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| **2025-2026 ÖĞRETİM YILI …………………………………………………………………………………………… LİSESİ 9. SINIF YILLIK PLANI** | | | | | | | | | | | | |
| **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:  September  8-12 | 4 | **ORIENTATION** | | | |  |  |  |  |  |  |
| SEPTEMBER | WEEK 2:  September  15-19 | 4 | REVISION 1 | |  | REVISION 1 |  |  |  |  | July 15  Democracy and National Unity Day |  |
| SEPTEMBER | WEEK 3:  September  22-26 | 4 | REVISION 1 | |  | REVISION 1 |  |  |  |  |  |  |
| SEPTEMBER | WEEK 4:  September 29-  October3 | 4 | REVISION 2 | |  | REVISION 2 |  |  |  |  |  |  |
| OCTOBER | WEEK 5:  October 6-10 | 4 | REVISION 2 | |  | REVISION 2 |  |  |  |  |  |  |
| **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 6:  October 13-17 | 4 | **THEME 1: SCHOOL LIFE** | Target Vocabulary in Use (with revisional vocabulary)  National and religious days, festivals and celebrations  Local Cultural, Social and Moral Considerations of the Theme  Target Language Grammatical in Use  Functions of Target Language Grammar in Use  Target Social Language Expressions in Use  Target Phonological Sounds in Use | **FLFS1. Listening/Watching-Comprehension**  **ENG.9.1.L1**. Students can prepare and get ready for listening (to)/watching about the current content on ''school life with students of different countries, nationalities, and languages; capitals of their countries, and tourist attractions; activities in their capitals and countries; national days and celebrations''.  **ENG.9.1.L2.** Students can bring together the information in the current content on ''school life with students of different countries, nationalities, and languages; capitals of their countries, and tourist attractions; activities in their capitals and countries; national days and celebrations''.  **ENG.9.1.L3**. Students can make sense of and derive meaning from the current content on ''school life with students of different countries, nationalities, and languages; capitals of their countries, and tourist attractions; activities in their capitals and countries; national days and celebrations''.  **ENG.9.1.L4.** Students can reflect on the information, experiences, thoughts, ideas, and feelings related to the listening (to)/watching process about the current content on ''school life with students of different countries, nationalities, and languages; capitals of their countries, and tourist attractions; activities in their capitals and countries; national days and celebrations'' in relation to themselves or others, both individually and/or with others.  **FLFS3. Speaking-Expression**  **ENG.9.1.S1**. Students can prepare themselves to speak meaningfully, fluently, and efficiently about the current content on ''school life with students of different countries, nationalities, and languages; capitals of their countries, and tourist attractions; activities in their capitals and countries; national days and celebrations''.  **ENG.9.1.S2.** Students can analyse and understand the model content related to ''school life with students of different countries, nationalities, and languages; capitals of their countries, and tourist attractions; activities in their capitals and countries; national days and celebrations'' to support the production of spoken language.  **FLFS4. Writing-Expression**  **ENG.9.1.W1**. Students can prepare for writing efficiently and accurately based on the current content about ''school life with students of different countries, nationalities, and languages; capitals of their countries, and tourist attractions; activities in their capitals and countries; national days and celebrations''.  **ENG.9.1.W2.** Students can analyse and understand a provided model to guide them in producing similar writing tasks related to the content on ''school life with students of different countries, nationalities, and languages; capitals of their countries, and tourist attractions; activities in their capitals and countries; national days and celebrations''.  **FLSS3. Pronunciation: Selection and Use**  **ENG.9.1.P1**. Students can select and use target phonological aspects such as pronunciation and intonation of target sounds, words, phrases, clauses, and sentences in utterances authentically, naturally, and accurately in the current content about ''school life with students of different countries, nationalities, and languages; capitals of their countries, and tourist attractions; activities in their capitals and countries; national days and celebrations'' to develop holistic and conscious pronunciation skills after recognising them in context. | **ENG.9.1.L1**. a) Students activate their pre-existing knowledge and experience about the current theme and content to recall their background knowledge by investigating it carefully.  b) Students identify significant and necessary relationships and connections between their pre-existing knowledge, their past experience and the clues to the current content by responding to meaningful questions about it (without speaking Turkish or using a translation).  c) Students make detailed predictions about the current content by using their pre-existing knowledge and past experience of the content.  d) Students make rational predictions about the current content by looking at the supplementary visual elements provided.  **ENG.9.1.L2.**a) Students identify the main topic of the current content in general by listening (to)/watching it as a whole in its context.  b) Students recognise the significant details and basic components of the current content within the whole by listening (to) and watching the whole content carefully to notice them.  **ENG.9.1.L3.**a) Students check their initial predictions about the current content by being aware of the commonalities between their self-predictions and the clues provided as visuals surrounding the content.  b) Students make significant and necessary classifications in the current content that affect the meaning of the generally perceived content.  c) Students make significant and necessary comparisons in the generally perceived current content to highlight differences between two or more different things by using visuals, ensuring clarity and meaning.  d) Students recognise significant branching, linear or spiral relationships (if any) within the generally perceived current content.  e) Students make essential inferences and deductions to understand the meaning of the generally perceived current content better.  f) Students strongly recognise the holistic meaning formed by the components, comparisons, classifications, and details related to the current content.  g) Students construct a detailed understanding of the meaning of the current content through prior classifications, comparisons, and inferences/deductions.  h) Students position, internalise and personalise current content in an individualised, age-appropriate and level-appropriate way.  **ENG.9.1.L4.**a) Students individually convey their personal knowledge, experiences, thoughts, and feelings that are critically reviewed in relation to the current listening (to)/watching contents and the process.  b) Students share their personal verbal and written knowledge, experiences, thoughts, and feelings that they critically review in relation to the current listening (to)/watching content and process with others.  c) Students produce new audio/visual products individually by revising their personal work after participating in reflective activities related to the listening (to)/watching process of the current content.  **ENG.9.1.S1**.a) Students relate current content by analysing pre-existing knowledge and experiences from earlier listening, watching, and reading sessions to associate them with the current content.  **ENG.9.1.S2.** a) Students grasp what the provided model/example is about with the help of audio, visual, and/or written elements after listening, watching, and/or reading the current content.  **ENG.9.1.W1**. a) Students relate pre-existing knowledge and experiences from initial listening, watching, and reading processes to current content by examining and activating them.  b) Students understand what the current writing task requires in terms of content and purpose in relation to the current content accurately by applying pre-existing knowledge and experiences, following guided instructions.  **ENG.9.1.W2.** a) Students grasp the significant and basic components of the content in the model/sample provided for the assigned writing task, including word selection and use, grammar selection and use, and other details such as type, style, and meaning as required.  **ENG.9.1.P1**. a) Students recognise the target phonological aspects such as pronunciation and intonation of target sounds, words, phrases and sentences in utterances within the current content by listening (to)/ watching it, first as a whole and then with pauses.  b) Students repeat utterances, including target sentences, clauses, phrases, and words with target theme-specific sounds by considering phonological aspects such as pronunciation and intonation accurately and naturally in the content several times as a whole class and then in groups and individually.  c) Students talk about the current content by taking part in small group conversations by paying  attention to select and use accurate phonological aspects such as pronunciation, intonation, stress, and other features as they are understood.  d) Students reflect personally on their pronunciation and other target phonological aspects such as intonation after recording and listening to group conversations about the target content.  e) Students evaluate feedback from others and their personal feedback and reflection by listening (to)/ watching the audio/visual content again to check for accuracy.  f) Students utilise the target phonological aspects such as pronunciation and intonation of utterances including target sounds of the current content, appropriately, effectively, accurately, naturally, automatically, and consciously when communicating with others in different contexts. | PERFORMANCE ASSIGNMENT: Students prepare a self-recording (visual, audio) at school/ at home, conduct an interview with classmates about their country, nationality, capital of their country, tourist attractions and activities in that capital or country, national days and celebrations and present it as a part of an International School. The assignment will be evaluated by using rubrics. | 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, V9. Compassion, V10. Modesty, V11. Independence, V12. Patience, V13. Healthy Living, V14. Respect, V16. Responsibility, V19. Patriotism, V20. Benevolence | LS1. Information Literacy, LS2. Digital Literacy, LS3. Financial Literacy, LS4. Visual Literacy, LS5. Cultural Literacy, LS6. Civic Literacy, LS7. Data Literacy, LS9. Art Literacy |  | Expansion  Objective: To improve conversation skills on the theme ''school life with students of different countries, nationalities, and languages; capitals of their countries, and tourist attractions; activities in their capitals and countries; national days and celebrations'' by using target vocabulary and grammatical structures while gathering and organising information from a reading passage.  Objective: To improve critical thinking and use of language skills about ''school life with students of different countries, nationalities, and languages; capitals of their countries, and tourist attractions; activities in their capitals and countries; national days and celebrations'' by creating and answering questions about different countries, by using the target vocabulary and grammatical structures.  Supporting  Objective: To introduce and describe tourist attractions in a city by using target grammar. |

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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** |
