, and feelings related to the writing-expression process about the current content, "family life with family members' routines; family members' hobbies and activities" in relation to themselves or others, both individually and/or with others.	**ENG.5.4.G1.** a) Being familiar with the current content by listening (to)/watching/reading it a few times attentively. b) Students listen (to)/watch/read the same content, attentively and mindfully, including the use of target grammatical chunks presented verbally in context with the help of body language. c) Students verbally and automatically repeat simple and meaningful clauses/sentences containing target grammatical chunks that they have noticed in the current content that they have heard/viewed/read without explicit knowledge of the rules. d) Students act out physically the clauses/sentences containing the target grammatical chunks in the current content heard/viewed/read by repeating them several times without knowing, analysing, and thinking about their rules. e) Students see and read the example sentences containing target grammatical chunks provided for language awareness carefully. f) Students gain awareness of clauses/sentences that contain target grammatical chunks that are presented for the purpose of raising language awareness. g) Students recognise the clauses/sentences containing the target grammatical chunks when they encounter them by seeing and/or hearing them in different contexts. h) Students use the recognised target grammatical chunks naturally, authentically, and automatically in new contextual tasks and activities without analysing their rules. i) Students produce new and meaningful verbal/written content about the current theme by using the target grammatical chunks in meaningful tasks without knowing and analysing their rules. j) Students use the target language chunks authentically, automatically, and naturally in communication processes without analysing their rules in meaningful contexts. **ENG.5.4.W1.** a) Students relate their pre-existing knowledge and experience used in the initial processes of writing-expression skills to the current content by activating them in relation with the current content. b) Students understand what the writing task and its content are in relation to the current content correctly by making use of their pre-existing knowledge and experience as guided and assigned. **ENG.5.4.W2.** a) Students understand the components and details of the content in the provided model/ sample which is displayed as a guide, by examining it carefully. **ENG.5.4.W3.** a) Students conduct preliminary research for a prepared writing situation according to the current content appropriate to the assigned writing type, age, and language level. b) Students develop a simple draft for a prepared/or unprepared writing task about the current content appropriate to the assigned writing type, age, and language level. c) Students organise and/or produce materials relevant to the content for a prepared/ unprepared writing task, appropriate to the assigned writing type, age, and language level. **ENG.5.4.W4.** a) Students present appropriate and accurate materials for a prepared and/or unprepared writing task about the current theme according to the assigned writing type, age, and language level. b) Students use appropriate discourse forms, styles, and rules relevant to the assigned writing type for a prepared and/or unprepared writing task. c) Students use target words and grammatical language chunks accurately and appropriately for a prepared and/or unprepared writing task about the current content by selecting them according to the assigned writing type, age, and language level. d) Students express important messages in the written current content to the reader accurately and appropriately for a prepared and/or unprepared writing task. **ENG.5.4.W5.** a) Students use the information in the current content or similar information in a different content by internalising and selecting it individually and reorganising it as required and meaningfully in different contexts. b) Students exchange information/ideas in written communication by sharing reconstructed meaningful knowledge with others. **ENG.5.4.W6.** a) Students convey individually the knowledge, experiences, thoughts, and feelings reviewed in relation to the current writing-expression content and process. b) Students share the knowledge, experiences, thoughts, and feelings reviewed in relation to the writing-expression process about the current content with others. c) Students produce new written products related to the current writing-expression content and process by revising their personal work carefully after participating in reflective activities.	**PERFORMANCE ASSIGNMENT:** Students will conduct a questionnaire on the daily routines, free-time activities, and hobbies of their family members through interviews and present the written results with digital resources and/or realia by acting out some of the routines, free-time activities, and hobbies reported in the questionnaire. The assignment will be evaluated by using a rubric scheme, a rating scale, and/or a marking scheme.	SELS1.1. Self-Awareness Skill, SELS1.2. Self-Regulation Skill, SELS1.3. Self-Reflection Skill SELS2.1. Communication Skill, SELS2.2. Cooperation Skill,SELS2.3. Social Awareness Skill, SELS3.1 Adaptability Skill, SELS3.2 FlexibilitySkill, SELS3.3. Responsible Decision-Making Skill	V2. Family Integrity, V3. Diligence, V4. Friendship, V6. Honesty, V7. Aesthetics, V10. Modesty, V11. Independence, V12. Patience, V13. Healthy Living, V16.Responsibility, V20. Benevolence	LS1. Information Literacy, LS2. Digital Literacy, LS3. Financial Literacy, LS4. Visual Literacy, LS5. Cultural Literacy, LS9. Art Literacy		**Expansion** **Objective:** To describe family members' hobbies and routines in English by using visuals and sentences in the target language. Activity 1: "A Family Poster"
MONTH	**WEEK**	**HOUR**	**THEME**	**CONTENT FRAME**	**LEARNING OUTCOMES**	**PROCESS COMPONENTS**	**ASSESSMENT AND EVALUATION**	**SOCIAL-EMOTIONAL LEARNING SKILLS**	**VALUES**	**LITERACY SKILLS**	**NATIONAL CELEBRATIONS AND IMPORTANT DAYS**	**DIFFERENTIATION**

JANUARY	**WEEK 18: January 12-16**	**3**	**THEME 4 FAMILY LIFE**	-Use of question tags for Present Progressive Tense: Confirming or checking ongoing actions that match the tense, tone, or polarity of the statement. Target Social Language in Use: We always get on well as a family! Can you lend your father a hand washing the car?Let's tidy up the house together. Target Phonological Sounds in Use: a, b, c, d, e Vowels:a: (/ae/, /aeɪ/, /ə/, /a:/, /eɪ/, /a:/, /a/, /ɔ:/, /eə/); e: (/e/; /i:/, /ə/)Consonants: b: (/b/), silent /b/); c: (/si/, /k/); d: (/d/) *(Phonetic symbols will not be taught. Only sounds will be practised through the target words in the theme.	**ENG.5.4.S1.** Students are expected to be able to get ready for speaking-expression process about the current content on "family life with family members' routines; family members' hobbies and activities". **ENG.5.4.S2.** Students are expected to be able to use the model/example for producing verbal content about the current content on "family life with family members' routines; family members' hobbies and activities". **ENG.5.4.S3.** Students are expected to be able to organize a new verbal content on "family life with family members' routines; family members' hobbies and activities" by speaking accurately, efficiently, and authentically. **ENG.5.4.S4.** Students are expected to be able to construct a new verbal content on "family life with family members' routines; family members' hobbies and activities" by speaking accurately, efficiently, and authentically. **ENG.5.4.S5.** Students are expected to be able to reorganize (reconstruct) and use information about the "family life with family members' routines; family members' hobbies and activities" to communicate with other people. **ENG.5.4.S6.** Students are expected to be able to convey their knowledge, experiences, thoughts, and feelings related to the speaking-expression process about the current content, "family life with family members' routines; family members' hobbies and activities" to communicate with other people in relation to themselves or others, both individually and/or with others.	**ENG.5.4.S1.** a) Students make connections with the current content by activating their pre-existing knowledge and experiences that they have recalled in the listening (to)/watching/reading sections previously. **ENG.5.4.S2.** a) Students listen (to)/watch/read the model/example for the current content with the help of audio/visual/written elements. **ENG.5.4.S3.** a) Students recognise what form and type of content is expected and assigned for prepared/ unprepared speaking situations based on audio/visual/written content as provided in the model/example. b) Students organise the content for prepared/unprepared speaking situations in an appropriate and accurate way as they have heard/seen/read in the model/example. c) Students develop a draft for prepared/unprepared speaking situations, appropriate to the age and language level as presented in the model/sample content. d) Students organise supplementary audio/visual/written materials for prepared/or unprepared speaking situations, appropriate to age and language level, as provided in the model/sample content. e) Students organise the information about the current content to be presented for prepared/or unprepared speaking situations in an appropriate way as required. **ENG.5.4.S4.** a) Students use target pronunciation, vocabulary, language chunks, and forms of discourse related to the current content effectively by selecting them accurately and appropriately for prepared/unprepared speaking situations. b) Students present individually prepared content in an accurate and efficient way as presented in the model/example for prepared speaking situations clearly, efficiently, and appropriately. c) Students present individually prepared information in an accurate and efficient way as presented in the model/example for unprepared speaking situations. d) Students express the message about the current content clearly to the reader by using all supplementary elements and body language in an appropriate and accurate way in context for prepared and/or unprepared speaking situations. **ENG.5.4.S5.** a) Students use the information presented in the current content by reorganising it appropriately, efficiently, individually, and verbally in different contexts. b) Students engage in appropriate and efficient verbal communication by sharing the reconstructed meaningful information about the current content with others. **ENG.5.4.S6.** a) Students convey individually the knowledge, experiences, thoughts, and feelings examined carefully in relation to the current speaking-expression content and process. b) Students share the knowledge, experiences, thoughts, and feelings examined carefully in relation to the speaking-expression process about the current content with others.	**PERFORMANCE ASSIGNMENT:** Students will conduct a questionnaire on the daily routines, free-time activities, and hobbies of their family members through interviews and present the written results with digital resources and/or realia by acting out some of the routines, free-time activities, and hobbies reported in the questionnaire. The assignment will be evaluated by using a rubric scheme, a rating scale, and/or a marking scheme.	SELS1.1. Self-Awareness Skill, SELS1.2. Self-Regulation Skill, SELS1.3. Self-Reflection Skill SELS2.1. Communication Skill, SELS2.2. Cooperation Skill,SELS2.3. Social Awareness Skill, SELS3.1 Adaptability Skill, SELS3.2 FlexibilitySkill, SELS3.3. Responsible Decision-Making Skill	V2. Family Integrity, V3. Diligence, V4. Friendship, V6. Honesty, V7. Aesthetics, V10. Modesty, V11. Independence, V12. Patience, V13. Healthy Living, V16.Responsibility, V20. Benevolence	LS1. Information Literacy, LS2. Digital Literacy, LS3. Financial Literacy, LS4. Visual Literacy, LS5. Cultural Literacy, LS9. Art Literacy		**Expansion** **Objective:** To describe family members' hobbies and routines in English by using visuals and sentences in the target language. Activity 1: "A Family Poster"
				SEMESTER: January 19 - 30								
MONTH	**WEEK**	**HOUR**	**THEME**	**CONTENT FRAME**	**LEARNING OUTCOMES**	**PROCESS COMPONENTS**	**ASSESSMENT AND EVALUATION**	**SOCIAL-EMOTIONAL LEARNING SKILLS**	**VALUES**	**LITERACY SKILLS**	**NATIONAL CELEBRATIONS AND IMPORTANT DAYS**	**DIFFERENTIATION**