| OCTOBER | WEEK 7:  20-24 October | 4 | **THEME 1: SCHOOL LIFE** | Target Vocabulary in Use (with revisional vocabulary)  National and religious days, festivals and celebrations  Local Cultural, Social and Moral Considerations of the Theme  Target Language Grammatical in Use  Functions of Target Language Grammar in Use  Target Social Language Expressions in Use  Target Phonological Sounds in Use | **FLSS2. Vocabulary: Selection and Use**  **ENG.9.1.V1.** Students can select and use target vocabulary efficiently, effectively, and accurately, based on the current content about ''school life with students of different countries, nationalities, and languages; capitals of their countries, and tourist attractions; activities in their capitals and countries; national days and celebrations'' after recognizing them in context and developing their conscious and inductive vocabulary learning skills.  **FLFS3. Speaking-Expression**  **ENG.9.1.S3.** Students can produce meaningful and accurate spoken content related to the current theme on ''school life with students of different countries, nationalities, and languages; capitals of their countries, and tourist attractions; activities in their capitals and countries; national days and celebrations''.  **ENG.9.1.S4.** Students can construct meaningful spoken content about ''school life with students of different countries, nationalities, and languages; capitals of their countries, and tourist attractions; activities in their capitals and countries; national days and celebrations'' through efficient and meaningful practice.  **FLFS4. Writing-Expression**  **ENG.9.1.W3.** Students can construct new written content on ''school life with students of different countries, nationalities, and languages; capitals of their countries, and tourist attractions; activities in their capitals and countries; national days and celebrations'' based on their understanding of the model(s) provided.  **ENG.9.1.W4.** Students can practise producing written content based on the current theme ''school life with students of different countries, nationalities, and languages; capitals of their countries, and tourist attractions; activities in their capitals and countries; national days and celebrations''.  **FLSS1. Grammaring: Selection and Use**  **ENG.9.1.G1.** Students can select and use target grammatical language items efficiently, effectively, and accurately, based on the current content about ''school life with students of different countries, nationalities, and languages; capitals of their countries, and tourist attractions; activities in their capitals and countries; national days and celebrations'', after recognising them in context and developing their conscious and inductive grammaring skills through  consciousness-raising and discovery. | **ENG.9.1.V1**. a) Students make predictions about the main topic of the current content by identifying ''general contextual clues'' from the visual, audio, and written preparation materials provided during the ''listening/watching for gist'' and/or reading for ''skimming'' sessions.  b) Students check the accuracy of the predictions related to the ''general contextual clue'' by listening to, watching, and/or reading the audio, visual, and/or written content in context.  c) Students search the target audio/visual, and/or written content by scanning to find key components of the theme.  d) Students listen/watch the content carefully and/or read it silently to identify and underline/circle target words.  e) Students separate target (key-active) words from the other (non-key-passive) words in the target content.  f) Students examine relevant target words, phrases, and expressions in the current content to understand how and where they are used.  g) Students determine paragraph context clues to identify the topics of the parts/paragraphs containing unknown target words.  h) Students discuss the meaning of the target words by finding indirect sentence context clues in the assigned sentences of the parts/paragraphs of the content.  i) Students determine the correct meanings of the target words in the current content in pairs or groups by comparing the meanings/definitions proposed.  **ENG.9.1.S3.** a) Students recognise which form and type of spoken content is expected and assigned based on the model/example about the current theme for both prepared and/or unprepared speaking situations through careful examination.  b) Students conduct preliminary research on the expected and assigned content to be produced for prepared and/or unprepared speaking situations.  c) Students develop a draft outline in accordance with the assigned prepared and/or unprepared speaking situations as presented in the model/example, appropriate to the age and language level based on the theme.  d) Students organise supplementary audio-visual-written materials in accordance with the assigned task as presented in the model/example for prepared and/or unprepared speaking situations and appropriate to their age and language level.  e) Students organise information related to the current content to be presented, appropriate to the model/example for prepared and/or unprepared speaking situations.  f) Students critically review their prepared presentation content for accuracy, coherence, and appropriateness to audience and context in prepared and/or unprepared speaking situations.  **ENG.9.1.S4.** a) Students make spoken content clear and understandable to listeners by selecting and using style and form appropriate to age and language level in prepared and/or unprepared speaking situations.  b) Students present their spoken content by selecting and using materials appropriate to the context, age, language level, style, and type of discourse, similar to those presented in the model/example for prepared and/or unprepared speaking situations.  c) Students present their spoken content by selecting and using target vocabulary and language structures similar and/or appropriate to those presented in the model/example considering their age, language level, context, style, and type of discourse for prepared and/or unprepared speaking situations.  d) Students convey relevant explicit, implicit, and/or complex messages related to the current content clearly in context to the listeners by using appropriate material and body language in prepared and/or unprepared speaking situations.  e) Students convey their messages about the current content clearly to the listeners by incorporating all the necessary semantic elements in prepared and/or unprepared speaking situations.  **ENG.9.1.W3.** a) Students share their ideas and thoughts by brainstorming through collaborative discussion to generate ideas for the new (prepared and/or unprepared) writing task related to the current theme.  b) Students plan how the knowledge and ideas generated during the brainstorming session can be applied to their new (prepared and/or unprepared) writing task related to the current theme.  c) Students conduct preliminary research relevant to the assigned (prepared and/or unprepared) writing task on the current content, considering the type of writing, age appropriateness, and language level.  d) Students produce a well-organised and detailed draft relevant to the (prepared and/or unprepared) type of writing and appropriate for the age and language level.  e) Students organise and develop contextual materials relevant to the type of the assigned task (prepared and/or unprepared) and appropriate to age and language level.  f) Students modify the content they produce for the assigned writing task in a coherent and meaningful way, consistent with the assigned (prepared and/or unprepared) type of writing, and appropriate to the age and language level.  **ENG.9.1.W4.** a) Students present relevant supportive materials appropriate to the assigned (prepared and/or unprepared) writing task, considering the type of writing and appropriate to the age and language level.  b) Students use appropriate discourse forms, styles, and strategies for the assigned (prepared and/or unprepared) writing task, considering its writing type and appropriate to their age and language level.  c) Students use target words and grammatical language structures accurately and appropriately in their writing tasks, by selecting necessary and appropriate ones in line with the assigned type of writing and appropriate to the age and language level.  d) Students express their messages about the current content clearly to the reader in the assigned (prepared and/or unprepared) writing task.  **ENG.9.1.G1.** a) Students listen to, watch, and/or read the audio, visual, and written current content presented in context that introduces the general use of the target language structures in the current theme.  b) Students examine example sentences provided by the teacher or instructional materials including target grammatical items to see how the target grammatical structure(s) of the target theme is/are used to construct a meaning or contribute to meaning.  c) Students analyse current audio, visual, and/or written content presented in context to identify sentences similar to those provided as examples.  d) Students find the commonalities between the sentences identified and those exemplified by the  teacher or materials through careful comparison in pairs and/or groups.  e) Students discover the characteristics of the commonalities in the sentences in the current content by discussing them in pairs or groups as an awareness/consciousness-raising activity.  f) Students formulate rule(s) about the same/target grammar structure(s) of the current theme based on their observations and discussions in pairs or groups.  g) Students engage in contextual activities on the use of target grammatical structures (grammaring) of the current theme to explain and justify the grammar rule(s) they have discovered.  h) Students practise to consolidate their understanding of the target grammar that they discovered by selecting accurate and meaningful items in meaningful and contextualised activities. | PERFORMANCE ASSIGNMENT: Students prepare a self-recording (visual, audio) at school/ at home, conduct an interview with classmates about their country, nationality, capital of their country, tourist attractions and activities in that capital or country, national days and celebrations and present it as a part of an International School. The assignment will be evaluated by using rubrics. | 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, V9. Compassion, V10. Modesty, V11. Independence, V12. Patience, V13. Healthy Living, V14. Respect, V16. Responsibility, V19. Patriotism, V20. Benevolence | LS1. Information Literacy, LS2. Digital Literacy, LS3. Financial Literacy, LS4. Visual Literacy, LS5. Cultural Literacy, LS6. Civic Literacy, LS7. Data Literacy, LS9. Art Literacy |  | Expansion  Objective: To improve conversation skills on the theme ''school life with students of different countries, nationalities, and languages; capitals of their countries, and tourist attractions; activities in their capitals and countries; national days and celebrations'' by using target vocabulary and grammatical structures while gathering and organising information from a reading passage.  Objective: To improve critical thinking and use of language skills about ''school life with students of different countries, nationalities, and languages; capitals of their countries, and tourist attractions; activities in their capitals and countries; national days and celebrations'' by creating and answering questions about different countries, by using the target vocabulary and grammatical structures.  Supporting  Objective: To introduce and describe tourist attractions in a city by using target grammar. |
|  |  |  |  |  |  | **EVALUATION - EXAMS** |  |  |  |  |  |  |