FEBRUARY	WEEK 19: February 2-6	3	THEME 5 LIFE IN THE NEIGHBOURHOOD & CITY	**Sub-Themes:** Places for recreation and attractions in the neighbourhood and city different types of houses. Vocabulary for places for recreation and attractions in the neighbourhood and city: Nouns: A corner, a square, a gym, a coast, a street fair, a hall, a sports centre, an art gallery, a shop (store-AmE), a castle, a tower, a site, a museum, a mosque, a town. Verbs: To cycle, to fish, to jump, to guide, to joke, to experience, to attend. Adjectives: Social, ancient, close, famous, crowded, quiet, modern, traditional, peaceful, brand-new, local. Adverbs: Best, easily. Phrases: To take a tour, to attend an event, to take a photograph, to hire (abike) (rent-AmE). **Target Grammatical Structures in Use:** -Comparatives of adjectives (regular-irregular): (The sofa is more comfortable than the armchair).-Possessive 's: (This is Anna's bicycle; she uses it every day.) -Present Simple Tense: (We cycle to the park every Saturday.) -There is/are: (There are many paintings in the art gallery. There is a wide sofa in the living room.) Functions of the Target Grammatical Structures in Use: -Use of "Comparatives of Adjectives (regular-irregular)": Expressing comparisons between two people, objects, or ideas.	**ENG.5.5.L1.** Students are expected to be able to get ready for the listening (to)/watching-comprehension process for the current content on "life in the neighborhood and city with places for recreation and attractions in the neighborhood and city ; different types of houses" carefully. **ENG.5.5.L2.** Students are expected to be able to bring information about the current content on "life in the neighborhood and city with places for recreation and attractions in the neighborhood and city ; different types of houses" together through significant details and main components while listening/watching it. **ENG.5.5.L3.** Students are expected to be able to make meaning of/derive meaning from the current content on "life in the neighborhood and city with places for recreation and attractions in the neighborhood and city ; different types of houses" through significant details by listening/watching it carefully. **ENG.5.5.L4.** Students are expected to be able to convey their knowledge, experience, thoughts, and feelings examined carefully about the whole listening/watching-comprehension process in relation to the current content on "life in the neighborhood and city with places for recreation and attractions in the neighborhood and city ; different types of houses". **ENG.5.5.P1.** Students are expected to be able to select and use the target phonological elements of the current content about "life in the neighborhood and city with places for recreation and attractions in the neighborhood and city ; different types of houses" accurately, authentically, and naturally through spontaneous decision-making processes and use it in an appropriate and effective way when communicating with others. **ENG.5.5.R1.** Students are expected to be able to get ready for the reading-comprehension process about the current content on "life in the neighborhood and city with places for recreation and attractions in the neighborhood and city ; different types of houses". **ENG.5.5.R2.** Students are expected to be able to bring information about the current content on "life in the neighborhood and city with places for recreation and attractions in the neighborhood and city ; different types of houses" through skimming (looking quickly at) the audio-visual elements and reading the content very quickly. **ENG.5.5.R3.** Students are expected to be able to make meaning of / derive meaning from the current content about "life in the neighborhood and city with places for recreation and attractions in the neighborhood and city ; different types of houses" by reading it carefully. **ENG.5.5.R4.** Students are expected to be able to convey their knowledge, experiences, thoughts, and feelings related to the reading-comprehension process about the current content, "life in the neighborhood and city with places for recreation and attractions in the neighborhood and city ; different types of houses" in relation to themselves or others, both individually and/or with others.	**ENG.5.5.L1.** a) Students activate their pre-existing knowledge and experience related to the current theme and content by recalling their background knowledge imaginatively in her/his own language without speaking it. b) Students identify significant relationships between their pre-existing knowledge and experiences and the clues to the current content without translation. c) Students make predictions about the current content on "life in the neighbourhood and city" by using the relationships that they recognised accurately by looking at the provided realia, pictures, and context. d) Students make predictions about the current content based on the surrounding audio/visual elements in relation to the current theme. **ENG.5.5.L2.** a) Students comprehend the topic of the current content by listening (to)/watching it as a whole. b) Students recognise the significant details and components within the whole current content by listening (to) and watching it again in a careful manner. **ENG.5.5.L3.** a) Students check any initial predictions related to the current content by being aware of the commonalities between self-predictions and clues provided as visuals surrounding the current content. b) Students make important and necessary classifications in the current content that help them to understand it better with details. c) Students make important and necessary comparisons in the current content that help them to understand it better with details. d) Students recognise significant horizontal/vertical/spiral relationships (if any) within the generally perceived current content with the help of classifications and comparisons made earlier. e) Students make significant inferences that contribute to the understanding of the meaning of the generally perceived current content. f) Students construct the meaning of the current content in detail through the classifications/ comparisons/inferences made earlier in relation to it. g) Students internalise the current content in an individualised and appropriate way according to age and language level. **ENG.5.5.L4.** a) Students convey their personal knowledge, experiences, thoughts, and feelings examined carefully in relation to the listening/watching-comprehension process about the current content. b) Students convey their personal knowledge, experiences, thoughts, and feelings examined carefully in relation to the listening/watching-comprehension process about the current content by sharing them with others. **ENG.5.5.P1.** a) Listening to the current content by paying attention to the target phonological aspects including pronunciation and intonation of utterances. b) Students reinforce the target phonological elements by repeating them after the source several times as a whole class, in groups and individually. c) Students recognise the target phonological elements of the current content when they are heard in different contexts. d) Students recognise target phonological elements specific to the current content when they are heard in different contexts and use them accurately, authentically, and naturally through spontaneous decision-making processes. e) Students use the target theme-specific phonological elements of the current content appropriately, spontaneously and effectively when communicating with others. **ENG.5.5.R1.** a) Students activate their pre-existing knowledge and past experiences related to the current theme and content efficiently. b) Students recognise significant relationships between their pre-existing knowledge, past experiences and clues to the current content. c) Students making significant preliminary predictions about the current content based on recognised relationships. d) Students make detailed predictions about the current content by exploring the audio-visual clues surrounding it. **ENG.5.5.R2.** a) Students review the current content by looking at the surrounding audio/visual materials to identify what it is about in general through skimming. b) Students read the current content to scan the major components silently and quickly with the help of the clues provided. c) Students carefully read the current content silently and carefully to find significant details and components belonging to the theme. **ENG.5.5.R3.** a) Students carefully check the current content in detail for the accuracy of initial and detailed predictions that are made earlier. b) Students classify the significant elements of the current content that contribute to the perception of the content in a meaningful way. c) Students compare significant elements of the current content that contribute to the perception of the content in a meaningful way. d) Students recognise significant horizontal/vertical/spiral relationships within the current content that contribute to the perception of the content in a meaningful way. e) Students make meaningful inferences from the information in the current content by examining it carefully. f) Students internalise the information in the current content in an individualised and appropriate way according to age and language level. **ENG.5.5.R4.** a) Students convey individually the knowledge, experiences, thoughts, and feelings that have been carefully examined in relation to the current reading-comprehension content and process. b) Students convey the knowledge, experiences, thoughts, and feelings that have been carefully examined in relation to the current reading-comprehension content and process by sharing them with others. c) Students produce new products related to the current reading-comprehension content and process by revising their personal work carefully after participating in reflective activities.	**PERFORMANCE ASSIGNMENT:** Students will search the Internet for the types of the houses that they have learnt about in the theme so as to collect more information about them. Students will create a dream house for themselves, drawing it by hand or using pictures and/or digital sources. Then they will present it to theclass. The assignment will be evaluated by using a rubric scheme, a rating scale, and/or a marking scheme.	SELS1.1. Self-Awareness Skill, SELS1.2. Self-Regulation Skill, SELS1.3. Self-Reflection Skill SELS2.1. Communication Skill, SELS2.2. Cooperation Skill,SELS2.3. Social Awareness Skill, SELS3.1 Adaptability Skill, SELS3.2 FlexibilitySkill, SELS3.3. Responsible Decision-Making Skill	V1. Justice, V3. Diligence, V4. Friendship, V5. Sensitivity, V6. Honesty, V7. Aesthetics, V10. Modesty, V11. Independence, V12. Patience, V14. Respect, V16.Responsibility, V20. Benevolence	LS1. Information Literacy, LS2. Digital Literacy, LS3. Financial Literacy, LS4. Visual Literacy, LS5. Cultural Literacy, LS9. Art Literacy		**Expansion** **Objective:** To talk about attractions in the city in English by using comparative forms of adjectives. Activity 1: The Best Attraction
FEBRUARY	WEEK 20: February 9-13	3										
MONTH	**WEEK**	**HOUR**	**THEME**	**CONTENT FRAME**	**LEARNING OUTCOMES**	**PROCESS COMPONENTS**	**ASSESSMENT AND EVALUATION**	**SOCIAL-EMOTIONAL LEARNING SKILLS**	**VALUES**	**LITERACY SKILLS**	**NATIONAL CELEBRATIONS AND IMPORTANT DAYS**	**DIFFERENTIATION**

FEBRUARY	**WEEK 21: February 16-20**	**3**	**THEME 5 LIFE IN THE NEIGHBOURHOOD & CITY**	-Use of “Possessive ‘s”: Indicating ownership or relationship. -Use of the Present Simple Tense: Expressing habitual actions, general truths, and permanent states.-Use of “There is/There are”: Indicating existence or location. Target Social Language in Use: Where is the nearest library? Our kitchen is the heart of our house! Our new flat was ready to move into! (Our new flat was move-in-ready! AmE.) Target Phonological Sounds in Use: f, g, h, i, j, k, Vowel: i: i (/aɪ/, /ɪ/, /iː/) Consonants:f: (/f/); g: (/g/, /dʒ/); h: (/h/); j (/dʒeɪ/, /dʒ/); k: (/k/); *Phonetic symbols will not be taught. Only sounds will be practised through the target words in the theme.	**ENG.5.5.V1.** Students are expected to be able to select and use the target vocabulary of the current content about “life in the neighborhood and city with places for recreation and attractions in the neighborhood and city ; different types of houses” accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others. **ENG.5.5.G1.** Students are expected to be able to select and use the target grammatical elements of the current content about “life in the neighborhood and city with places for recreation and attractions in the neighborhood and city ; different types of houses” accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others. **ENG.5.5.W1.** Students are expected to be able to get ready for the writing-expression process about the current content on “life in the neighborhood and city with places for recreation and attractions in the neighborhood and city ; different types of houses”. **ENG.5.5.W2.** Students are expected to be able to understand the model/example for the writing task about the current content on “life in the neighborhood and city with places for recreation and attractions in the neighborhood and city ; different types of houses”.	**ENG.5.5.V1** a) Students guess the main topic of the current content from the audio/visual/written elements (e.g. sound, voices, scenes, written words) in the contextual material by listening (to)/watching/ reading it several times for recognition. b) Students recognise sub-themes/key components of the target words to which they belong in the current content by scanning. c) Students recognise the target words related to the main components of the current content with the help of the audio/visual/written elements and other clues. d) Repeating aloud the relevant target key components and target vocabulary in the current content with the whole class, in groups, and then individually together with or after listening (to)/watching/reading the source material. e) Students recognise the use of target words and expressions in the current content by making various guesses with the help of supplementary elements. f) Students make context-appropriate selections automatically by associating target words with their pre-existing conceptual meanings in the mind without analysing their contextual meaning in detail. g) Students use the target words spontaneously and appropriately in different communicative contexts by being aware of their differences when communicating with others. **ENG.5.5.G1**. Students can select and use the target grammatical elements of the current content about “life in the neighbourhood and city with places for recreation and attractions in the neighbourhood and city ; different types of houses” accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others. a) Being familiar with the current content by listening (to)/watching/reading it a few times attentively. b) Students listen (to)/watch/read the same content, attentively and mindfully, including the use of target grammatical chunks presented verbally in context with the help of body language. c) Students verbally and automatically repeat simple and meaningful clauses/sentences containing target grammatical chunks that they have noticed in the current content that they have heard/viewed/read without explicit knowledge of the rules. d) Students act out physically the clauses/sentences containing the target grammatical chunks in the current content heard/viewed/read by repeating them several times without knowing, analysing, and thinking about their rules. e) Students see and read the example sentences containing target grammatical chunks provided for language awareness carefully. f) Students gain awareness of clauses/sentences that contain target grammatical chunks that are presented for the purpose of raising language awareness. g) Students recognise the clauses/sentences containing the target grammatical chunks when they encounter them by seeing and/or hearing them in different contexts. h) Students use the recognised target grammatical chunks naturally, authentically, and automatically in new contextual tasks and activities without analysing their rules. i) Students produce new and meaningful verbal/written content about the current theme by using the target grammatical chunks in meaningful tasks without knowing and analysing their rules. j) Students use the target language chunks authentically, automatically, and naturally in communication processes without analysing their rules in meaningful contexts. **ENG.5.5.W1.** a) Students relate their pre-existing knowledge and experience used in the initial processes of writing-expression skills to the current content by activating them in relation with the current content. b) Students understand what the writing task and its content are in relation to the current content correctly by making use of their pre-existing knowledge and experience as guided and assigned. **ENG.5.5.W2.** a) Students understand the components and details of the content in the provided model/sample which is displayed as a guide, by examining it carefully.	**PERFORMANCE ASSIGNMENT:** Students will search the Internet for the types of the houses that they have learnt about in the theme so as to collect more information about them. Students will create a dream house for themselves, drawing it by hand or using pictures and/or digital sources. Then they will present it to theclass. The assignment will be evaluated by using a rubric scheme, a rating scale, and/or a marking scheme.	SELS1.1. Self-Awareness Skill, SELS1.2. Self-Regulation Skill, SELS1.3. Self-Reflection Skill SELS2.1. Communication Skill, SELS2.2. Cooperation Skill,SELS2.3. Social Awareness Skill, SELS3.1 Adaptability Skill, SELS3.2 FlexibilitySkill, SELS3.3. Responsible Decision-Making Skill	V1. Justice, V3. Diligence, V4. Friendship, V5. Sensitivity, V6. Honesty, V7. Aesthetics, V10. Modesty, V11. Independence, V12. Patience, V14. Respect, V16.Responsibility, V20. Benevolence	LS1. Information Literacy, LS2. Digital Literacy, LS3. Financial Literacy, LS4. Visual Literacy, LS5. Cultural Literacy, LS9. Art Literacy		**Expansion** **Objective:** To talk about attractions in the city in English by using comparative forms of adjectives. Activity 1: The Best Attraction
MONTH	**WEEK**	**HOUR**	**THEME**	**CONTENT FRAME**	**LEARNING OUTCOMES**	**PROCESS COMPONENTS**	**ASSESSMENT AND EVALUATION**	**SOCIAL-EMOTIONAL LEARNING SKILLS**	**VALUES**	**LITERACY SKILLS**	**NATIONAL CELEBRATIONS AND IMPORTANT DAYS**	**DIFFERENTIATION**