| **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 | 4 | **THEME 1: SCHOOL LIFE** | Target Vocabulary in Use (with revisional vocabulary)  National and religious days, festivals and celebrations  Local Cultural, Social and Moral Considerations of the Theme  Target Language Grammatical in Use  Functions of Target Language Grammar in Use  Target Social Language Expressions in Use  Target Phonological Sounds in Use | **FLFS2. Reading-Comprehension**  **ENG.9.1.R1.** Students can prepare for reading the content on ''school life with students of different countries, nationalities, and languages; capitals of their countries, and tourist attractions; activities in their capitals and countries; national days and celebrations'' efficiently and effectively.  **ENG.9.1.R2.** Students can bring information together about the current content on ''school life with students of different countries, nationalities, and languages; capitals of their countries, and tourist attractions; activities in their capitals and countries; national days and celebrations'' through skimming, scanning and detailed reading.  **ENG.9.1.R3.** Students can make sense of and derive meaning from the current content on ''school life with students of different countries, nationalities, and languages; capitals of their countries, and tourist attractions; activities in their capitals and countries; national days and celebrations''.  **ENG.9.1.R4.** Students can reflect on the information, experiences, thoughts, ideas, and feelings related to the reading process about the current content on ''school life with students of different countries, nationalities, and languages; capitals of their countries, and tourist attractions; activities in their capitals and countries; national days and celebrations'' in relation to themselves or others, both individually and/or with others.  **FLFS3. Speaking-Expression**  **ENG.9.1.S5.** Students can reconstruct the information about ''school life with students of different countries, nationalities, and languages; capitals of their countries, and tourist attractions; activities in their capitals and countries; national days and celebrations'' when communicating with others.  **ENG.9.1.S6.** Students can reflect on their experiences, thoughts, ideas, and feelings related to the speaking process about the current content on ''school life with students of different countries, nationalities, and languages; capitals of their countries, and tourist attractions; activities in their capitals and countries; national days and celebrations'' in relation to themselves or others, both individually and/or with others. | **ENG.9.1.R1.**  a) Students recall and activate significant pre-existing knowledge and past experiences that can be related to the current theme and content through careful exploration.  b) Students recognise significant relationships between pre-existing knowledge, past experiences and clues to current content.  c) Students make strong preliminary predictions about the current content based on explored and recognised relationships.  d) Students make detailed predictions about the current content by exploring and examining the audiovisual clues in relation with it.  **ENG.9.1.R2.**  a) Students skim the current content by looking very quickly and carefully at the surrounding visual materials to identify its general focus.  b) Students scan the current content by reading it silently and quickly to find key and major components.  c) Students read the current content again silently and carefully to examine any significant semantic and structural details.  d) Students examine the semantic details in the content carefully to check the accuracy of their initial predictions.  **ENG.9.1.R3.**  a) Students classify significant and necessary elements of the current content in a meaningful way.  b) Students compare significant and key elements of the current content with each other or with similar ones in a meaningful way.  c) Students recognise significant and basic spiral, causal, and logical relationships in the current content through careful examination and analysis.  d) Students make meaningful inferences from information in the current content by examining it critically.  e) Students internalise their meaningful inferences from information in the current content in an individualised way appropriate to their age and language level.  **ENG.9.1.R4.**  a) Students convey individually their knowledge, experiences, thoughts, and feelings that they review critically in relation to the current reading-comprehension content and process.  b) Students share their personal verbal and written knowledge, experiences, thoughts, and feelings that they review critically in relation to the current reading-comprehension content and process with others.  c) Students produce new verbal and written work after participating in reflective activities related to the current reading-comprehension content and process.  **ENG.9.1.S5.**  a) Students use the same or similar information presented in the current content in verbal or written forms in different contexts by reorganising it meaningfully, accurately, effectively, efficiently, functionally, and individually as required.  b) Students engage in verbal and/or written communication by sharing the reconstructed meaningful information about the current content with others.  **ENG.9.1.S6.**  a) Students reveal their knowledge, experiences, thoughts, and feelings that they review critically in relation to the current speaking-expression content and process.  b) Students share their personal knowledge, experiences, thoughts, and feelings that they critically review in relation to the current speaking-expression content and process with others.  c) Students produce new verbal and written work after participating in reflective activities related to the current speaking-expression content and process. | PERFORMANCE ASSIGNMENT: Students prepare a self-recording (visual, audio) at school/ at home, conduct an interview with classmates about their country, nationality, capital of their country, tourist attractions and activities in that capital or country, national days and celebrations and present it as a part of an International School. The assignment will be evaluated by using rubrics. | 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, V9. Compassion, V10. Modesty, V11. Independence, V12. Patience, V13. Healthy Living, V14. Respect, V16. Responsibility, V19. Patriotism, V20. Benevolence | LS1. Information Literacy, LS2. Digital Literacy, LS3. Financial Literacy, LS4. Visual Literacy, LS5. Cultural Literacy, LS6. Civic Literacy, LS7. Data Literacy, LS9. Art Literacy | October 29  Republic Day | Expansion  Objective: To improve conversation skills on the theme ''school life with students of different countries, nationalities, and languages; capitals of their countries, and tourist attractions; activities in their capitals and countries; national days and celebrations'' by using target vocabulary and grammatical structures while gathering and organising information from a reading passage.  Objective: To improve critical thinking and use of language skills about ''school life with students of different countries, nationalities, and languages; capitals of their countries, and tourist attractions; activities in their capitals and countries; national days and celebrations'' by creating and answering questions about different countries, by using the target vocabulary and grammatical structures.  Supporting  Objective: To introduce and describe tourist attractions in a city by using target grammar. |
| **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 | 2 | **THEME 1: SCHOOL LIFE** | Target Vocabulary in Use (with revisional vocabulary)  National and religious days, festivals and celebrations  Local Cultural, Social and Moral Considerations of the Theme  Target Language Grammatical in Use  Functions of Target Language Grammar in Use  Target Social Language Expressions in Use  Target Phonological Sounds in Use | **FLFS4. Writing-Expression**  **ENG.9.1.W1.** Students can prepare for writing efficiently and accurately based on the current content about ''school life with students of different countries, nationalities, and languages; capitals of their countries, and tourist attractions; activities in their capitals and countries; national days and celebrations''.  **ENG.9.1.W2**. Students can analyse and understand a provided model to guide them in producing similar writing tasks related to the content on ''school life with students of different countries, nationalities, and languages; capitals of their countries, and tourist attractions; activities in their capitals and countries; national days and celebrations''.  **ENG.9.1.W3.** Students can construct new written content on ''school life with students of different countries, nationalities, and languages; capitals of their countries, and tourist attractions; activities in their capitals and countries; national days and celebrations'' based on their understanding of the model(s) provided.  **ENG.9.1.W4.** Students can practise producing written content based on the current theme ''school life with students of different countries, nationalities, and languages; capitals of their countries, and tourist attractions; activities in their capitals and countries; national days and celebrations''.  **ENG.9.1.W5.** Students can engage in the process of writing related to the content on ''school life with students of different countries, nationalities, and languages; capitals of their countries, and tourist attractions; activities in their capitals and countries; national days and celebrations''.  **ENG.9.1.W6.** Students can reconstruct their writing about the current theme on ''school life with students of different countries, nationalities, and languages; capitals of their countries, and tourist attractions; activities in their capitals and countries; national days and celebrations'' to communicate effectively about it.  **ENG.9.1.W7.** Students can reflect on their experiences, thoughts, ideas, and feelings related to the writing process about the current content on ''school life with students of different countries, nationalities, and languages; capitals of their countries, and tourist attractions; activities in their capitals and countries; national days and celebrations'' in relation to themselves or others, both individually and/or with others. | **ENG.9.1.W1**. a) Students relate pre-existing knowledge and experiences from initial listening, watching, and reading processes to current content by examining and activating them.  b) Students understand what the current writing task requires in terms of content and purpose in relation to the current content accurately by applying pre-existing knowledge and experiences, following guided instructions.  **ENG.9.1.W2.** a) Students grasp the significant and basic components of the content in the model/sample provided for the assigned writing task, including word selection and use, grammar selection and use, and other details such as type, style, and meaning as required.  **ENG.9.1.W3.** a) Students share their ideas and thoughts by brainstorming through collaborative discussion to generate ideas for the new (prepared and/or unprepared) writing task related to the current theme.  b) Students plan how the knowledge and ideas generated during the brainstorming session can be applied to their new (prepared and/or unprepared) writing task related to the current theme.  c) Students conduct preliminary research relevant to the assigned (prepared and/or unprepared) writing  task on the current content, considering the type of writing, age appropriateness, and language level.  d) Students produce a well-organised and detailed draft relevant to the (prepared and/or unprepared) type of writing and appropriate for the age and language level.  e) Students organise and develop contextual materials relevant to the type of assigned task  (prepared and/or unprepared) and appropriate to age and language level.  f) Students modify the content they produce for the assigned writing task in a coherent and meaningful  way, consistent with the assigned (prepared and/or unprepared) type of writing, and appropriate to the age and language level.  **ENG.9.1.W4.** a) Students present relevant supportive materials appropriate to the assigned (prepared and/or unprepared) writing task, considering the type of writing and appropriate to the age and language level.  b) Students use appropriate discourse forms, styles, and strategies for the assigned (prepared and/or unprepared) writing task, considering its writing type and appropriate to their age and language level.  c) Students use target words and grammatical language structures accurately and appropriately in their writing tasks, by selecting necessary and appropriate ones in line with the assigned type of writing and appropriate to the age and language level.  d) Students express their messages about the current content clearly to the reader in the assigned (prepared and/or unprepared) writing task.  **ENG.9.1.W5.** a) Students review the feedback from the teacher and/or peers critically on their prepared and/or unprepared writing task(s).  b) Students revise to reorganise the written content of their prepared and/or unprepared task based on the feedback received from the teacher and/or peers.  c) Students refine and develop their written content produced for their prepared/unprepared writing task through the iterative feedback process.  **ENG.9.1.W6.** a) Students adapt and use individually internalised information in current or similar content by selecting and reorganising it meaningfully in written form as necessary when communicating with other people in different contexts.  b) Students exchange information and ideas in written communication by sharing reconstructed meaningful knowledge and content with others.  **ENG.9.1.W7.** a) Students convey individually the knowledge, experiences, thoughts, and feelings they review critically in relation to their current writing-expression content and process.  b) Students share their personal verbal and written knowledge, experiences, thoughts, and feelings that they critically review in relation to the current writing-expression content and process with others.  c) Students produce their new verbal and written work after participating in reflective activities related to the current writing-expression content and process. | PERFORMANCE ASSIGNMENT: Students prepare a self-recording (visual, audio) at school/ at home, conduct an interview with classmates about their country, nationality, capital of their country, tourist attractions and activities in that capital or country, national days and celebrations and present it as a part of an International School. The assignment will be evaluated by using rubrics. | 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, V9. Compassion, V10. Modesty, V11. Independence, V12. Patience, V13. Healthy Living, V14. Respect, V16. Responsibility, V19. Patriotism, V20. Benevolence | LS1. Information Literacy, LS2. Digital Literacy, LS3. Financial Literacy, LS4. Visual Literacy, LS5. Cultural Literacy, LS6. Civic Literacy, LS7. Data Literacy, LS9. Art Literacy |  | Expansion  Objective: To improve conversation skills on the theme ''school life with students of different countries, nationalities, and languages; capitals of their countries, and tourist attractions; activities in their capitals and countries; national days and celebrations'' by using target vocabulary and grammatical structures while gathering and organising information from a reading passage.  Objective: To improve critical thinking and use of language skills about ''school life with students of different countries, nationalities, and languages; capitals of their countries, and tourist attractions; activities in their capitals and countries; national days and celebrations'' by creating and answering questions about different countries, by using the target vocabulary and grammatical structures.  Supporting  Objective: To introduce and describe tourist attractions in a city by using target grammar. |
| **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 | 2 | **THEME 2: CLASSROOM LIFE** | Target Vocabulary in Use (with revisional vocabulary)  National and religious days, festivals and celebrations  Local Cultural, Social and Moral Considerations of the Theme  Target Language Grammatical in Use  Functions of Target Language Grammar in Use  Target Social Language Expressions in Use  Target Phonological Sounds in Use | **FLFS1. Listening/Watching-Comprehension**  **ENG.9.2.L1.** Students can prepare and get ready for listening (to)/watching about the current content on  ''classroom life with classmates, friendships, daily and study routines, habits, and activities''.  **ENG.9.2.L2.** Students can bring together the information in the current content on ''classroom life with classmates, friendships, daily and study routines, habits, and activities''.  **ENG.9.2.L3.** Students can make sense of and derive meaning from the current content on ''classroom life with classmates, friendships, daily and study routines, habits, and activities''.  **ENG.9.2.L4.** Students can reflect on the information, experiences, thoughts, ideas, and feelings related to the listening (to)/watching process about the current content on ''classroom life with classmates, friendships, daily and study routines, habits, and activities'' in relation to themselves or others, both individually and/or with others.  **FLFS4. Writing-Expression**  **ENG.9.2.W1**. Students can prepare for writing efficiently and accurately based on the current content about ''classroom life with classmates, friendships, daily and study routines, habits, and activities''.  **ENG.9.2.W2.** Students can analyse and understand a provided model to guide them in producing similar writing tasks related to the content on ''classroom life with classmates, friendships, daily and study routines, habits, and activities''.  **FLFS3. Speaking-Expression**  **ENG.9.2.S1**. Students can prepare themselves to speak meaningfully, fluently, and efficiently about the current content on ''classroom life with classmates, friendships, daily and study routines, habits, and activities''.  **ENG.9.2.S2.** Students can analyse and understand the model content related to ''classroom life with classmates, friendships, daily and study routines, habits, and activities'' to support the production of spoken language.  **FLSS3. Pronunciation: Selection and Use - ENG.9.2.P1.** Students can select and use target phonological aspects such as pronunciation and intonation of target sounds, words, phrases, clauses, and sentences in utterances authentically, naturally, and accurately in the current content about ''classroom life with classmates, friendships, daily and study routines, habits, and activities''. | **ENG.9.2.L1** a) Students activate their pre-existing knowledge and experience about the current theme and content to recall their background knowledge by investigating it carefully.  b) Students identify significant and necessary relationships and connections between their pre-existing knowledge, their past experience and the clues to the current content by responding to meaningful questions about it (without speaking Turkish or using a translation).  c) Students make detailed predictions about the current content by using their pre-existing knowledge and past experience of the content.  d) Students make rational predictions about the current content by looking at the supplementary visual elements provided.  **ENG.9.2.L2.** a) Students identify the main topic of the current content in general by listening (to)/watching it as a whole in its context.  b) Students recognise the significant details and basic components of the current content within the whole by listening (to) and watching the whole content carefully to notice them.  **ENG.9.2.L3.** a) Students check their initial predictions about the current content by being aware of the commonalities between their self-predictions and the clues provided as visuals surrounding the content.  b) Students make significant and necessary classifications in the current content that affect the meaning of the generally perceived content.  c) Students make significant and necessary comparisons in the generally perceived current content to highlight differences between two or more different things by using visuals, ensuring clarity and meaning.  d) Students recognise significant branching, linear or spiral relationships (if any) within the generally perceived current content.  e) Students make essential inferences and deductions to understand the meaning of the generally perceived current content better.  f) Students strongly recognise the holistic meaning formed by the components, comparisons, classifications, and details related to the current content.  g) Students construct a detailed understanding of the meaning of the current content through prior classifications, comparisons, and inferences/deductions.  h) Students position, internalise and personalise current content in an individualised, age-appropriate  and level-appropriate way.  **ENG.9.2.L4.** a) Students individually convey their personal knowledge, experiences, thoughts, and feelings that are critically reviewed in relation to the current listening (to)/watching contents and the process.  b) Students share their personal verbal and written knowledge, experiences, thoughts, and feelings that they critically review in relation to the current listening (to)/watching content and process with others.  **ENG.9.2.W1.** a) Students relate pre-existing knowledge and experiences from initial listening, watching, and reading processes to current content by examining and activating them.  b) Students understand what the current writing task requires in terms of content and purpose inrelation to the current content accurately by applying pre-existing knowledge and experiences, following guided instructions.  **ENG.9.2.W2.** a) Students grasp the significant and basic components of the content in the model/sample provided for the assigned writing task, including word selection and use, grammar selection and use, and other details such as type, style, and meaning as required.  **ENG.9.2.S1.** a) Students relate current content by analysing pre-existing knowledge and experiences from earlier listening, watching, and reading sessions to associate them with the current content.  **ENG.9.2.S2.** a) Students grasp what the provided model/example is about with the help of audio, visual, and/or written elements after listening, watching, and/or reading the current content.  **ENG.9.2.P1.** a) Students recognise the target phonological aspects such as pronunciation and intonation of target sounds, words, phrases and sentences in utterances within the current content by listening (to)/ watching it, first as a whole and then with pauses.  b) Students repeat utterances, including target sentences, clauses, phrases, and words with target theme-specific sounds by considering phonological aspects such as pronunciation and intonation accurately and naturally in the content several times as a whole class and then in groups and individually.  c) Students talk about the current content by taking part in small group conversations by paying attention to select and use accurate phonological aspects such as pronunciation, intonation, stress, and other features as they are understood.  d) Students reflect personally on their pronunciation and other target phonological aspects such as intonation after recording and listening to group conversations about the target content.  e) Students evaluate feedback from others and their personal feedback and reflection by listening to or watching the audio/visual content again to check for accuracy.  f) Students utilise the target phonological aspects such as pronunciation and intonation of utterances including target sounds of the current content, appropriately, effectively, accurately, naturally, automatically, and consciously when communicating with others in different contexts. | PERFORMANCE ASSIGNMENT: Students prepare a self-recording (visual, audio) at school/ at home, conduct an interview with classmates about their country, nationality, capital of their country, tourist attractions and activities in that capital or country, national days and celebrations and present it as a part of an International School. The assignment will be evaluated by using rubrics. | 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, V9. Compassion, V10. Modesty, V11. Independence, V12. Patience, V13. Healthy Living, V14. Respect, V16. Responsibility, V20. Benevolence | LS1. Information Literacy, LS2. Digital Literacy, LS3. Financial Literacy, LS4. Visual Literacy, LS5. Cultural Literacy, LS6. Civic Literacy, LS7. Data Literacy, LS9. Art Literacy | Atatürk Week | Expansion  Objective: To talk about daily and study routines in English by using target vocabulary and target grammar.  Objective: To ask about both daily routines in English through interviews by using target vocabulary and target grammar.  Supporting  Objective: To describe daily and study routines by using target vocabulary and target grammar.  Objective: To ask and answer about daily and study routines by using target vocabulary and target grammar. |