FEBRUARY	**WEEK 22: February 23-27**	**3**	**THEME 5 LIFE IN THE NEIGHBOURHOOD & CITY**	**Sub-Themes:** Places for recreation and attractions in the neighbourhood and city different types of houses. Vocabulary for places for recreation and attractions in the neighbourhood and city: Nouns: A corner, a square, a gym, a coast, a street fair, a hall, a sports centre, an art gallery, a shop (store-AmE), a castle, a tower, a site, a museum, a mosque, a town. Verbs: To cycle, to fish, to jump, to guide, to joke, to experience, to attend. Adjectives: Social, ancient, close, famous, crowded, quiet, modern, traditional, peaceful, brand-new, local. Adverbs: Best, easily. Phrases: To take a tour, to attend an event, to take a photograph, to hire (abike) (rent-AmE). Vocabulary for different types of houses and furniture and kitchen utensils: Nouns: A flat (apartment AmE),a kitchen, a bathroom, a bedroom, a sitting room (a living room-AmE), a dining room, a toilet, a garden, a garage), a balcony, a terrace, a corridor (hallway-AmE), a floor, a lift (elevator-AmE), a roof, a bookcase, a sofa, an armchair, a bed, a cupboard, a fridge, an oven (a stove-AmE), a lamp, a knife, a spoon, a fork, a plate, a wardrobe, a dishwasher, a shelf, ground. Verbs: To repair. Adjectives: Wide, wooden, metal, plastic, bright, light, comfortable, bottom, top, glass, steel, handmade. Adverbs: Inside, outside. Target Grammatical Structures in Use: -Comparatives of adjectives (regular-irregular): (The sofa is more comfortable than the armchair).-Possessive 's: (This is Anna's bicycle; she uses it every day.) -Present Simple Tense: (We cycle to the park every Saturday.)	**ENG.5.5.W3.** Students are expected to be able to organize a content for the assigned writing task on the current content "life in the neighborhood and city with places for recreation and attractions in the neighborhood and city ; different types of houses" based on the model/example provided. **ENG.5.5.W4.** Students are expected to be able to individually construct/form content for the assigned writing task on the current content "life in the neighborhood and city with places for recreation and attractions in the neighborhood and city ; different types of houses". **ENG.5.5.W5.** Students are expected to be able to reorganize (reconstruct) and use information in the new written tasks about the "life in the neighborhood and city with places for recreation and attractions in the neighborhood and city ; different types of houses" to communicate with other people. **ENG.5.5.W6.** Students are expected to be able to reflect on their knowledge, experiences, thoughts, and feelings related to the writing-expression process about the current content, "life in the neighborhood and city with places for recreation and attractions in the neighborhood and city ; different types of houses" in relation to themselves or others, both individually and/or with others.	**ENG.5.5.W3.** a) Students conduct preliminary research for a prepared writing situation according to the current content appropriate to the assigned writing type, age, and language level. b) Students develop a simple draft for a prepared/or unprepared writing task about the current content appropriate to the assigned writing type, age, and language level. c) Students organise and/or produce materials relevant to the content for a prepared/ unprepared writing task, appropriate to the assigned writing type, age, and language level. **ENG.5.5.W4.** a) Students present appropriate and accurate materials for a prepared and/or unprepared writing task about the current theme according to the assigned writing type, age, and language level. b) Students use appropriate discourse forms, styles, and rules relevant to the assigned writing type for a prepared and/or unprepared writing task. c) Students use target words and grammatical language chunks accurately and appropriately for a prepared and/or unprepared writing task about the current content by selecting them according to the assigned writing type, age, and language level. d) Students express important messages in the written current content to the reader accurately and appropriately for a prepared and/or unprepared writing task. **ENG.5.5.W5.** a) Students use the information in the current content or similar information in a different content by internalising and selecting it individually and reorganising it as required and meaningfully in different contexts. b) Students exchange information/ideas in written communication by sharing reconstructed meaningful knowledge meaningfully with others. **ENG.5.5.W6.** a) Students convey individually the knowledge, experiences, thoughts, and feelings reviewed in relation to the current writing-expression content and process. b) Students share the knowledge, experiences, thoughts, and feelings reviewed in relation to the writing-expression process about the current content with others. c) Students produce new written products related to the current writing-expression content and process by revising their personal work carefully after participating in reflective activities.	**PERFORMANCE ASSIGNMENT:** Students will search the Internet for the types of the houses that they have learnt about in the theme so as to collect more information about them. Students will create a dream house for themselves, drawing it by hand or using pictures and/or digital sources. Then they will present it to theclass. The assignment will be evaluated by using a rubric scheme, a rating scale, and/or a marking scheme.	SELS1.1. Self-Awareness Skill, SELS1.2. Self-Regulation Skill, SELS1.3. Self-Reflection Skill SELS2.1. Communication Skill, SELS2.2. Cooperation Skill,SELS2.3. Social Awareness Skill, SELS3.1 Adaptability Skill, SELS3.2 Flexibility Skill, SELS3.3. Responsible Decision-Making Skill	V1. Justice, V3. Diligence, V4. Friendship, V5. Sensitivity, V6. Honesty, V7. Aesthetics, V10. Modesty, V11. Independence, V12. Patience, V14. Respect, V16.Responsibility, V20. Benevolence	LS1. Information Literacy, LS2. Digital Literacy, LS3. Financial Literacy, LS4. Visual Literacy, LS5. Cultural Literacy, LS9. Art Literacy		**Expansion** **Objective:** To talk about attractions in the city in English by using comparative forms of adjectives. Activity 1: The Best Attraction
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MARCH	**WEEK 23: March 2-6**	**3**	**THEME 5 LIFE IN THE NEIGHBOURHOOD & CITY**	-There is/are: (There are many paintings in the art gallery. There is a wide sofa in the living room.) Functions of the Target **Grammatical Structures in Use:** -Use of "Comparatives of Adjectives (regular-irregular)": Expressing comparisons between two people, objects, or ideas. -Use of "Possessive 's": Indicating ownership or relationship. -Use of the Present Simple Tense: Expressing habitual actions, general truths, and permanent states.-Use of "There is/There are": Indicating existence or location. **Target Social Language in Use:** Where is the nearest library?Our kitchen is the heart of our house! Our new flat was ready to move into! (Our new flat was move-in-ready! AmE.) Target Phonological Sounds in Use: f, g, h, i, j, k, Vowel: i: i (/aɪ/, /ɪ/, /iː/) Consonants:f: (/f/); g: (/g/, /dʒ/); h: (/h/); j (/dʒeɪ/, /dʒ/); k: (/k/); *Phonetic symbols will not be taught. Only sounds will be practised through the target words in the theme.	**ENG.5.5.S1.** Students are expected to be able to get ready for speaking-expression process about the current content on "life in the neighborhood and city with places for recreation and attractions in the neighborhood and city ; different types of houses". **ENG.5.5.S2.** Students are expected to be able to use the model/example for producing verbal content about the current content on "life in the neighborhood and city with places for recreation and attractions in the neighborhood and city ;different types of houses". **ENG.5.5.S3.** Students are expected to be able to organize a new verbal content on "life in the neighborhood and city with places for recreation and attractions in the neighborhood and city ; different types of houses" by speaking accurately, efficiently, and authentically. **ENG.5.5.S4.** Students are expected to be able to construct a new verbal content on "life in the neighborhood and city with places for recreation and attractions in the neighborhood and city ; different types of houses" by speaking accurately, efficiently, and authentically. **ENG.5.5.S5.** Students are expected to be able to reorganize (reconstruct) and use information about the "life in the neighborhood and city with places for recreation and attractions in the neighborhood and city ; different types of houses" to communicate with other people. **ENG.5.5.S6.** Students are expected to be able to convey their knowledge, experiences, thoughts, and feelings related to the speaking-expression process about the current content, "life in the neighborhood and city with places for recreation and attractions in the neighborhood and city ; different types of houses" to communicate with other people in relation to themselves or others, both individually and/or with others.	**ENG.5.5.S1.** a) Students make connections with the current content by activating their pre-existing knowledge and experiences that they have recalled in the listening (to)/watching/reading sections previously. **ENG.5.5.S2.** a) Students listen (to)/watch/read the model/example for the current content with the help of audio/visual/written elements. **ENG.5.5.S3.** a) Students recognise what form and type of content is expected and assigned for prepared/ unprepared speaking situations based on audio/visual/written content as provided in the model/example. b) Students organise the content for prepared/unprepared speaking situations in an appropriate and accurate way as they have heard/seen/read in the model/example. c) Students develop a draft for prepared/unprepared speaking situations, appropriate to the age and language level as presented in the model/sample content. d) Students organise supplementary audio/visual/written materials for prepared/or unprepared speaking situations, appropriate to age and language level, as provided in the model/sample content. e) Students organise the information about the current content to be presented for prepared/or unprepared speaking situations in an appropriate way as required. **ENG.5.5.S4.** a) Students use target pronunciation, vocabulary, language chunks, and forms of discourse related to the current content effectively by selecting them accurately and appropriately for prepared/unprepared speaking situations. b) Students present individually prepared content in an accurate and efficient way as presented in the model/example for prepared speaking situations clearly, efficiently, and appropriately. c) Students present individually prepared information in an accurate and efficient way as presented in the model/example for unprepared speaking situations. d) Students express the message about the current content clearly to the reader by using all supplementary elements and body language in an appropriate and accurate way in context for prepared and/or unprepared speaking situations. **ENG.5.5.S5.** a) Students use the information presented in the current content by reorganising it appropriately, efficiently, individually, and verbally in different contexts. b) Students engage in appropriate and efficient verbal communication by sharing the reconstructed meaningful information about the current content with others. **ENG.5.5.S6.** a) Students convey individually the knowledge, experiences, thoughts, and feelings examined carefully in relation to the current speaking-expression content and process. b) Students share the knowledge, experiences, thoughts, and feelings examined carefully in relation to the speaking-expression process about the current content with others.	**PERFORMANCE ASSIGNMENT:** Students will search the Internet for the types of the houses that they have learnt about in the theme so as to collect more information about them. Students will create a dream house for themselves, drawing it by hand or using pictures and/or digital sources. Then they will present it to theclass. The assignment will be evaluated by using a rubric scheme, a rating scale, and/or a marking scheme.	SELS1.1. Self-Awareness Skill, SELS1.2. Self-Regulation Skill, SELS1.3. Self-Reflection Skill SELS2.1. Communication Skill, SELS2.2. Cooperation Skill,SELS2.3. Social Awareness Skill, SELS3.1 Adaptability Skill, SELS3.2 FlexibilitySkill, SELS3.3. Responsible Decision-Making Skill	V1. Justice, V3. Diligence, V4. Friendship, V5. Sensitivity, V6. Honesty, V7. Aesthetics, V10. Modesty, V11. Independence, V12. Patience, V14. Respect, V16.Responsibility, V20. Benevolence	LS1. Information Literacy, LS2. Digital Literacy, LS3. Financial Literacy, LS4. Visual Literacy, LS5. Cultural Literacy, LS9. Art Literacy		**Expansion** **Objective:** To talk about attractions in the city in English by using comparative forms of adjectives. 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MONTH	**WEEK**	**HOUR**	**THEME**	**CONTENT FRAME**	**LEARNING OUTCOMES**	**PROCESS COMPONENTS**	**ASSESSMENT AND EVALUATION**	**SOCIAL-EMOTIONAL LEARNING SKILLS**	**VALUES**	**LITERACY SKILLS**	**NATIONAL CELEBRATIONS AND IMPORTANT DAYS**	**DIFFERENTIATION**

MARCH	**WEEK 24: March 9-13**	**3**	**THEME 6 LIFE IN THE WORLD**	**Sub-Themes:** Basic food types; ordering in a restaurant; food events the city. Vocabulary for basic food types: Nouns: Dairy, nuts, beef, beans, a sweet (candy-AmE), a biscuit (cookie-AmE), jam, oil, a lemon, a top, a bottom, a bit, amount, soup, a salad, spices, sugar, butter, salt, pasta, flour, bread, tuna, a tart, garlic, meat, a plate, a recipe. Verbs: To boil, to cut, to wash, to dry, to heat, to taste, to contain, to need, to mash, to prepare, to slice, to cook. Adjectives: Fresh, home-made, boiled, healthy, light, sweet, fatty, special. Adverbs: Carefully, slowly, quickly. Phrases: To put on weight, to lose weight, at/on the top of.	**ENG.5.6.L1.** Students are expected to be able to get ready for the listening (to)/watching-comprehension process for the current content on "life in the world with basic food types; ordering in a restaurant; food events in the city" carefully. **ENG.5.6.L2.** Students are expected to be able to bring information about the current conte t on "life in the world with basic food types; ordering in a restaurant; food events in the city" together through significant details and main components while listening/watching it. **ENG.5.6.L3.** Students are expected to be able to make meaning of/derive meaning from the current content on "life in the world with basic food types; ordering in a restaurant; food events in the city" through significant details by listening/watching it carefully. **ENG.5.6.L4.** Students are expected to be able to convey their knowledge, experience, thoughts, and feelings examined carefully about the whole listening/watching-comprehension process in relation to the current content on "life in the world with basic food types; ordering in a restaurant; food events in the city". **ENG.5.6.P1**. Students are expected to be able to select and use the target phonological elements of the current content about "life in the world with basic food types; ordering in a restaurant; food events in the city" accurately, authentically, and naturally through spontaneous decision-making processes and use it in an appropriate and effective way when communicating with others.	**ENG.5.6.L1.** a) Students activate their pre-existing knowledge and experience related to the current theme and content by recalling their background knowledge imaginatively in her/his own language without speaking it. b) Students identify significant relationships between their pre-existing knowledge and experiences and the clues to the current content without translation. c) Students make predictions about the current content on "life in the world" by using the relationships that they recognised accurately by looking at the provided realia, pictures, and context. d) Students make predictions about the current content based on the surrounding audio/visual elements in relation to the current theme. **ENG.5.6.L2.** a) Students comprehend the topic of the current content by listening (to)/watching it as a whole. b) Students recognise the significant details and components within the whole current content by listening (to) and watching it again in a careful manner. **ENG.5.6.L3.** a) Students check any initial predictions related to the current content by being aware of the commonalities between self-predictions and clues provided as visuals surrounding the current content. b) Students make important and necessary classifications in the current content that help them to understand it better with details. c) Students make important and necessary comparisons in the current content that help them to understand it better with details. d) Students recognise significant horizontal/vertical/spiral relationships (if any) within the generally perceived current content with the help of classifications and comparisons made earlier. e) Students make significant inferences that contribute to the understanding of the meaning of the generally perceived current content. f) Students construct the meaning of the current content in detail through the classifications/ comparisons/inferences made earlier in relation to it. g) Students internalise the current content in an individualised and appropriate way according to age and language level. **ENG.5.6.L4.** a) Students convey their personal knowledge, experiences, thoughts, and feelings examined carefully in relation to the listening/watching-comprehension process about the current content. b) Students convey their personal knowledge, experiences, thoughts, and feelings examined carefully in relation to the listening/watching-comprehension process about the current content by sharing them with others. **ENG.5.6.P1.** a) Students listen to the current content by paying attention to the target phonological aspects including pronunciation and intonation of utterances. b) Students reinforce the target phonological elements by repeating them after the source several times as a whole class, in groups and individually. c) Students recognise the target phonological elements of the current content when they are heard in different contexts. d) Students recognise target phonological elements specific to the current content when they are heard in different contexts and use them accurately, authentically, and naturally through spontaneous decision-making processes. e) Students use the target theme-specific phonological elements of the current content appropriately, spontaneously and effectively when communicating with others.	**PERFORMANCE ASSIGNMENT:** Students will work in pairs to create a short dialogue about ordering food indifferent types of restaurants and cafés. Each pair will include things like greetings, asking about the menu,choosing food, and talking about preferences. Then they will act out their dialogue in front of the class. The assignment will be evaluated by using a rubric scheme, a rating scale, and/or a marking scheme.	SELS1.1. Self-Awareness Skill, SELS1.2. Self-Regulation Skill, SELS1.3. Self-Reflection Skill SELS2.1. Communication Skill, SELS2.2. Cooperation Skill,SELS2.3. Social Awareness Skill, SELS3.1 Adaptability Skill, SELS3.2 FlexibilitySkill, SELS3.3. Responsible Decision-Making Skill	V3. Diligence, V4. Friendship, V6. Honesty, V7. Aesthetics, V10. Modesty, V11. Independence, V12. Patience, V13. Healthy Living, V14. Respect, V15. Love andAffection, V16. Responsibility, V17. Thriftiness, V20. Benevolence	LS1. Information Literacy, LS2. Digital Literacy, LS4. Visual Literacy, LS5. Cultural Literacy, LS9. Art Literacy	12th March, The Adoption of the Turkish National Anthem and Commemoration Day of Mehmet Akif Ersoy	**Expansion** **Objective:** To order food in a restaurant in English by using vocabulary and phrases related to food. Activity 1: Restaurant Role-Play
					SECOND MIDTERM BREAK: March 16 - 20							
					EID-AL FITR (MARCH 19-20-21-22)							
MONTH	**WEEK**	**HOUR**	**THEME**	**CONTENT FRAME**	**LEARNING OUTCOMES**	**PROCESS COMPONENTS**	**ASSESSMENT AND EVALUATION**	**SOCIAL-EMOTIONAL LEARNING SKILLS**	**VALUES**	**LITERACY SKILLS**	**NATIONAL CELEBRATIONS AND IMPORTANT DAYS**	**DIFFERENTIATION**