|  | **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 | 4 | **THEME 2: CLASSROOM LIFE** | Target Vocabulary in Use (with revisional vocabulary)  National and religious days, festivals and celebrations  Local Cultural, Social and Moral Considerations of the Theme  Target Language Grammatical in Use  Functions of Target Language Grammar in Use  Target Social Language Expressions in Use  Target Phonological Sounds in Use | **FLSS2. Vocabulary: Selection and Use**  **ENG.9.2.V1.** Students can select and use target vocabulary efficiently, effectively, and accurately, based on the current content about ''classroom life with classmates, friendships, daily and study routines, habits, and activities'' after recognising them in context and developing their conscious and inductive vocabulary learning skills.  **FLFS3. Speaking-Expression**  **ENG.9.2.S3.** Students can produce meaningful and accurate spoken content related to the current theme on ''classroom life with classmates, friendships, daily and study routines, habits, and activities''.  **FLSS1. Grammaring: Selection and Use**  **ENG.9.2.G1.** Students can select and use target grammatical language items efficiently, effectively, and accurately, based on the current content about ''classroom life with classmates, friendships, daily and study routines, habits, and activities'', after recognising them in context and developing their conscious and inductive grammaring skills through consciousness-raising and discovery.  **FLFS3. Speaking-Expression**  **ENG.9.2.S4.** Students can construct meaningful spoken content about ''classroom life with classmates, friendships, daily and study routines, habits, and activities'' through efficient and meaningful practice. | **ENG.9.2.V1.** a) Students make predictions about the main topic of the current content by identifying "general contextual clues" from the visual, audio, and written preparation materials provided during the  "listening/watching for gist" and/or reading for "skimming" sessions.  b) Students check the accuracy of the predictions related to the "general contextual clue" by listening to,  watching, and/or reading the audio, visual, and/or written content in context.  c) Students search the target audio/visual, and/or written content by scanning to find key components of the theme.  d) Students listen/watch the content carefully and/or read it silently to identify and underline/circle  target unknown words.  e) Students separate target (key-active) words from the other (non-key-passive) words in the target content.  f) Students examine relevant target words, phrases, and expressions in the current content to  understand how and where they are used.  g) Students determine paragraph context clues to identify the topics of the parts/paragraphs containing  unknown target words.  h) Students discuss the meaning of the target words by finding indirect sentence context clues in the  assigned sentences of the parts/paragraphs of the content.  i) Students determine the correct meanings of the target words in the current content in pairs or groups  by comparing the meanings/definitions proposed.  j) Students confirm the accuracy of the meanings/definitions of the target words in the current content  by consulting with the teacher, the class and/or by using printed or digital dictionaries.  k) Students make use of the target words of the current theme in a range of semantically associated  contextual activities and tasks accurately, naturally, authentically, and appropriately.  l) Students make use of the target words of the current theme accurately, naturally, appropriately and  effectively through careful selection when communicating with others.  **ENG.9.2.S3.** a) Students recognise which form and type of spoken content is expected and assigned based on the  model/example about the current theme for both prepared and/or unprepared speaking situations  through careful examination.  b) Students conduct preliminary research on the expected and assigned content to be produced for  prepared and/or unprepared speaking situations.  c) Students develop a draft outline in accordance with the assigned prepared and/or unprepared speaking situations as presented in the model/example, appropriate to the age and language level based on the theme.  d) Students organise supplementary audio-visual materials in accordance with the assigned task as  presented in the model/example for prepared and/or unprepared speaking situations and appropriate  to their age and language level.  e) Students organise information related to the current content to be presented, appropriate to the  model/example for prepared and/or unprepared speaking situations.  f) Students critically review their prepared presentation content for accuracy, coherence, and  appropriateness to audience and context in prepared and/or unprepared speaking situations.  **ENG.9.2.G1**. a) Students listen to, watch, and/or read the audio, visual, and written current content presented in context that introduces the general use of the target language structures in the theme.  b) Students examine example sentences provided by the teacher or instructional materials including  target grammatical items to see how the target grammatical structure(s) of the target theme is/are  used to construct a meaning or contribute to meaning.  c) Students analyse current audio, visual, and/or written content presented in context to identify  sentences similar to those provided as examples.  d) Students find the commonalities between the sentences identified and those exemplified by the  teacher or materials through careful comparison in pairs and/or groups.  e) Students discover the characteristics of the commonalities in the sentences in the current content  by discussing them in pairs or groups as an awareness/consciousness-raising activity.  f) Students formulate rule(s) about the same/target grammar structure(s) of the current theme based  on their observations and discussions in pairs or groups.  g) Students engage in contextual activities on the use of target grammatical structures (grammaring) of  the current theme to explain and justify the grammar rule(s) they have discovered.  h) Students practise to consolidate their understanding of the target grammar that they discovered by  selecting accurate and meaningful items in meaningful and contextualised activities.  i) Students produce accurate and unique verbal or written content by using target grammar consciously  and in a natural way, without thinking about the rules.  j) Students produce new spoken/written content by using the target grammatical structures efficiently, authentically, automatically, and naturally in context when communicating with others without thinking about rules.  **ENG.9.2.S4.** a) Students make spoken content clear and understandable to listeners by selecting and using style  and form appropriate to age and language level in prepared and/or unprepared speaking situations.  b) Students present their spoken content by selecting and using materials appropriate to the context,  age, language level, style, and type of discourse, similar to those presented in the model/example for  prepared and/or unprepared speaking situations.  c) Students present their spoken content by selecting and using target vocabulary and language structures similar and/or appropriate to those presented in the model/example considering their age, language level, context, style, and type of discourse for prepared and/or unprepared speaking situations.  d) Students convey relevant explicit, implicit, and/or complex messages related to the current content clearly in context to the listeners by using appropriate material and body language in prepared and/or unprepared speaking situations.  e) Students convey their messages about the current content clearly to the listeners by incorporating all  the necessary semantic elements in prepared and/or unprepared speaking situations. | PERFORMANCE ASSIGNMENT: Students prepare a self-recording (visual, audio) at school/ at home, conduct an interview with classmates about their country, nationality, capital of their country, tourist attractions and activities in that capital or country, national days and celebrations and present it as a part of an International School. The assignment will be evaluated by using rubrics. | 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, V9. Compassion, V10. Modesty, V11. Independence, V12. Patience, V13. Healthy Living, V14. Respect, V16. Responsibility, V20. Benevolence | LS1. Information Literacy, LS2. Digital Literacy, LS3. Financial Literacy, LS4. Visual Literacy, LS5. Cultural Literacy, LS6. Civic Literacy, LS7. Data Literacy, LS9. Art Literacy |  | Expansion  Objective: To talk about daily and study routines in English by using target vocabulary and target grammar.  Objective: To ask about both daily routines in English through interviews by using target vocabulary and target grammar.  Supporting  Objective: To describe daily and study routines by using target vocabulary and target grammar.  Objective: To ask and answer about daily and study routines by using target vocabulary and target grammar. |