SCHOOL-BASED PLANNING												
MARCH	**WEEK 25: March 23-27**	**3**	**THEME 6 LIFE IN THE WORLD**	Vocabulary for ordering in a restaurant: Nouns: Sauce, tip, a bowl, a bit, a chef, a dessert, a drink (a beverage-AmE), an order, a service, a side, tasting, a recipe, a quality, amount, a meal, a main dish, a starter(an appetizer-AmE). Verbs: To order, to serve, to book, to taste, to pay, to smell, to recommend, to reserve. Adjectives: Empty, tasty, delicious. Phrases: To book a table, to pay in cash. Target Grammatical Structures in Use: -"Can" for Permission: (Can I pay in cash?)-"Have got/Has got": (She has got a new recipe.) -Countable and Uncountable Nouns: (How many lemons do you need for the recipe?)	**ENG.5.6.R1.** Students are expected to be able to get ready for the reading-comprehension process about the current content on "life in the world with basic food types; ordering in a restaurant; food events in the city". **ENG.5.6.R2.** Students are expected to be able to bring information about the current content on "life in the world with basic food types; ordering in a restaurant; food events in the city" through skimming (looking quickly at) the audio-visual elements and reading the content very quickly. **ENG.5.6.R3.** Students are expected to be able to make meaning of / derive meaning from the current content about "life in the world with basic food types; ordering in a restaurant; food events in the city" by reading it carefully. **ENG.5.6.R4.** Students are expected to be able to convey their knowledge, experiences, thoughts, and feelings related to the reading-comprehension process about the current content, "life in the world with basic food types; ordering in a restaurant; food events in the city" in relation to themselves or others, both individually and/or with others. **ENG.5.6.V1.** Students are expected to be able to select and use the target vocabulary of the current content about "life in the world with basic food types; ordering in a restaurant; food events in the city" accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others.	**ENG.5.6.R1.** a) Students activate their pre-existing knowledge and past experiences related to the current theme and content efficiently. b) Students recognise significant relationships between their pre-existing knowledge, past experiences and clues to the current content. c) Students making significant preliminary predictions about the current content based on recognised relationships. d) Students make detailed predictions about the current content by exploring the audio-visual clues surrounding it. **ENG.5.6.R2.** a) Students review the current content by looking at the surrounding audio/visual materials to identify what it is about in general through skimming. b) Students read the current content to scan the major components silently and quickly with the help of the clues provided. c) Students carefully read the current content silently and carefully to find significant details and components belonging to the theme. **ENG.5.6.R3.** a) Students carefully check the current content in detail for the accuracy of initial and detailed predictions that are made earlier. b) Students classify the significant elements of the current content that contribute to the perception of the content in a meaningful way. c) Students compare significant elements of the current content that contribute to the perception of the content in a meaningful way. d) Students recognise significant horizontal/vertical/spiral relationships within the current content that contribute to the perception of the content in a meaningful way. e) Students make meaningful inferences from the information in the current content by examining it carefully. f) Students internalise the information in the current content in an individualised and appropriate way according to age and language level. **ENG.5.6.R4.** a) Students convey individually the knowledge, experiences, thoughts, and feelings that have been carefully examined in relation to the current reading-comprehension content and process. b) Students convey the knowledge, experiences, thoughts, and feelings that have been carefully examined in relation to the current reading-comprehension content and process by sharing them with others. c) Students produce new products related to the current reading-comprehension content and process by revising their personal work carefully after participating in reflective activities. **ENG.5.6.V1.** a) Students guess the main topic of the current content from the audio/visual/written elements (e.g. sound, voices, scenes, written words) in the contextual material by listening (to)/watching/ reading it several times for recognition. b) Students recognise sub-themes/key components of the target words to which they belong in the current content by scanning. c) Students recognise the target words related to the main components of the current content with the help of the audio/visual/written elements and other clues. d) Repeating aloud the relevant target key components and target vocabulary in the current content with the whole class, in groups, and then individually together with or after listening (to)/watching/reading the source material. e) Students recognise the use of target words and expressions in the current content by making various guesses with the help of supplementary elements. f) Students make context-appropriate selections automatically by associating target words with their pre-existing conceptual meanings in the mind without analysing their contextual meaning in detail. g) Students use the target words spontaneously and appropriately in different communicative contexts by being aware of their differences when communicating with others.	**PERFORMANCE ASSIGNMENT:** Students will work in pairs to create a short dialogue about ordering food indifferent types of restaurants and cafés. Each pair will include things like greetings, asking about the menu,choosing food, and talking about preferences. Then they will act out their dialogue in front of the class. The assignment will be evaluated by using a rubric scheme, a rating scale, and/or a marking scheme.	SELS1.1. Self-Awareness Skill, SELS1.2. Self-Regulation Skill, SELS1.3. Self-Reflection Skill SELS2.1. Communication Skill, SELS2.2. Cooperation Skill,SELS2.3. Social Awareness Skill, SELS3.1 Adaptability Skill, SELS3.2 FlexibilitySkill, SELS3.3. Responsible Decision-Making Skill	V3. Diligence, V4. Friendship, V6. Honesty, V7. Aesthetics, V10. Modesty, V11. Independence, V12. Patience, V13. Healthy Living, V14. Respect, V15. Love andAffection, V16. Responsibility, V17. Thriftiness, V20. Benevolence	LS1. Information Literacy, LS2. Digital Literacy, LS4. Visual Literacy, LS5. Cultural Literacy, LS9. Art Literacy	18th March, Çanakkale Victory and Martyrs' Day	**Expansion** **Objective:** To order food in a restaurant in English by using vocabulary and phrases related to food. Activity 1: Restaurant Role-Play
MONTH	**WEEK**	**HOUR**	**THEME**	**CONTENT FRAME**	**LEARNING OUTCOMES**	**PROCESS COMPONENTS**	**ASSESSMENT AND EVALUATION**	**SOCIAL-EMOTIONAL LEARNING SKILLS**	**VALUES**	**LITERACY SKILLS**	**NATIONAL CELEBRATIONS AND IMPORTANT DAYS**	**DIFFERENTIATION**

MARCH - APRIL	WEEK 26: March 30-April 3	3	THEME 6 LIFE IN THE WORLD	**Functions of the Target Grammatical Structures in Use:** -Use of Modal "Can" for Permission: Asking or giving permission-Use of Modal "Have got/Has got": Expressing possession. -Use of Countable and Uncountable nouns: Expressing the amount of quantity of nouns. Target Social Language in Use: Let's eat out! This problem is a hot potato!	**ENG.5.6.G1**. Students are expected to be able to select and use the target grammatical elements of the current content about "life in the world with basic food types; ordering in a restaurant; food events in the city" accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others. **ENG.5.6.W1.** Students are expected to be able to get ready for the writing-expression process about the current content on "life in the world with basic food types; ordering in a restaurant; food events in the city". **ENG.5.6.W2.** Students are expected to be able to understand the model/example for the writing task about the current content on "life in the world with basic food types; ordering in a restaurant; food events in the city". **ENG.5.6.W3.** Students are expected to be able to organize a content for the assigned writing task on the current content "life in the world with basic food types; ordering in a restaurant; food events in the city" based on the model/example provided **ENG.5.6.W4.** Students are expected to be able to individually construct/form content for the assigned writing task on the current content "life in the world with basic food types; ordering in a restaurant; food events in the city". **ENG.5.6.W5.** Students are expected to be able to reorganize (reconstruct) and use information in the new written tasks about the "life in the world with basic food types; ordering in a restaurant; food events in the city" to communicate with other people. **ENG.5.6.W6.** Students are expected to be able to reflect on their knowledge, experiences, thoughts, and feelings related to the writing-expression process about the current content, "life in the world with basic food types; ordering in a restaurant; food events in the city" in relation to themselves or others, both individually and/or with others.	**ENG.5.6.G1.** a) Being familiar with the current content by listening (to)/watching/reading it a few times attentively. b) Students listen (to)/watch/read the same content, attentively and mindfully, including the use of target grammatical chunks presented verbally in context with the help of body language. c) Students verbally and automatically repeat simple and meaningful clauses/sentences containing target grammatical chunks that they have noticed in the current content that they have heard/viewed/read without explicit knowledge of the rules. d) Students act out physically the clauses/sentences containing the target grammatical chunks in the current content heard/viewed/read by repeating them several times without knowing, analysing, and thinking about their rules. e) Students see and read the example sentences containing target grammatical chunks provided for language awareness carefully. f) Students gain awareness of clauses/sentences that contain target grammatical chunks that are presented for the purpose of raising language awareness. g) Students recognise the clauses/sentences containing the target grammatical chunks when they encounter them by seeing and/or hearing them in different contexts. h) Students use the recognised target grammatical chunks naturally, authentically, and automatically in new contextual tasks and activities without analysing their rules. i) Students produce new and meaningful verbal/written content about the current theme by using the target grammatical chunks in meaningful tasks without knowing and analysing their rules. j) Students use the target language chunks authentically, automatically, and naturally in communication processes without analysing their rules in meaningful contexts. **ENG.5.6.W1.** a) Students relate their pre-existing knowledge and experience used in the initial processes of writing-expression skills to the current content by activating them in relation with the current content. b) Students understand what the writing task and its content are in relation to the current content correctly by making use of their pre-existing knowledge and experience as guided and assigned. **ENG.5.6.W2.** a) Students understand the components and details of the content in the provided model/ sample which is displayed as a guide, by examining it carefully. **ENG.5.6.W3.** a) Students conduct preliminary research for a prepared writing situation according to the current content appropriate to the assigned writing type, age, and language level. b) Students develop a simple draft for a prepared/or unprepared writing task about the current content appropriate to the assigned writing type, age, and language level. c) Students organise and/or produce materials relevant to the content for a prepared/ unprepared writing task, appropriate to the assigned writing type, age, and language level. **ENG.5.6.W4.** a) Students present appropriate and accurate materials for a prepared and/or unprepared writing task about the current theme according to the assigned writing type, age, and language level. b) Students use appropriate discourse forms, styles, and rules relevant to the assigned writing type for a prepared and/or unprepared writing task. c) Students use target words and grammatical language chunks accurately and appropriately for a prepared and/or unprepared writing task about the current content by selecting them according to the assigned writing type, age, and language level. d) Students express important messages in the written current content to the reader accurately and appropriately for a prepared and/or unprepared writing task. **ENG.5.6.W5** a) Students use the information in the current content or similar information in a different content by internalising and selecting it individually and reorganising it as required and meaningfully in different contexts. b) Students exchange information/ideas in written communication by sharing reconstructed meaningful knowledge meaningfully with others. **ENG.5.6.W6.** a) Students convey individually the knowledge, experiences, thoughts, and feelings reviewed in relation to the current writing-expression content and process. b) Students share the knowledge, experiences, thoughts, and feelings reviewed in relation to the writing-expression process about the current content with others. c) Students produce new written products related to the current writing-expression content and process by revising their personal work carefully after participating in reflective activities.	**PERFORMANCE ASSIGNMENT:** Students will work in pairs to create a short dialogue about ordering food indifferent types of restaurants and cafés. Each pair will include things like greetings, asking about the menu,choosing food, and talking about preferences. Then they will act out their dialogue in front of the class. The assignment will be evaluated by using a rubric scheme, a rating scale, and/or a marking scheme.	SELS1.1. Self-Awareness Skill, SELS1.2. Self-Regulation Skill, SELS1.3. Self-Reflection Skill SELS2.1. Communication Skill, SELS2.2. Cooperation Skill,SELS2.3. Social Awareness Skill, SELS3.1 Adaptability Skill, SELS3.2 FlexibilitySkill, SELS3.3. Responsible Decision-Making Skill	V3. Diligence, V4. Friendship, V6. Honesty, V7. Aesthetics, V10. Modesty, V11. Independence, V12. Patience, V13. Healthy Living, V14. Respect, V15. Love andAffection, V16. Responsibility, V17. Thriftiness, V20. Benevolence	LS1. Information Literacy, LS2. Digital Literacy, LS4. Visual Literacy, LS5. Cultural Literacy, LS9. Art Literacy		**Expansion** **Objective:** To order food in a restaurant in English by using vocabulary and phrases related to food. Activity 1: Restaurant Role-Play
MONTH	**WEEK**	**HOUR**	**THEME**	**CONTENT FRAME**	**LEARNING OUTCOMES**	**PROCESS COMPONENTS**	**ASSESSMENT AND EVALUATION**	**SOCIAL-EMOTIONAL LEARNING SKILLS**	**VALUES**	**LITERACY SKILLS**	**NATIONAL CELEBRATIONS AND IMPORTANT DAYS**	**DIFFERENTIATION**

APRIL	**WEEK 27: April 6-10**	**3**	**THEME 6 LIFE IN THE WORLD**	Let's eat out! This problem is a hot potato! My sister is buttering my mother up to get permission to go to the cinema! Target Phonological Sounds in Use: l, m, n, (ng), o, p Vowel:o: (/əʊ/, /ɒ/, /əʊ/) Consonants:l: (/ɛl/ ,/l/); m (/ɛm/,/m/); n: (/ɛn/, /n/); ng: (/ng/); p: (/pi:/,/p/) *Phonetic symbols will not be taught. Only sounds will be practised through the target words in the theme.	**ENG.5.6.S1.** Students are expected to be able to get ready for speaking-expression process about the current content on "life in the world with basic food types; ordering in a restaurant; food events in the city". **ENG.5.6.S2.** Students are expected to be able to use the model/example for producing verbal content about the current content on "life in the world with basic food types; ordering in a restaurant; food events in the city". **ENG.5.6.S3.** Students are expected to be able to organize a new verbal content on "life in the world with basic food types; ordering in a restaurant; food events in the city" by speaking accurately, efficiently, and authentically. **ENG.5.6.S4.** Students are expected to be able to construct a new verbal content on "life in the world with basic food types; ordering in a restaurant; food events in the city" by speaking accurately, efficiently, and authentically. **ENG.5.6.S5.** Students are expected to be able to reorganize (reconstruct) and use information about the "life in the world with basic food types; ordering in a restaurant; food events in the city" to communicate with other people. **ENG.5.6.S6.** Students are expected to be able to convey their knowledge, experiences, thoughts, and feelings related to the speaking-expression process about the current content, "life in the world with basic food types; ordering in a restaurant; food events in the city" to communicate with other people in relation to themselves or others, both individually and/or with others.	**ENG.5.6.S1.** a) Students make connections with the current content by activating their pre-existing knowledge and experiences that they have recalled in the listening (to)/watching/reading sections previously. **ENG.5.6.S2.** a) Students listen (to)/watch/read the model/example for the current content with the help of audio/visual/written elements. **ENG.5.6.S3.** a) Students recognise what form and type of content is expected and assigned for prepared/ unprepared speaking situations based on audio/visual/written content as provided in the model/example. b) Students organise the content for prepared/unprepared speaking situations in an appropriate and accurate way as they have heard/seen/read in the model/example. c) Students develop a draft for prepared/unprepared speaking situations, appropriate to the age and language level as presented in the model/sample content. d) Students organise supplementary audio/visual/written materials for prepared/or unprepared speaking situations, appropriate to age and language level, as provided in the model/sample content. e) Students organise the information about the current content to be presented for prepared/or unprepared speaking situations in an appropriate way as required. **ENG.5.6.S4.** a) Students use target pronunciation, vocabulary, language chunks, and forms of discourse related to the current content effectively by selecting them accurately and appropriately for prepared/unprepared speaking situations. b) Students present individually prepared content in an accurate and efficient way as presented in the model/example for prepared speaking situations clearly, efficiently, and appropriately. c) Students present individually prepared information in an accurate and efficient way as presented in the model/example for unprepared speaking situations. d) Students express the message about the current content clearly to the reader by using all supplementary elements and body language in an appropriate and accurate way in context for prepared and/or unprepared speaking situations. **ENG.5.6.S5.** a) Students use the information presented in the current content by reorganising it appropriately, efficiently, individually, and verbally in different contexts. b) Students engage in appropriate and efficient verbal communication by sharing the reconstructed meaningful information about the current content with others. **ENG.5.6.S6.** a) Students convey individually the knowledge, experiences, thoughts, and feelings examined carefully in relation to the current speaking-expression content and process. b) Students share the knowledge, experiences, thoughts, and feelings examined carefully in relation to the speaking-expression process about the current content with others.	**PERFORMANCE ASSIGNMENT:** Students will work in pairs to create a short dialogue about ordering food indifferent types of restaurants and cafés. Each pair will include things like greetings, asking about the menu,choosing food, and talking about preferences. Then they will act out their dialogue in front of the class. The assignment will be evaluated by using a rubric scheme, a rating scale, and/or a marking scheme.	SELS1.1. Self-Awareness Skill, SELS1.2. Self-Regulation Skill, SELS1.3. Self-Reflection Skill SELS2.1. Communication Skill, SELS2.2. Cooperation Skill,SELS2.3. Social Awareness Skill, SELS3.1 Adaptability Skill, SELS3.2 FlexibilitySkill, SELS3.3. Responsible Decision-Making Skill	V3. Diligence, V4. Friendship, V6. Honesty, V7. Aesthetics, V10. Modesty, V11. Independence, V12. Patience, V13. Healthy Living, V14. Respect, V15. Love andAffection, V16. Responsibility, V17. Thriftiness, V20. Benevolence	LS1. Information Literacy, LS2. Digital Literacy, LS4. Visual Literacy, LS5. Cultural Literacy, LS9. Art Literacy		**Expansion** **Objective:** To order food in a restaurant in English by using vocabulary and phrases related to food. Activity 1: Restaurant Role-Play
MONTH	**WEEK**	**HOUR**	**THEME**	**CONTENT FRAME**	**LEARNING OUTCOMES**	**PROCESS COMPONENTS**	**ASSESSMENT AND EVALUATION**	**SOCIAL-EMOTIONAL LEARNING SKILLS**	**VALUES**	**LITERACY SKILLS**	**NATIONAL CELEBRATIONS AND IMPORTANT DAYS**	**DIFFERENTIATION**

APRIL	**WEEK 28: April 13-17**	**3**	**THEME 7 LIFE IN NATURE**	**Sub-themes:** Types of animals in nature; wild animals in nature; their habitats Vocabulary for types of animals in nature: Nouns: A bird, an insect, a reptile, a mammal. Adjectives: Wild, huge, enormous, furry, quiet, scary, quick, strong, dangerous, fast, slow. Body parts of animals: Nouns: A tail, a tusk, a paw, a wing. Vocabulary for wild animals in nature: Nouns: A bear, a lion, a tiger, a wolf, a giraffe, a monkey, an elephant, a zebra, a penguin, a parrot, a snake, a crocodile, a gorilla, a leopard, a whale, an eagle, a shark, a seal, a seagull. Verbs: To attack, to move, to hunt, to run, to survive, to talk, to fly, to climb, to swing.	**ENG5.7.L1.** Students are expected to be able to get ready for the listening (to)/watching-comprehension process for the current content on "life in nature with types of animals in nature; wild animals in nature; their habitats" carefully. **ENG5.7.L2.** Students are expected to be able to bring information about the current content on "life in nature with types of animals in nature; wild animals in nature; their habitats" together through significant details and main components while listening/watching it. **ENG5.7.L3.** Students are expected to be able to make meaning of/derive meaning from the current content on "life in nature with types of animals in nature; wild animals in nature; their habitats" through significant details by listening/watching it carefully. **ENG5.7.L4.** Students are expected to be able to convey their knowledge, experience, thoughts, and feelings examined carefully about the whole listening/watching-comprehension process in relation to the current content on "life in nature with types of animals in nature; wild animals in nature; their habitats". **ENG5.7.P1.** Students are expected to be able to select and use the target phonological elements of the current content about "life in nature with types of animals in nature; wild animals in nature; their habitats" accurately, authentically, and naturally through spontaneous decision-making processes and use it in an appropriate and effective way when communicating with others.	**ENG5.7.L1.** a) Students activate their pre-existing knowledge and experience related to the current theme and content by recalling their background knowledge imaginatively in her/his own language without speaking it. b) Students identify significant relationships between their pre-existing knowledge and experiences and the clues to the current content without translation. c) Students make predictions about the current content on "life in nature" by using the relationships that they recognised accurately by looking at the provided realia, pictures, and context. d) Students make predictions about the current content based on the surrounding audio/visual elements in relation to the current theme. **ENG5.7.L2.** a) Students comprehend the topic of the current content by listening (to)/watching it as a whole. b) Students recognise the significant details and components within the whole current content by listening (to) and watching it again in a careful manner. **ENG5.7.L3.** a) Students check any initial predictions related to the current content by being aware of the commonalities between self-predictions and clues provided as visuals surrounding the current content. b) Students make important and necessary classifications in the current content that help them to understand it better with details. c) Students make important and necessary comparisons in the current content that help them to understand it better with details. d) Students recognise significant horizontal/vertical/spiral relationships (if any) within the generally perceived current content with the help of classifications and comparisons made earlier. e) Students make significant inferences that contribute to the understanding of the meaning of the generally perceived current content. f) Students construct the meaning of the current content in detail through the classifications/ comparisons/inferences made earlier in relation to it. g) Students internalise the current content in an individualised and appropriate way according to age and language level. **ENG5.7.L4.** a) Students convey their personal knowledge, experiences, thoughts, and feelings examined carefully in relation to the listening/watching-comprehension process about the current content. b) Students convey their personal knowledge, experiences, thoughts, and feelings examined carefully in relation to the listening/watching-comprehension process about the current content by sharing them with others. **ENG5.7.P1.** a) Students listen to the current content by paying attention to the target phonological aspects including pronunciation and intonation of utterances. b) Students reinforce the target phonological elements by repeating them after the source several times as a whole class, in groups and individually. c) Students recognise the target phonological elements of the current content when they are heard in different contexts. d) Students recognise target phonological elements specific to the current content when they are heard in different contexts and use them accurately, authentically, and naturally through spontaneous decision-making processes. e) Students use the target theme-specific phonological elements of the current content appropriately, spontaneously and effectively when communicating with others.	**PERFORMANCE ASSIGNMENT:** Students will write a project about wild animals in terms of their living conditions and their protection. The project could include Internet search, collecting pictures, recording sounds etc. The assignment will be evaluated by using a rubric scheme, a rating scale, and/or a marking scheme.	SELS1.1. Self-Awareness Skill, SELS1.2. Self-Regulation Skill, SELS1.3. Self-Reflection Skill, SELS2.1. Communication Skill, SELS2.2. Cooperation Skill,SELS2.3. Social Awareness Skill, SELS3.1 Adaptability Skill, SELS3.2 FlexibilitySkill, SELS3.3. Responsible Decision-Making Skill	V3. Diligence, V4. Friendship, V5. Sensitivity, V6. Honesty, V7. Aesthetics, V9. Compassion, V10. Modesty, V11. Independence, V12. Patience, V13. HealthyLiving, V16. Responsibility, V18. Cleanliness, V20. Benevolence	LS1. Information Literacy, LS2. Digital Literacy, LS4. Visual Literacy, LS5. Cultural Literacy, LS8. Sustainability Literacy, LS9. Art Literacy		**Expansion** **Objective:** To engage in conversations about animals and their habitats in English by using the target vocabulary and the grammar chunks (Modal-Can). Activity 1: Guess who I am!
MONTH	**WEEK**	**HOUR**	**THEME**	**CONTENT FRAME**	**LEARNING OUTCOMES**	**PROCESS COMPONENTS**	**ASSESSMENT AND EVALUATION**	**SOCIAL-EMOTIONAL LEARNING SKILLS**	**VALUES**	**LITERACY SKILLS**	**NATIONAL CELEBRATIONS AND IMPORTANT DAYS**	**DIFFERENTIATION**