| **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 | 4 | **THEME 2: CLASSROOM LIFE** | Target Vocabulary in Use (with revisional vocabulary)  National and religious days, festivals and celebrations  Local Cultural, Social and Moral Considerations of the Theme  Target Language Grammatical in Use  Functions of Target Language Grammar in Use  Target Social Language Expressions in Use  Target Phonological Sounds in Use | **FLFS2. Reading-Comprehension**  **ENG.9.2.R1.** Students can prepare for reading the content on ''classroom life with classmates, friendships, daily and study routines, habits, and activities'' efficiently and effectively.  **ENG.9.2.R2.** Students can bring information together about the current content on ''classroom life with classmates, friendships, daily and study routines, habits, and activities'' through skimming, scanning and detailed reading.  **ENG.9.2.R3.** Students can make sense of and derive meaning from the current content on ''classroom life with classmates, friendships, daily and study routines, habits, and activities''.  **ENG.9.2.R4.** Students can reflect on the information, experiences, thoughts, ideas, and feelings related to the reading process about the current content on ''classroom life with classmates, friendships, daily and study routines, habits, and activities'' in relation to themselves or others, both individually and/or with others.  **FLFS4. Writing-Expression**  **ENG.9.2.W3.** Students can construct new written content on ''classroom life with classmates, friendships, daily and study routines, habits, and activities'' based on their understanding of the model(s) provided.  **ENG.9.2.W4.** Students can practise producing written content based on the current theme ''classroom life with classmates, friendships, daily and study routines, habits, and activities''.  **FLFS3. Speaking-Expression**  **ENG.9.2.S5.** Students can reconstruct the information about ''classroom life with classmates, friendships, daily and study routines, habits, and activities'' when communicating with others.  **ENG.9.2.S6.** Students can reflect on their experiences, thoughts, ideas, and feelings related to the speaking process about the current content on ''classroom life with classmates, friendships, daily and study routines, habits, and activities'' in relation to themselves or others, both individually and/or with others. | **ENG.9.2.R1.** a) Students recall and activate significant pre-existing knowledge and past experiences that can be related to the current theme and content through careful exploration.  b) Students recognise significant relationships between pre-existing knowledge, past experiences and  clues to current content.  c) Students make strong preliminary predictions about the current content based on explored and  recognised relationships.  d) Students make detailed predictions about the current content by exploring and examining the audiovisual clues in relation to it.  **ENG.9.2.R2**.a) Students skim the current content by looking very quickly and carefully at the surrounding visual materials to identify its general focus.  b) Students scan the current content by reading it silently and quickly to find key and major components.  c) Students read the current content again silently and carefully to examine any significant semantic  and structural details.  d) Students examine the semantic details in the content carefully to check the accuracy of their initial  predictions.  **ENG.9.2.R3**. a) Students classify significant and necessary elements of the current content in a meaningful way.  b) Students compare significant and key elements of the current content with each other or with similar  ones in a meaningful way.  c) Students recognise significant and basic spiral, causal, and logical relationships in the current  content through careful examination and analysis.  d) Students make meaningful inferences from information in the current content by examining it critically.  e) Students internalise their meaningful inferences from information in the current content in an  individualised way appropriate to their age and language level.  **ENG.9.2.R4**. a) Students convey individually their knowledge, experiences, thoughts, and feelings that they review critically in relation to the current reading-comprehension content and process.  b) Students share their personal verbal and written knowledge, experiences, thoughts, and feelings that they review critically in relation to the current reading-comprehension content and process with others.  c) Students produce new verbal and written work after participating in reflective activities related to the  current reading-comprehension content and process.  **ENG.9.2.W3.** a) Students share their ideas and thoughts by brainstorming through collaborative discussion to generate ideas for the new (prepared and/or unprepared) writing task related to the theme.  b) Students plan how the knowledge and ideas generated during the brainstorming session can be  applied to their new (prepared and/or unprepared) writing task related to the current theme.  c) Students conduct preliminary research relevant to the assigned (prepared and/or unprepared) writing  task on the current content, considering the type of writing, age appropriateness, and language level.  d) Students produce a well-organised and detailed draft relevant to the (prepared and/or unprepared)  type of writing and appropriate for the age and language level.  e) Students organise and develop contextual materials relevant to the type of the assigned task  (prepared and/or unprepared) and appropriate to age and language level.  f) Students modify the content they produce for the assigned writing task in a coherent and meaningful  way, consistent with the assigned (prepared and/or unprepared) type of writing, and appropriate to  the age and language level.  **ENG.9.2.W4.** a) Students present relevant supportive materials appropriate to the assigned writing task, considering the type of writing and appropriate to the age and language level.  b) Students use appropriate discourse forms, styles, and strategies for the assigned (prepared and/or  unprepared) writing task, considering its writing type and appropriate to their age and language level.  c) Students use target words and grammatical language structures accurately and appropriately in  their writing tasks, by selecting necessary and appropriate ones in line with the assigned type of  writing and appropriate to the age and language level.  d) Students express their messages about the current content clearly to the reader in the assigned  (prepared and/or unprepared) writing task.  **ENG.9.2.S5**. a) Students use the same or similar information presented in the current content in verbal or written forms in different contexts by reorganising it meaningfully, accurately, effectively, efficiently,  functionally, and individually as required.  b) Students engage in verbal and/or written communication by sharing the reconstructed meaningful  information about the current content with others.  **ENG.9.2.S6**. a) Students reveal their knowledge, experiences, thoughts, and feelings that they review critically in relation to the current speaking-expression content and process.  b) Students share their personal knowledge, experiences, thoughts, and feelings that they critically  review in relation to the current speaking-expression content and process with others.  c) Students produce new verbal and written work after participating in reflective activities related to the  current speaking-expression content and process. | PERFORMANCE ASSIGNMENT: Students prepare a self-recording (visual, audio) at school/ at home, conduct an interview with classmates about their country, nationality, capital of their country, tourist attractions and activities in that capital or country, national days and celebrations and present it as a part of an International School. The assignment will be evaluated by using rubrics. | 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, V9. Compassion, V10. Modesty, V11. Independence, V12. Patience, V13. Healthy Living, V14. Respect, V16. Responsibility, V20. Benevolence | LS1. Information Literacy, LS2. Digital Literacy, LS3. Financial Literacy, LS4. Visual Literacy, LS5. Cultural Literacy, LS6. Civic Literacy, LS7. Data Literacy, LS9. Art Literacy | November 24  Teachers' Day | Expansion  Objective: To talk about daily and study routines in English by using target vocabulary and target grammar.  Objective: To ask about both daily routines in English through interviews by using target vocabulary and target grammar.  Supporting  Objective: To describe daily and study routines by using target vocabulary and target grammar.  Objective: To ask and answer about daily and study routines by using target vocabulary and target grammar. |
| **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 12:  December 1-5 | 4 | **THEME 2: CLASSROOM LIFE** | Target Vocabulary in Use (with revisional vocabulary)  National and religious days, festivals and celebrations  Local Cultural, Social and Moral Considerations of the Theme  Target Language Grammatical in Use  Functions of Target Language Grammar in Use  Target Social Language Expressions in Use  Target Phonological Sounds in Use | **FLFS4. Writing-Expression**  **ENG.9.2.W1.** Students can prepare for writing efficiently and accurately based on the current content about ''classroom life with classmates, friendships, daily and study routines, habits, and activities''.  **ENG.9.2.W2.** Students can analyse and understand a provided model to guide them in producing similar writing tasks related to the content on ''classroom life with classmates, friendships, daily and study routines, habits, and activities''.  **ENG.9.2.W3.** Students can construct new written content on ''classroom life with classmates, friendships, daily and study routines, habits, and activities'' based on their understanding of the model(s) provided.  **ENG.9.2.W4.** Students can practise producing written content based on the current theme ''classroom life with classmates, friendships, daily and study routines, habits, and activities''.  **ENG.9.2.W5.** Students can engage in the process of writing related to the content on ''classroom life with classmates, friendships, daily and study routines, habits, and activities''.  **ENG.9.2.W6.** Students can reconstruct their writing about the current theme on ''classroom life with classmates, friendships, daily and study routines, habits, and activities'' to communicate effectively about it.  **ENG.9.2.W7.** Students can reflect on their experiences, thoughts, ideas, and feelings related to the writing process about the current content on ''classroom life with classmates, friendships, daily and study routines, habits, and activities'' in relation to themselves or others, both individually and/or with others. | **ENG.9.2.W1.** a) Students relate pre-existing knowledge and experiences from initial listening, watching, and reading processes to current content by examining and activating them.  b) Students understand what the current writing task requires in terms of content and purpose in  relation to the current content accurately by applying pre-existing knowledge and experiences,  following guided instructions.  **ENG.9.2.W2.** a) Students grasp the significant and basic components of the content in the model/sample provided for the assigned writing task, including word selection and use, grammar selection and use, and other details such as type, style, and meaning as required.  **ENG.9.2.W3.** a) Students share their ideas and thoughts by brainstorming through collaborative discussion to generate ideas for the new (prepared and/or unprepared) writing task related to the current theme.  b) Students plan how the knowledge and ideas generated during the brainstorming session can be applied to their new (prepared and/or unprepared) writing task related to the current theme.  c) Students conduct preliminary research relevant to the assigned (prepared and/or unprepared) writing task on the current content, considering the type of writing, age appropriateness, and language level.  d) Students produce a well-organised and detailed draft relevant to the (prepared and/or unprepared) type of writing and appropriate for the age and language level.  e) Students organise and develop contextual materials relevant to the type of the assigned task  (prepared and/or unprepared) and appropriate to age and language level.  f) Students modify the content they produce for the assigned writing task in a coherent and meaningful way, consistent with the assigned (prepared and/or unprepared) type of writing, and appropriate to the age and language level.  **ENG.9.2.W4.** a) Students present relevant supportive materials appropriate to the assigned (prepared and/or unprepared) writing task, considering the type of writing and appropriate to the age and language level.  b) Students use appropriate discourse forms, styles, and strategies for the assigned (prepared and/or unprepared) writing task, considering its writing type and appropriate to their age and language level.  c) Students use target words and grammatical language structures accurately and appropriately in their writing tasks, by selecting necessary and appropriate ones in line with the assigned type of writing and appropriate to the age and language level.  