APRIL	**WEEK 29: April 20-24**	**3**	**THEME 7 LIFE IN NATURE**	Vocabulary for their habitats: Nouns: A farm, a field, a forest, a jungle, a river, a coast, a savanna (savannah-AmE), an ocean, the sky, national park. Target Grammatical Structures in Use: -"Can" for Capability and Ability: (Tigers can attack their prey in the open savanna.) -"Must" for External Obligation: (Birds must travel long distances to find warmer habitats during the winter months.) -"Wh- questions" (where): (Where can you find lions in their natural habitat?)	**ENG5.7.R1.** Students are expected to be able to get ready for the reading-comprehension process about the current content on "life in nature with types of animals in nature; wild animals in nature; their habitats". **ENG5.7.R2.** Students are expected to be able to bring information about the current content on "life in nature with types of animals in nature; wild animals in nature; their habitats" through skimming (looking quickly at) the audio-visual elements and reading the content very quickly. **ENG5.7.R 3.** Students are expected to be able to make meaning of / derive meaning from the current content about "life in nature with types of animals in nature; wild animals in nature; their habitats" by reading it carefully. **ENG5.7.R4.** Students are expected to be able to convey their knowledge, experiences, thoughts, and feelings related to the reading-comprehension process about the current content, "life in nature with types of animals in nature; wild animals in nature; their habitats" in relation to themselves or others, both individually and/or with others. **ENG5.7.V1.** Students are expected to be able to select and use the target vocabulary of the current content about "life in nature with types of animals in nature; wild animals in nature; their habitats" accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others.	**ENG5.7.R1.** a) Students activate their pre-existing knowledge and past experiences related to the current theme and content efficiently. b) Students recognise significant relationships between their pre-existing knowledge, past experiences and clues to the current content. c) Students make significant preliminary predictions about the current content based on recognised relationships. d) Students make detailed predictions about the current content by exploring the audio-visual clues surrounding it. **ENG5.7.R2.** a) Students review the current content by looking at the surrounding audio/visual materials to identify what it is about in general through skimming. b) Students read the current content to scan the major components silently and quickly with the help of the clues provided. c) Students carefully read the current content silently and carefully to find significant details and components belonging to the theme. **ENG5.7.R 3.** a) Students carefully check the current content in detail for the accuracy of initial and detailed predictions that are made earlier. b) Students classify the significant elements of the current content that contribute to the perception of the content in a meaningful way. c) Students compare significant elements of the current content that contribute to the perception of the content in a meaningful way. d) Students recognise significant horizontal/vertical/spiral relationships within the current content that contribute to the perception of the content in a meaningful way. e) Students make meaningful inferences from the information in the current content by examining it carefully. f) Students internalise the information in the current content in an individualised and appropriate way according to age and language level. **ENG5.7.R4.** a) Students convey individually the knowledge, experiences, thoughts, and feelings that have been carefully examined in relation to the current reading-comprehension content and process. b) Students convey the knowledge, experiences, thoughts, and feelings that have been carefully examined in relation to the current reading-comprehension content and process by sharing them with others. c) Students produce new products related to the current reading-comprehension content and process by revising their personal work carefully after participating in reflective activities. **ENG5.7.V1.** a) Students guess the main topic of the current content from the audio/visual/written elements (e.g. sound, voices, scenes, written words) in the contextual material by listening (to)/watching/ reading it several times for recognition. b) Students recognise sub-themes/key components of the target words to which they belong in the current content by scanning. c) Students recognise the target words related to the main components of the current content with the help of the audio/visual/written elements and other clues. d) Repeating aloud the relevant target key components and target vocabulary in the current content with the whole class, in groups, and then individually together with or after listening (to)/watching/reading the source material. e) Students recognise the use of target words and expressions in the current content by making various guesses with the help of supplementary elements. f) Students make context-appropriate selections automatically by associating target words with their pre-existing conceptual meanings in the mind without analysing their contextual meaning in detail. g) Students use the target words spontaneously and appropriately in different communicative contexts by being aware of their differences when communicating with others.	**PERFORMANCE ASSIGNMENT:** Students will write a project about wild animals in terms of their living conditions and their protection. The project could include Internet search, collecting pictures, recording sounds etc. The assignment will be evaluated by using a rubric scheme, a rating scale, and/or a marking scheme.	SELS1.1. Self-Awareness Skill, SELS1.2. Self-Regulation Skill, SELS1.3. Self-Reflection Skill, SELS2.1. Communication Skill, SELS2.2. Cooperation Skill,SELS2.3. Social Awareness Skill, SELS3.1 Adaptability Skill, SELS3.2 FlexibilitySkill, SELS3.3. Responsible Decision-Making Skill	V3. Diligence, V4. Friendship, V5. Sensitivity, V6. Honesty, V7. Aesthetics, V9. Compassion, V10. Modesty, V11. Independence, V12. Patience, V13. HealthyLiving, V16. Responsibility, V18. Cleanliness, V20. Benevolence	LS1. Information Literacy, LS2. Digital Literacy, LS4. Visual Literacy, LS5. Cultural Literacy, LS8. Sustainability Literacy, LS9. Art Literacy	23rd April National Sovereignty and Children's Day	**Expansion** **Objective:** To engage in conversations about animals and their habitats in English by using the target vocabulary and the grammar chunks (Modal-Can). Activity 1: Guess who I am!
MONTH	**WEEK**	**HOUR**	**THEME**	**CONTENT FRAME**	**LEARNING OUTCOMES**	**PROCESS COMPONENTS**	**ASSESSMENT AND EVALUATION**	**SOCIAL-EMOTIONAL LEARNING SKILLS**	**VALUES**	**LITERACY SKILLS**	**NATIONAL CELEBRATIONS AND IMPORTANT DAYS**	**DIFFERENTIATION**

APRIL-MAY	WEEK 30: April 27-May 1	3	THEME 7 LIFE IN NATURE	- Comparative and Superlative Adjectives: (A tiger is bigger than a monkey.) (The lion is the strongest animal in the forest.) Functions of the Target **Grammatical Structures in Use:** -Use of Modal "Can" for Capability and Ability: Expressing the ability of animals or people to to do something(to perform an action. -Use of Modal "Must" for External Obligation: Expressing an obligation or necessity arising from external circumstances or rules. -Use of "Wh- questions" (where): Asking about the location or place where an action occurs or something exists.	**ENG5.7.G1.** Students are expected to be able to select and use the target grammatical elements of the current content about "life in nature with types of animals in nature; wild animals in nature; their habitats" accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others. **ENG5.7.W1.** Students are expected to be able to get ready for the writing-expression process about the current content on "life in nature with types of animals in nature; wild animals in nature; their habitats". **ENG5.7.W2.** Students are expected to be able to understand the model/example for the writing task about the current content on "life in nature with types of animals in nature; wild animals in nature; their habitats". **ENG5.7.W3.** Students are expected to be able to organize a content for the assigned writing task on the current content "life in nature with types of animals in nature; wild animals in nature; their habitats" based on the model/example provided. **ENG5.7.W4.** Students are expected to be able to individually construct/form content for the assigned writing task on the current content "life in nature with types of animals in nature; wild animals in nature; their habitats". **ENG5.7.W5.** Students are expected to be able to reorganize (reconstruct) and use information in the new written tasks about the "life in nature with types of animals in nature; wild animals in nature; their habitats" to communicate with other people. **ENG5.7.W6.** Students are expected to be able to reflect on their knowledge, experiences, thoughts, and feelings related to the writing-expression process about the current content, "life in nature with types of animals in nature; wild animals in nature; their habitats" in relation to themselves or others, both individually and/or with others.	**ENG5.7.G1.** a) Being familiar with the current content by listening (to)/watching/reading it a few times attentively. b) Students listen (to)/watch/read the same content, attentively and mindfully, including the use of target grammatical chunks presented verbally in context with the help of body language. c) Students verbally and automatically repeat simple and meaningful clauses/sentences containing target grammatical chunks that they have noticed in the current content that they have heard/viewed/read without explicit knowledge of the rules. d) Students act out physically the clauses/sentences containing the target grammatical chunks in the current content heard/viewed/read by repeating them several times without knowing, analysing, and thinking about their rules. e) Students see and read the example sentences containing target grammatical chunks provided for language awareness carefully. f) Students gain awareness of clauses/sentences that contain target grammatical chunks that are presented for the purpose of raising language awareness. g) Students recognise the clauses/sentences containing the target grammatical chunks when they encounter them by seeing and/or hearing them in different contexts. h) Students use the recognised target grammatical chunks naturally, authentically, and automatically in new contextual tasks and activities without analysing their rules. i) Students produce new and meaningful verbal/written content about the current theme by using the target grammatical chunks in meaningful tasks without knowing and analysing their rules. j) Students use the target language chunks authentically, automatically, and naturally in communication processes without analysing their rules in meaningful contexts. ENG5.7.W1. a) Students relate their pre-existing knowledge and experience used in the initial processes of writing-expression skills to the current content by activating them in relation with the current content. b) Students understand what the writing task and its content are in relation to the current content correctly by making use of their pre-existing knowledge and experience as guided and assigned. **ENG5.7.W2.** a) Students understand the components and details of the content in the provided model/ sample which is displayed as a guide by examining it carefully. **ENG5.7.W3.** a) Students conduct preliminary research for a prepared writing situation according to the current content appropriate to the assigned writing type, age, and language level. b) Students develop a simple draft for a prepared/or unprepared writing task about the current content appropriate to the assigned writing type, age, and language level. c) Students organise and/or produce materials relevant to the content for a prepared/ unprepared writing task, appropriate to the assigned writing type, age, and language level. **ENG5.7.W4.** a) Students present appropriate and accurate materials for a prepared and/or unprepared writing task about the current theme according to the assigned writing type, age, and language level. b) Students use appropriate discourse forms, styles, and rules relevant to the assigned writing type for a prepared and/or unprepared writing task. c) Students use target words and grammatical language chunks accurately and appropriately for a prepared and/or unprepared writing task about the current content by selecting them according to the assigned writing type, age, and language level. d) Students express important messages in the written current content to the reader accurately and appropriately for a prepared and/or unprepared writing task. **ENG5.7.W5.** a) Students use the information in the current content or similar information in a different content by internalising and selecting it individually and reorganising it as required and meaningfully in different contexts. b) Students exchange information/ideas in written communication by sharing reconstructed meaningful knowledge meaningfully with others. **ENG5.7.W6.** a) Students convey individually the knowledge, experiences, thoughts, and feelings reviewed in relation to the current writing-expression content and process. b) Students share the knowledge, experiences, thoughts, and feelings reviewed in relation to the writing-expression process about the current content with others. c) Students produce new written products related to the current writing-expression content and process by revising their personal work carefully after participating in reflective activities.	**PERFORMANCE ASSIGNMENT:** Students will write a project about wild animals in terms of their living conditions and their protection. The project could include Internet search, collecting pictures, recording sounds etc. The assignment will be evaluated by using a rubric scheme, a rating scale, and/or a marking scheme.	SELS1.1. Self-Awareness Skill, SELS1.2. Self-Regulation Skill, SELS1.3. Self-Reflection Skill, SELS2.1. Communication Skill, SELS2.2. Cooperation Skill,SELS2.3. Social Awareness Skill, SELS3.1 Adaptability Skill, SELS3.2 FlexibilitySkill, SELS3.3. Responsible Decision-Making Skill	V3. Diligence, V4. Friendship, V5. Sensitivity, V6. Honesty, V7. Aesthetics, V9. Compassion, V10. Modesty, V11. Independence, V12. Patience, V13. HealthyLiving, V16. Responsibility, V18. Cleanliness, V20. Benevolence	LS1. Information Literacy, LS2. Digital Literacy, LS4. Visual Literacy, LS5. Cultural Literacy, LS8. Sustainability Literacy, LS9. Art Literacy		**Expansion** **Objective:** To engage in conversations about animals and their habitats in English by using the target vocabulary and the grammar chunks (Modal-Can). Activity 1: Guess who I am!
MONTH	**WEEK**	**HOUR**	**THEME**	**CONTENT FRAME**	**LEARNING OUTCOMES**	**PROCESS COMPONENTS**	**ASSESSMENT AND EVALUATION**	**SOCIAL-EMOTIONAL LEARNING SKILLS**	**VALUES**	**LITERACY SKILLS**	**NATIONAL CELEBRATIONS AND IMPORTANT DAYS**	**DIFFERENTIATION**

MAY	**WEEK 31: May 4-8**	**3**	**THEME 7 LIFE IN NATURE**	-Use of Comparative and Superlative Adjectives: Comparing characteristics of animals, things, an/ord people. Target Social Language in Use: That is the lion's share! Don't forget, curiosity killed the cat! Please stop crying wolf! Target Phonological Sounds in Use: q, r, s, t, u Vowel:u: (/juː/, /ʌ/, /juː/) Consonants:q: /kjuː/, r: /ɑː/(Br), /r/ (AmE); s: (/s/, /ɛs/, /z/); t: (/tː/, /t/) *Phonetic symbols will not be taught. Only sounds will be practised through the target words in the theme.	**ENG5.7.S1.** Students are expected to be able to get ready for speaking-expression process about the current content on "life in nature with types of animals in nature; wild animals in nature; their habitats". **ENG5.7.S2.** Students are expected to be able to use the model/example for producing verbal content about the current content on "life in nature with types of animals in nature; wild animals in nature; their habitats". **ENG5.7.S3.** Students are expected to be able to organize a new verbal content on "life in nature with types of animals in nature; wild animals in nature; their habitats" by speaking accurately, efficiently, and authentically. **ENG5.7.S4.** Students are expected to be able to construct a new verbal content on "life in nature with types of animals in nature; wild animals in nature; their habitats" by speaking accurately, efficiently, and authentically. **ENG5.7.S5**. Students are expected to be able to reorganize (reconstruct) and use information about the "life in nature with types of animals in nature; wild animals in nature; their habitats" to communicate with other people. **ENG5.7.S6.** Students are expected to be able to convey their knowledge, experiences, thoughts, and feelings related to the speaking-expression process about the current content, "life in nature with types of animals in nature; wild animals in nature; their habitats" to communicate with other people in relation to themselves or others, both individually and/or with others.	**ENG5.7.S1.** a) Students make connections with the current content by activating their pre-existing knowledge and experiences that they have recalled in the listening (to)/watching/reading sections previously. **ENG5.7.S2.** a) Students listen (to)/watch/read the model/example for the current content with the help of audio/visual/written elements. **ENG5.7.S3.** a) Students recognise what form and type of content is expected and assigned for prepared/ unprepared speaking situations based on audio/visual/written content as provided in the model/example. b) Students organise the content for prepared/unprepared speaking situations in an appropriate and accurate way as they have heard/seen/read in the model/example. c) Students develop a draft for prepared/unprepared speaking situations, appropriate to the age and language level as presented in the model/sample content. d) Students organise supplementary audio/visual/written materials for prepared/or unprepared speaking situations, appropriate to age and language level, as provided in the model/sample content. e) Students organise the information about the current content to be presented for prepared/or unprepared speaking situations in an appropriate way as required. **ENG5.7.S4.** a) Students use target pronunciation, vocabulary, language chunks, and forms of discourse related to the current content effectively by selecting them accurately and appropriately for prepared/unprepared speaking situations. b) Students present individually prepared content in an accurate and efficient way as presented in the model/example for prepared speaking situations clearly, efficiently, and appropriately. c) Students present individually prepared information in an accurate and efficient way as presented in the model/example for unprepared speaking situations. d) Students express the message about the current content clearly to the reader by using all supplementary elements and body language in an appropriate and accurate way in context for prepared and/or unprepared speaking situations. **ENG5.7.S5**. a) Students use the information presented in the current content by reorganising it appropriately, efficiently, individually, and verbally in different contexts. b) Students engage in appropriate and efficient verbal communication by sharing the reconstructed meaningful information about the current content with others. **ENG5.7.S6.** a) Students convey individually the knowledge, experiences, thoughts, and feelings examined carefully in relation to the current speaking-expression content and process. b) Students share the knowledge, experiences, thoughts, and feelings examined carefully in relation to the speaking-expression process about the current content with others.	**PERFORMANCE ASSIGNMENT:** Students will write a project about wild animals in terms of their living conditions and their protection. The project could include Internet search, collecting pictures, recording sounds etc. The assignment will be evaluated by using a rubric scheme, a rating scale, and/or a marking scheme.	SELS1.1. Self-Awareness Skill, SELS1.2. Self-Regulation Skill, SELS1.3. Self-Reflection Skill, SELS2.1. Communication Skill, SELS2.2. Cooperation Skill,SELS2.3. Social Awareness Skill, SELS3.1 Adaptability Skill, SELS3.2 FlexibilitySkill, SELS3.3. Responsible Decision-Making Skill	V3. Diligence, V4. Friendship, V5. Sensitivity, V6. Honesty, V7. Aesthetics, V9. Compassion, V10. Modesty, V11. Independence, V12. Patience, V13. HealthyLiving, V16. Responsibility, V18. Cleanliness, V20. Benevolence	LS1. Information Literacy, LS2. Digital Literacy, LS4. Visual Literacy, LS5. Cultural Literacy, LS8. Sustainability Literacy, LS9. Art Literacy		**Expansion** **Objective:** To engage in conversations about animals and their habitats in English by using the target vocabulary and the grammar chunks (Modal-Can). 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MONTH	**WEEK**	**HOUR**	**THEME**	**CONTENT FRAME**	**LEARNING OUTCOMES**	**PROCESS COMPONENTS**	**ASSESSMENT AND EVALUATION**	**SOCIAL-EMOTIONAL LEARNING SKILLS**	**VALUES**	**LITERACY SKILLS**	**NATIONAL CELEBRATIONS AND IMPORTANT DAYS**	**DIFFERENTIATION**

MAY	**WEEK 32: May 11-15**	**3**	**THEME 8 THEME 8 LIFE IN THE UNIVERSE & FUTURE**	**Sub-theme:** Planet Earth; holidays; school holidays, places, activities, and plans for holidays Vocabulary for Planet Earth: Nouns: A climate, a continent, a desert, a valley, a lake, an ocean, a rock, a season, sky, a temperature, a sand dune, a river, a coral reef, a canyon, an island. Verbs: To rise. Vocabulary for school holidays: Nouns: Tourism, a summer/winter/spring/half-term holiday. Verbs: To pack, to recommend, to need, to explore, to visit. Adjectives: Fun, peaceful, historical, magical, amazing, historical, famous, calm. Prepositions: Including.	**ENG.5.8.L1.** Students are expected to be able to get ready for the listening (to)/watching-comprehension process for the current content on "life in the universe and future with planet Earth; holidays; school holidays, places, activities, and plans for holidays" carefully. **ENG.5.8.L2.** Students are expected to be able to bring information about the current content on "life in the universe and future with planet Earth; holidays; school holidays, places, activities, and plans for holidays" together through significant details and main components while listening/watching it. **ENG.5.8.L3.** Students are expected to be able to make meaning of/derive meaning from the current content on "life in the universe and future with planet Earth; holidays; school holidays, places, activities, and plans for holidays" through significant details by listening/watching it carefully. **ENG.5.8.L4.** Students are expected to be able to convey their knowledge, experience, thoughts, and feelings examined carefully about the whole listening/watching-comprehension process in relation to the current content on "life in the universe and future with planet Earth; holidays; school holidays, places, activities, and plans for holidays". **ENG.5.8.P1.** Students are expected to be able to select and use the target phonological elements of the current content about "life in the universe and future with planet Earth; holidays; school holidays, places, activities, and plans for holidays" accurately, authentically, and naturally through spontaneous decision-making processes and use it in an appropriate and effective way when communicating with others. **ENG.5.8.R1.** Students are expected to be able to get ready for the reading-comprehension process about the current content on "life in the universe and future with planet Earth; holidays; school holidays, places, activities, and plans for holidays".	**ENG.5.8.L1.** a) Students activate their pre-existing knowledge and experience related to the current theme and content by recalling their background knowledge imaginatively in her/his own language without speaking it. b) Students identify significant relationships between their pre-existing knowledge and experiences and the clues to the current content without translation. c) Students make predictions about the current content on "life in the universe and future" by using the relationships that they recognised accurately by looking at the provided realia, pictures, and context. d) Students make predictions about the current content based on the surrounding audio/visual elements in relation to the current theme. **ENG.5.8.L2.** a) Students comprehend the topic of the current content by listening (to)/watching it as a whole. b) Students recognise the significant details and components within the whole current content by listening (to) and watching it again in a careful manner. **ENG.5.8.L3.** a) Students check any initial predictions related to the current content by being aware of the commonalities between self-predictions and clues provided as visuals surrounding the current content. b) Students make important and necessary classifications in the current content that help them to understand it better with details. c) Students make important and necessary comparisons in the current content that help them to understand it better with details. d) Students recognise significant horizontal/vertical/spiral relationships (if any) within the generally perceived current content with the help of classifications and comparisons made earlier. e) Students make significant inferences that contribute to the understanding of the meaning of the generally perceived current content. f) Students construct the meaning of the current content in detail through the classifications/ comparisons/inferences made earlier in relation to it. g) Students internalise the current content in an individualised and appropriate way according to age and language level. **ENG.5.8.L4.** a) Students convey their personal knowledge, experiences, thoughts, and feelings examined carefully in relation to the listening/watching-comprehension process about the current content. b) Students convey their personal knowledge, experiences, thoughts, and feelings examined carefully in relation to the listening/watching-comprehension process about the current content by sharing them with others. **ENG.5.8.P1.** a) Students listen to the current content by paying attention to the target phonological aspects including pronunciation and intonation of utterances. b) Students reinforce the target phonological elements by repeating them after the source several times as a whole class, in groups and individually. c) Students recognise the target phonological elements of the current content when they are heard in different contexts. d) Students recognise target phonological elements specific to the current content when they are heard in different contexts and use them accurately, authentically, and naturally through spontaneous decision-making processes. e) Students use the target theme-specific phonological elements of the current content appropriately, spontaneously and effectively when communicating with others. **ENG.5.8.R1.** a) Students activate their pre-existing knowledge and past experiences related to the current theme and content efficiently. b) Students recognise significant relationships between their pre-existing knowledge, past experiences and clues to the current content. c) Students make significant preliminary predictions about the current content based on recognised relationships. d) Students make detailed predictions about the current content by exploring the audio-visual clues surrounding it.	**PERFORMANCE ASSIGNMENT:** Students will create a project about their dream summer holiday. The project will include an internet search to find interesting places, collecting pictures, and recording sounds that represent their ideal holiday. They can also add short descriptions and creative elements to show what activities, places, and experiences they would like to enjoy during their dream summer vacation. The assignment will be evaluated by using a rubric scheme, a rating scale, and/or a marking scheme.	SELS1.1. Self-Awareness Skill, SELS1.2. Self-Regulation Skill, SELS1.3. Self-Reflection Skill SELS2.1. Communication Skill, SELS2.2. Cooperation Skill,SELS2.3. Social Awareness Skill, SELS3.1 Adaptability Skill, SELS3.2 FlexibilitySkill, SELS3.3. Responsible Decision-Making Skill	V3. Diligence, V4. Friendship, V5. Sensitivity, V6. Honesty, V7. Aesthetics, V9. Compassion, V10. Modesty, V11. Independence, V12. Patience, V16.Responsibility, V18. Cleanliness, V20. Benevolence	LS1. Information Literacy, LS2. Digital Literacy, LS4. Visual Literacy, LS5. Cultural Literacy, LS6. Civic Literacy, LS9. Art Literacy		**Expansion** **Objective:** To engage in conversations and to foster creativity about holidays and holiday plans in English by using the target vocabulary and grammar chunks (Be going to Future Tense). Activity 1: That's so fun
MONTH	**WEEK**	**HOUR**	**THEME**	**CONTENT FRAME**	**LEARNING OUTCOMES**	**PROCESS COMPONENTS**	**ASSESSMENT AND EVALUATION**	**SOCIAL-EMOTIONAL LEARNING SKILLS**	**VALUES**	**LITERACY SKILLS**	**NATIONAL CELEBRATIONS AND IMPORTANT DAYS**	**DIFFERENTIATION**

MONTH	WEEK	HOUR	THEME	CONTENT FRAME	LEARNING OUTCOMES	PROCESS COMPONENTS	ASSESSMENT AND EVALUATION	SOCIAL-EMOTIONAL LEARNING SKILLS	VALUES	LITERACY SKILLS	NATIONAL CELEBRATIONS AND IMPORTANT DAYS	DIFFERENTIATION
MAY	WEEK 33: May 18-22	3	THEME 8 THEME 8 LIFE IN THE UNIVERSE & FUTURE	Vocabulary for school holidays, places, activities, and plans for holidays: Nouns: An opportunity, a tower, a tour, a journey, a trip, sightseeing, a holiday (vacation-AmE), a beach, a museum, a zoo, an amusement park, a view, a bridge, a jolly, a seaside, a destination, a sandcastle, a seashell. Verbs: To invite, to involve, to rest, to book, to relax. Target Grammatical Structures in Use: -"Be Going to Future Tense" for plans: (My family is going to spend the holiday watching documentaries about life in the universe). Functions of the Target Grammatical Structures in Use: -Use of "Be Going to Future Tense" for plans: Expressing actions and/or events that have already planned and/or likely to happen in the future.	**ENG.5.8.R2.** Students are expected to be able to bring information about the current content on "life in the universe and future with planet Earth; holidays; school holidays, places, activities, and plans for holidays" through skimming (looking quickly at) the audio-visual elements and reading the content very quickly. **ENG.5.8.R3.** Students are expected to be able to make meaning of / derive meaning from the current content about "life in the universe and future with planet Earth; holidays; school holidays, places, activities, and plans for holidays" by reading it carefully. **ENG.5.8.R 4**. Students are expected to be able to convey their knowledge, experiences, thoughts, and feelings related to the reading-comprehension process about the current content, "life in the universe and future with planet Earth; holidays; school holidays, places, activities, and plans for holidays" in relation to themselves or others, both individually and/or with others. **ENG.5.8.V1.** Students are expected to be able to select and use the target vocabulary of the current content about "life in the universe and future with planet Earth; holidays; school holidays, places, activities, and plans for holidays" accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others. **ENG.5.8.G1.** Students are expected to be able to select and use the target grammatical elements of the current content about "life in the universe and future with planet Earth; holidays; school holidays, places, activities, and plans for holidays" accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others. **ENG.5.8.W1.** Students are expected to be able to get ready for the writing-expression process about the current content on "life in the universe and future with planet Earth; holidays; school holidays, places, activities, and plans for holidays".	**ENG.5.8.R2.** a) Students review the current content by looking at the surrounding audio/visual materials to identify what it is about in general through skimming. b) Students read the current content to scan the major components silently and quickly with the help of the clues provided. c) Students carefully read the current content silently and carefully to find significant details and components belonging to the theme. **ENG.5.8.R3.** a) Students carefully check the current content in detail for the accuracy of initial and detailed predictions that are made earlier. b) Students classify the significant elements of the current content that contribute to the perception of the content in a meaningful way. c) Students compare significant elements of the current content that contribute to the perception of the content in a meaningful way. d) Students recognise significant horizontal/vertical/spiral relationships within the current content that contribute to the perception of the content in a meaningful way. e) Students make meaningful inferences from the information in the current content by examining it carefully. f) Students internalise the information in the current content in an individualised and appropriate way according to age and language level. **ENG.5.8.R 4.** a) Students convey individually the knowledge, experiences, thoughts, and feelings that have been carefully examined in relation to the current reading-comprehension content and process. b) Students convey the knowledge, experiences, thoughts, and feelings that have been carefully examined in relation to the current reading-comprehension content and process by sharing them with others. c) Students produce new products related to the current reading-comprehension content and process by revising their personal work carefully after participating in reflective activities. **ENG.5.8.V1.** a) Students guess the main topic of the current content from the audio/visual/written elements (e.g. sound, voices, scenes, written words) in the contextual material by listening (to)/watching/reading it several times for recognition. b) Students recognise sub-themes/key components of the target words to which they belong in the current content by scanning. c) Students recognise the target words related to the main components of the current content with the help of the audio/visual/written elements and other clues. d) Repeating aloud the relevant target key components and target vocabulary in the current content with the whole class, in groups, and then individually together with or after listening (to)/watching/reading the source material. e) Students recognise the use of target words and expressions in the current content by making various guesses with the help of supplementary elements. f) Students make context-appropriate selections automatically by associating target words with their pre-existing conceptual meanings in the mind without analysing their contextual meaning in detail. g) Students use the target words spontaneously and appropriately in different communicative contexts by being aware of their differences when communicating with others. **ENG.5.8.G1**. a) Being familiar with the current content by listening (to)/watching/reading it a few times attentively. b) Students listen (to)/watch/read the same content, attentively and mindfully, including the use of target grammatical chunks presented verbally in context with the help of body language. c) Students verbally and automatically repeat simple and meaningful clauses/sentences containing target grammatical chunks that they have noticed in the current content that they have heard/viewed/read without explicit knowledge of the rules. d) Students act out physically the clauses/sentences containing the target grammatical chunks in the current content heard/viewed/read by repeating them several times without knowing, analysing, and thinking about their rules. e) Students see and read the example sentences containing target grammatical chunks provided for language awareness carefully. f) Students gain awareness of clauses/sentences that contain target grammatical chunks that are presented for the purpose of raising language awareness. g) Students recognise the clauses/sentences containing the target grammatical chunks when they encounter them by seeing and/or hearing them in different contexts. h) Students use the recognised target grammatical chunks naturally, authentically, and automatically in new contextual tasks and activities without analysing their rules. i) Students produce new and meaningful verbal/written content about the current theme by using the target grammatical chunks in meaningful tasks without knowing and analysing their rules. j) Students use the target language chunks authentically, automatically, and naturally in communication processes without analysing their rules in meaningful contexts. **ENG.5.8.W1.** a) Students relate their pre-existing knowledge and experience used in the initial processes of writing-expression skills to the current content by activating them in relation with the current content. b) Students understand what the writing task and its content are in relation to the current content correctly by making use of their pre-existing knowledge and experience as guided and assigned.	**PERFORMANCE ASSIGNMENT:** Students will create a project about their dream summer holiday. The project will include an internet search to find interesting places, collecting pictures, and recording sounds that represent their ideal holiday. They can also add short descriptions and creative elements to show what activities, places, and experiences they would like to enjoy during their dream summer vacation. The assignment will be evaluated by using a rubric scheme, a rating scale, and/or a marking scheme.	SELS1.1. Self-Awareness Skill, SELS1.2. Self-Regulation Skill, SELS1.3. Self-Reflection Skill SELS2.1. Communication Skill, SELS2.2. Cooperation Skill,SELS2.3. Social Awareness Skill, SELS3.1 Adaptability Skill, SELS3.2 FlexibilitySkill, SELS3.3. Responsible Decision-Making Skill	V3. Diligence, V4. Friendship, V5. Sensitivity, V6. Honesty, V7. Aesthetics, V9. Compassion, V10. Modesty, V11. Independence, V12. Patience, V16.Responsibility, V18. Cleanliness, V20. Benevolence	LS1. Information Literacy, LS2. Digital Literacy, LS4. Visual Literacy, LS5. Cultural Literacy, LS6. Civic Literacy, LS9. Art Literacy	19th May, The Commemoration of Atatürk, Youth and Sports Day	**Expansion** **Objective:** To engage in conversations and to foster creativity about holidays and holiday plans in English by using the target vocabulary and grammar chunks (Be going to Future Tense). Activity 1: That's so fun
JUNE	WEEK 34: June 1-5											