d) Students express their messages about the current content clearly to the reader in the assigned (prepared and/or unprepared) writing task.  **ENG.9.2.W5.** a) Students review the feedback from the teacher and/or peers critically on their prepared and/or unprepared writing task(s).  b) Students revise to reorganise the written content of their prepared and/or unprepared task based on the feedback received from the teacher and/or peers.  c) Students refine and develop their written content produced for their prepared/unprepared writing task through the iterative feedback process.  **ENG.9.2.W6.** a) Students adapt and use individually internalised information in current or similar content by selectingmand reorganising it meaningfully in written form as necessary when communicating with other people in different contexts.  b) Students exchange information and ideas in written communication by sharing reconstructed  meaningful knowledge and content with others.  **ENG.9.2.W7.** a) Students convey individually the knowledge, experiences, thoughts, and feelings they review critically in relation to their current writing-expression content and process.  b) Students share their personal verbal and written knowledge, experiences, thoughts, and feelings that they critically review in relation to the current writing-expression content and process with others.  c) Students produce their new written work after participating in reflective activities related to the  current writing-expression content and process. | PERFORMANCE ASSIGNMENT: Students prepare a self-recording (visual, audio) at school/ at home, conduct an interview with classmates about their country, nationality, capital of their country, tourist attractions and activities in that capital or country, national days and celebrations and present it as a part of an International School. The assignment will be evaluated by using rubrics. | 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, V9. Compassion, V10. Modesty, V11. Independence, V12. Patience, V13. Healthy Living, V14. Respect, V16. Responsibility, V20. Benevolence | LS1. Information Literacy, LS2. Digital Literacy, LS3. Financial Literacy, LS4. Visual Literacy, LS5. Cultural Literacy, LS6. Civic Literacy, LS7. Data Literacy, LS9. Art Literac | December 3  International Day of Persons with Disabilities | Expansion  Objective: To talk about daily and study routines in English by using target vocabulary and target grammar.  Objective: To ask about both daily routines in English through interviews by using target vocabulary and target grammar.  Supporting  Objective: To describe daily and study routines by using target vocabulary and target grammar.  Objective: To ask and answer about daily and study routines by using target vocabulary and target grammar. |
| **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 13:  December 8-12 | 4 | **THEME 3: PERSONAL LIFE: PHYSICAL APPEARANCE & PERSONALITY** | Target Vocabulary in Use (with revisional vocabulary)  National and religious days, festivals and celebrations  Local Cultural, Social and Moral Considerations of the Theme  Target Language Grammatical in Use  Functions of Target Language Grammar in Use  Target Social Language Expressions in Use  Target Phonological Sounds in Use | **FLFS1. Listening/Watching-Comprehension**  **ENG.9.3.L1.** Students can prepare and get ready for listening (to)/watching about the current content on ''personal life with physical appearance in terms of physical features and personality in terms of personal traits and character''.  **ENG.9.3.L2.** Students can bring together the information in the current content on ''personal life with physical appearance in terms of physical features and personality in terms of personal traits and character''.  **ENG.9.3.L3.** Students can make sense of and derive meaning from the current content on ''personal life with physical appearance in terms of physical features and personality in terms of personal traits and character''.  **ENG.9.3.L4.** Students can reflect on the information, experiences, thoughts, ideas, and feelings related to the listening (to)/watching process about the current content on ''personal life with physical appearance in terms of physical features and personality in terms of personal traits and character'' in relation to themselves or others, both individually and/or with others.  **ENG.9.3.S1.** Students can prepare themselves to speak meaningfully, fluently, and efficiently about the current content on ''personal life with physical appearance in terms of physical features and personality in terms of personal traits and character''.personality in terms of personal traits and character'' in relation to themselves or others, both individually and/or with others.  **FLFS3. Speaking-Expression**  **ENG.9.3.S1.** Students can prepare themselves to speak meaningfully, fluently, and efficiently about the current content on ''personal life with physical appearance in terms of physical features and personality in terms of personal traits and character''.  **ENG.9.3.S2.** Students can analyse and understand the model content related to ''personal life with physical appearance in terms of physical features and personality in terms of personal traits and character'' to support the production of spoken language.  **ENG.9.3.S3.** Students can produce meaningful and accurate spoken content related to the current theme on ''personal life with physical appearance in terms of physical features and personality in terms of personal traits and character''.  **ENG.9.3.S4.** Students can construct meaningful spoken content about ''personal life with physical appearance in terms of physical features and personality in terms of personal traits and character'' through efficient and meaningful practice.  **ENG.9.3.S5.** Students can reconstruct the information about ''personal life with physical appearance in terms of physical features and personality in terms of personal traits and character'' when communicating with others.  **ENG.9.3.S6**. Students can reflect on their experiences, thoughts, ideas, and feelings related to the speaking process about the current content on ''personal life with physical appearance in terms of physical features and personality in terms of personal traits and character'' in relation to themselves or others, both individually and/or with others.  **FLSS3. Pronunciation: Selection and Use**  **ENG.9.3.P1.** Students can select and use target phonological aspects such as pronunciation and intonation of target sounds, words, phrases, clauses, and sentences in utterances authentically, naturally, and accurately in the current content about ''personal life with physical appearance in terms of physical features and personality in terms of personal traits and character'' to develop holistic and conscious pronunciation skills after recognising them in context. | **ENG.9.3.L1.** a) Students activate their pre-existing knowledge and experience about the current theme and content  to recall their background knowledge by investigating it carefully.  b) Students identify significant and necessary relationships and connections between their pre-existing knowledge, their past experience and the clues to the current content by responding to meaningful questions about it.  c) Students make detailed predictions about the current content by using their pre-existing knowledge and past experience of the content.  d) Students make rational predictions about the current content by looking at the supplementary visual  elements provided.  **ENG.9.3.L2.** a) Students identify the main topic of the current content in general by listening (to)/watching it as a  whole in its context.  b) Students recognise the significant details and basic components of the current content within the whole by listening (to) and watching the whole content carefully to notice them.  **ENG.9.3.L3**. a) Students check their initial predictions about the current content by being aware of the commonalities between their self-predictions and the clues provided as visuals surrounding the content.  b) Students make significant and necessary classifications in the current content that affect the meaning of the generally perceived content.  c) Students make significant and necessary comparisons in the generally perceived current content to highlight differences between two or more different things by using visuals, ensuring clarity and meaning.  d) Students recognise significant branching, linear or spiral relationships (if any) within the generally perceived current content.  e) Students make essential inferences and deductions to understand the meaning of the generally perceived current content better.  f) Students strongly recognise the holistic meaning formed by the components, comparisons, classifications, and details related to the current content.  g) Students construct a detailed understanding of the meaning of the current content through prior classifications, comparisons, and inferences/deductions.  h) Students position, internalise and personalise current content in an individualised, age-appropriate  and level-appropriate way.  **ENG.9.3.L4.** a) Students individually convey their personal knowledge, experiences, thoughts, and feelings that are  critically reviewed in relation to the current listening (to)/watching contents and the process.  b) Students share their personal verbal and written knowledge, experiences, thoughts, and feelings that they critically review in relation to the current listening (to)/watching content and process with others.  c) Students produce new audio/visual products individually by revising their personal work after participating in reflective activities related to the listening (to)/watching process of the current content.  **ENG.9.3.S1.** a) Students relate current content by analysing pre-existing knowledge and experiences from earlier  listening, watching, and reading sessions to associate them with the current content.  **ENG.9.3.S2.** a) Students grasp what the provided model/example is about with the help of audio, visual, and/or  written elements after listening, watching, and/or reading the current content.  **ENG.9.3.S3**. a) Students recognise which form and type of spoken content is expected and assigned based on the  model/example about the current theme for both prepared and/or unprepared speaking situations through careful examination.  b) Students conduct preliminary research on the expected and assigned content to be produced for prepared and/or unprepared speaking situations.  c) Students develop a draft outline in accordance with the assigned prepared and/or unprepared speaking situations as presented in the model/example, appropriate to the age and language level based on the theme.  d) Students organise supplementary audio-visual materials in accordance with the assigned task as presented in the model for prepared and/or unprepared speaking situations and appropriate to their age and language level.  e) Students organise information related to the current content to be presented, appropriate to the model/example for prepared and/or unprepared speaking situations.  f) Students critically review their prepared presentation content for accuracy, coherence, and appropriateness to audience and context in prepared and/or unprepared speaking situations.  **ENG.9.3.S4**.a) Students make spoken content clear and understandable to listeners by selecting and using style  and form appropriate to age and language level in prepared and/or unprepared speaking situations.  b) Students present their spoken content by selecting and using materials appropriate to the context, age, language level, style, and type of discourse, similar to those presented in the model/example for prepared and/or unprepared speaking situations.  c) Students present their spoken content by selecting and using target vocabulary and language structures similar and/or appropriate to those presented in the model/example considering their age, language level, context, style, and type of discourse for prepared and/or unprepared speaking situations.  