JUNE	**WEEK 35: June 8-12**	**3**	**THEME 8 THEME 8 LIFE IN THE UNIVERSE & FUTURE**	Vocabulary for school holidays, places, activities, and plans for holidays: Nouns: An opportunity, a tower, a tour, a journey, a trip, sightseeing, a holiday (vacation-AmE), a beach, a museum, a zoo, an amusement park ,a view, a bridge, a jolly, a seaside, a destination, a sandcastle, a seashell. Verbs: To invite, to involve, to rest, to book, to relax. Target Grammatical Structures in Use: -"Be Going to Future Tense" for plans: (My family is going to spend the holiday watching documentaries about life in the universe). Functions of the Target Grammatical Structures in Use: -Use of "Be Going to Future Tense" for plans: Expressing actions and/or events that have already planned and/or likely to happen in the future. Target Social Language in Use: Let's take a stroll! Let's take a breather during the holiday! We're going on a jolly to the seaside! Target Phonological Sounds in Use: v, w, x, y, z Consonants:v: (/viː/, /v/); w: (/w/); x: (/ɛks/, /ks/, /gz/); y: (/waɪ/), /j/, /ɪ/, /iː/); z: /zed/ (Br), /ziː/, (AmE), /z/). *(Phonetic symbols will not be taught. Only sounds will be practised through the target words in the theme.	**ENG.5.8.W2.** Students are expected to be able to understand the model/example for the writing task about the current content on "life in the universe and future with planet Earth; holidays; school holidays, places, activities, and plans for holidays". **ENG.5.8.W3.** Students are expected to be able to organize a content for the assigned writing task on the current content "life in the universe and future with planet Earth; holidays; school holidays, places, activities, and plans for holidays" based on the model/example provided. **ENG.5.8.W4.** Students are expected to be able to individually construct/form content for the assigned writing task on the current content "life in the universe and future with planet Earth; holidays; school holidays, places, activities, and plans for holidays". **ENG.5.8.W5.** Students are expected to be able to reorganize (reconstruct) and use information in the new written tasks about the "life in the universe and future with planet Earth; holidays; school holidays, places, activities, and plans for holidays" to communicate with other people. **ENG.5.8.W6.** Students are expected to be able to reflect on their knowledge, experiences, thoughts, and feelings related to the writing-expression process about the current content, "life in the universe and future with planet Earth; holidays; school holidays, places, activities, and plans for holidays" in relation to themselves or others, both individually and/or with others. **ENG.5.8.S1.** Students are expected to be able to get ready for speaking-expression process about the current content on "life in the universe and future with planet Earth; holidays; school holidays, places, activities, and plans for holidays". **ENG.5.8.S2.** Students are expected to be able to use the model/example for producing verbal content about the current content on "life in the universe and future with planet Earth; holidays; school holidays, places, activities, and plans for holidays". **ENG.5.8.S3.** Students are expected to be able to organize a new verbal content on "life in the universe and future with planet Earth; holidays; school holidays, places, activities, and plans for holidays" by speaking accurately, efficiently, and authentically. **ENG.5.8.S4.** Students are expected to be able to construct a new verbal content on "life in the universe and future with planet Earth; holidays; school holidays, places, activities, and plans for holidays" by speaking accurately, efficiently, and authentically. **ENG.5.8.S5.** Students are expected to be able to reorganize (reconstruct) and use information about the "life in the universe and future with planet Earth; holidays; school holidays, places, activities, and plans for holidays" to communicate with other people. **ENG.5.8.S6.** Students are expected to be able to convey their knowledge, experiences, thoughts, and feelings related to the speaking-expression process about the current content, "life in the universe and future with planet Earth; holidays; school holidays, places, activities, and plans for holidays" to communicate with other people in relation to themselves or others, both individually and/or with others.	**ENG.5.8.W2.** a) Students understand the components and details of the content in the provided model/ sample which is displayed as a guide, by examining it carefully. **ENG.5.8.W3.** a) Students conduct preliminary research for a prepared writing situation according to the current content appropriate to the assigned writing type, age, and language level. b) Students develop a simple draft for a prepared/or unprepared writing task about the current content appropriate to the assigned writing type, age, and language level. c) Students organise and/or produce materials relevant to the content for a prepared/ unprepared writing task, appropriate to the assigned writing type, age, and language level. **ENG.5.8.W4.** a) Students present appropriate and accurate materials for a prepared and/or unprepared writing task about the current theme according to the assigned writing type, age, and language level. b) Students use appropriate discourse forms, styles, and rules relevant to the assigned writing type for a prepared and/or unprepared writing task. c) Students use target words and grammatical language chunks accurately and appropriately for a prepared and/or unprepared writing task about the current content by selecting them according to the assigned writing type, age, and language level. d) Students express important messages in the written current content to the reader accurately and appropriately for a prepared and/or unprepared writing task. **ENG.5.8.W5.** a) Students use the information in the current content or similar information in a different content by internalising and selecting it individually and reorganising it as required and meaningfully in different contexts. b) Students exchange information/ideas in written communication by sharing reconstructed meaningful knowledge meaningfully with others. **ENG.5.8.W6.** a) Students convey individually the knowledge, experiences, thoughts, and feelings reviewed in relation to the current writing-expression content and process. b) Students share the knowledge, experiences, thoughts, and feelings reviewed in relation to the writing-expression process about the current content with others. c) Students produce new written products related to the current writing-expression content and process by revising their personal work carefully after participating in reflective activities. **ENG.5.8.S1.** a) Students make connections with the current content by activating their pre-existing knowledge and experiences that they have recalled in the listening (to)/watching/reading sections previously. **ENG.5.8.S2.** a) Students listen (to)/watch/read the model/example for the current content with the help of audio/visual/written elements. **ENG.5.8.S3.** a) Students recognise what form and type of content is expected and assigned for prepared/ unprepared speaking situations based on audio/visual/written content as provided in the model/example. b) Students organise the content for prepared/unprepared speaking situations in an appropriate and accurate way as they have heard/seen/read in the model/example. c) Students develop a draft for prepared/unprepared speaking situations, appropriate to the age and language level as presented in the model/sample content. d) Students organise supplementary audio/visual/written materials for prepared/or unprepared speaking situations, appropriate to age and language level, as provided in the model/sample content. e) Students organise the information about the current content to be presented for prepared/or unprepared speaking situations in an appropriate way as required. **ENG.5.8.S4.** a) Students use target pronunciation, vocabulary, language chunks, and forms of discourse related to the current content effectively by selecting them accurately and appropriately for prepared/unprepared speaking situations. b) Students present individually prepared content in an accurate and efficient way as presented in the model/example for prepared speaking situations clearly, efficiently, and appropriately. c) Students present individually prepared information in an accurate and efficient way as presented in the model/example for unprepared speaking situations. d) Students express the message about the current content clearly to the reader by using all supplementary elements and body language in an appropriate and accurate way in context for prepared and/or unprepared speaking situations. **ENG.5.8.S5.** a) Students use the information presented in the current content by reorganising it appropriately, efficiently, individually, and verbally in different contexts. b) Students engage in appropriate and efficient verbal communication by sharing the reconstructed meaningful information about the current content with others. **ENG.5.8.S6.** a) Students convey individually the knowledge, experiences, thoughts, and feelings examined carefully in relation to the current speaking-expression content and process. b) Students share the knowledge, experiences, thoughts, and feelings examined carefully in relation to the speaking-expression process about the current content with others.	**PERFORMANCE ASSIGNMENT:** Students will create a project about their dream summer holiday. The project will include an internet search to find interesting places, collecting pictures, and recording sounds that represent their ideal holiday. They can also add short descriptions and creative elements to show what activities, places, and experiences they would like to enjoy during their dream summer vacation. The assignment will be evaluated by using a rubric scheme, a rating scale, and/or a marking scheme.	SELS1.1. Self-Awareness Skill, SELS1.2. Self-Regulation Skill, SELS1.3. Self-Reflection Skill SELS2.1. Communication Skill, SELS2.2. Cooperation Skill,SELS2.3. Social Awareness Skill, SELS3.1 Adaptability Skill, SELS3.2 FlexibilitySkill, SELS3.3. Responsible Decision-Making Skill	V3. Diligence, V4. Friendship, V5. Sensitivity, V6. Honesty, V7. Aesthetics, V9. Compassion, V10. Modesty, V11. Independence, V12. Patience, V16.Responsibility, V18. Cleanliness, V20. Benevolence	LS1. Information Literacy, LS2. Digital Literacy, LS4. Visual Literacy, LS5. Cultural Literacy, LS6. Civic Literacy, LS9. Art Literacy		**Expansion** **Objective:** To engage in conversations and to foster creativity about holidays and holiday plans in English by using the target vocabulary and grammar chunks (Be going to Future Tense). Activity 1: That's so fun
JUNE	**WEEK 36: June 15-19**	**3**										

JUNE	WEEK 37: June 22-26	3				SOCIAL ACTIVITIES						

Bu yıllık plan Talim Terbiye Kurulu Başkanlığınca yayınlanan 45 sayılı ve 12/08/2025 Tarihli “İngilizce Dersi (2-3-4-5-6-7-8. Sınıflar) Ögretim Programı” ve Türkiye Yüzyılı Maarif Modeli Öğretim Programları Ortak Metni, "M.E.B. 2025-2026 Eğitim ve Öğretim Yılı Çalışma Takvimi Genelgesi" esas alınarak hazırlanmıştır.

Selçuk ÇABRİ
İngilizce Öğretmeni
Zümre Başkanı

Oğuz SAVAŞ
İngilizce Öğretmeni

Ertan TEMEL
İngilizce Öğretmeni

Yasemin DELİYILDIRIM
İngilizce Öğretmeni

Serap ÇOŞKUNER ŞENİNAN
İngilizce Öğretmeni

Hatice ŞENGÜL
İngilizce Öğretmeni

Melike KAVUKCUOĞLU
İngilizce Öğretmeni

UYGUNDUR
09/09/2025

Bülent AYTAN
Okul Müdürü