d) Students convey relevant explicit, implicit, and/or complex messages related to the current content clearly in context to the listeners by using appropriate material and body language in prepared and/or unprepared speaking situations.  e) Students convey their messages about the current content clearly to the listeners by incorporating all the necessary semantic elements in prepared and/or unprepared speaking situations.  **ENG.9.3.S5**. a) Students use the same or similar information presented in the current content in verbal or written  forms in different contexts by reorganising it meaningfully, accurately, effectively, efficiently, functionally, and individually as required.  b) Students engage in verbal and/or written communication by sharing the reconstructed meaningful information about the current content with others.  **ENG.9.3.S6.** a) Students reveal their knowledge, experiences, thoughts, and feelings that they review critically in  relation to the current speaking-expression content and process.  b) Students share their personal knowledge, experiences, thoughts, and feelings that they critically review in relation to the current speaking-expression content and process with others.  c) Students produce new verbal and written work after participating in reflective activities related to the current speaking-expression content and process.  **ENG.9.3.P1.** a) Students recognise the target phonological aspects such as pronunciation and intonation of target  sounds, words, phrases and sentences in utterances within the current content by listening (to)/ watching it, first as a whole and then with pauses.  b) Students repeat utterances, including target sentences, clauses, phrases, and words with target theme-specific sounds by considering phonological aspects such as pronunciation and intonation accurately and naturally in the content several times as a whole class and then in groups and individually.  c) Students talk about the current content by taking part in small group conversations by paying attention to select and use accurate phonological aspects such as pronunciation, intonation, stress, and other features as they are understood.  d) Students reflect personally on their pronunciation and other target phonological aspects such as intonation after recording and listening to group conversations about the target content.  e) Students evaluate feedback from others and their personal feedback and reflection by listening to or watching the audio/visual content again to check for accuracy. | PERFORMANCE ASSIGNMENT: Students prepare a poster/fact file, a short film, a biography, an auto- biography, etc. (paper or digital) about themselves, peers, family members or any person they know at school/ at home. They present it to the class (for making guesses if they know the person) and receive feedback about it. | 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, V9. Compassion, V10. Modesty, V11. Independence, V12. Patience, V13. Healthy Living, V14. Respect, V16. Responsibility, V20. Benevolence | LS1. Information Literacy, LS2. Digital Literacy, LS3. Financial Literacy, LS4.  Visual Literacy, LS5. Cultural Literacy, LS7. Data Literacy, LS9. Art Literacy |  | Expansion  Objective: To identify physical and personality traits in English by using target vocabulary and target grammar.  Objective: To talk about physical and personality traits in English by using target vocabulary and target grammar.  Supporting  Objective: To describe physical appearance and personal traits in English by using target vocabulary and target grammar.  Objective: To describe physical appearance and personal traits in English by using target vocabulary and target grammar. |
| **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 14:  December 15-19 | 4 | **THEME 3: PERSONAL LIFE: PHYSICAL APPEARANCE & PERSONALITY** | Target Vocabulary in Use (with revisional vocabulary)  National and religious days, festivals and celebrations  Local Cultural, Social and Moral Considerations of the Theme  Target Language Grammatical in Use  Functions of Target Language Grammar in Use  Target Social Language Expressions in Use  Target Phonological Sounds in Use | **FLSS2. Vocabulary: Selection and Use**  **ENG.9.3.V1.** Students can select and use target vocabulary efficiently, effectively, and accurately, based on the current content about ''personal life with physical appearance in terms of physical features and personality in terms of personal traits and character'' after recognising them in context and developing their conscious and inductive vocabulary learning skills.  **FLFS3. Speaking-Expression**  **ENG.9.3.S4**. Students can construct meaningful spoken content about ''personal life with physical appearance in terms of physical features and personality in terms of personal traits and character'' through efficient and meaningful practice.  **FLFS4. Writing-Expression**  **ENG.9.3.W1.** Students can prepare for writing efficiently and accurately based on the current content about ''personal life with physical appearance in terms of physical features and personality in terms of personal traits and character''.  **FLSS1. Grammaring: Selection and Use**  **ENG.9.3.G1.** Students can select and use target grammatical language items efficiently, effectively, and accurately, based on the current content about ''personal life with physical appearance in terms of physical features and personality in terms of personal traits and character'', after recognising them in context and developing their conscious and inductive grammaring skills through consciousness-raising and discovery. | **ENG.9.3.V1.** a) Students make predictions about the main topic of the current content by identifying "general contextual clues" from the visual, audio, and written preparation materials provided during the  "listening/watching for gist" and/or reading for "skimming" sessions.  b) Students check the accuracy of the predictions related to the "general contextual clue" by listening to,  watching, and/or reading the audio, visual, and/or written content in context.  c) Students search the target audio/visual, and/or written content by scanning to find key components of the theme.  d) Students listen/watch the content carefully and/or read it silently to identify and underline/circle  target unknown words.  e) Students separate target (key-active) words from the other (non-key-passive) words in the target content.  f) Students examine relevant target words, phrases, and expressions in the current content to  understand how and where they are used.  g) Students determine paragraph context clues to identify the topics of the parts/paragraphs containing  unknown target words.  h) Students discuss the meaning of the target words by finding indirect sentence context clues in the  assigned sentences of the parts/paragraphs of the content.  i) Students determine the correct meanings of the target words in the current content in pairs or groups  by comparing the meanings/definitions proposed.  j) Students confirm the accuracy of the meanings/definitions of the target words in the current content  by consulting with the teacher, the class and/or by using printed or digital dictionaries.  k) Students make use of the target words of the current theme in a range of semantically associated  contextual activities and tasks accurately, naturally, authentically, and appropriately.  l) Students make use of the target words of the current theme accurately, naturally, appropriately and  effectively through careful selection when communicating with others.  **ENG.9.3.S4.** a) Students make spoken content clear and understandable to listeners by selecting and using style and form appropriate to age and language level in prepared and/or unprepared speaking situations.  b) Students present their spoken content by selecting and using materials appropriate to the context,  age, language level, style, and type of discourse, similar to those presented in the model/example for  prepared and/or unprepared speaking situations.  c) Students present their spoken content by selecting and using target vocabulary and language  structures similar and/or appropriate to those presented in the model/example considering their age, language level, context, style, and type of discourse for prepared and/or unprepared speaking situations.  d) Students convey relevant explicit, implicit, and/or complex messages related to the current content  clearly in context to the listeners by using appropriate material and body language in prepared and/or  unprepared speaking situations.  e) Students convey their messages about the current content clearly to the listeners by incorporating all  the necessary semantic elements in prepared and/or unprepared speaking situations.  **ENG.9.3.W1.** a) Students relate pre-existing knowledge and experiences from initial listening, watching, and reading processes to current content by examining and activating them.  b) Students understand what the current writing task requires in terms of content and purpose in  relation to the current content accurately by applying pre-existing knowledge and experiences,  following guided instructions.  **ENG.9.3.G1**. a) Students listen to, watch, and/or read the audio, visual, and written current content presented in context that introduces the general use of the target language structures in the current theme.  b) Students examine example sentences provided by the teacher or instructional materials including  target grammatical items to see how the target grammatical structure(s) of the target theme is/are  used to construct a meaning or contribute to meaning.  c) Students analyse current audio, visual, and/or written content presented in context to identify  sentences similar to those provided as examples.  d) Students find the commonalities between the sentences identified and those exemplified by the  teacher or materials through careful comparison in pairs and/or groups.  e) Students discover the characteristics of the commonalities in the sentences in the current content by  discussing them in pairs or groups as an awareness/consciousness-raising activity.  f) Students formulate rule(s) about the same/target grammar structure(s) of the current theme based  on their observations and discussions in pairs or groups.  g) Students engage in contextual activities on the use of target grammatical structures (grammaring) of  the current theme to explain and justify the grammar rule(s) they have discovered.  h) Students practise to consolidate their understanding of the target grammar that they discovered by  selecting accurate and meaningful items in meaningful and contextualised activities.  i) Students produce accurate and unique verbal or written content by using target grammar consciously  and in a natural way, without thinking about the rules.  j) Students produce new spoken/written content by using the target grammatical structures efficiently,  authentically, automatically, and naturally in context when communicating with others without  thinking about rules. | PERFORMANCE ASSIGNMENT: Students prepare a poster/fact file, a short film, a biography, an auto- biography, etc. (paper or digital) about themselves, peers, family members or any person they know at school/ at home. They present it to the class (for making guesses if they know the person) and receive feedback about it. | 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, V9. Compassion, V10. Modesty, V11. Independence, V12. Patience, V13. Healthy Living, V14. Respect, V16. Responsibility, V20. Benevolence | LS1. Information Literacy, LS2. Digital Literacy, LS3. Financial Literacy, LS4.  Visual Literacy, LS5. Cultural Literacy, LS7. Data Literacy, LS9. Art Literacy |  | Expansion  Objective: To identify physical and personality traits in English by using target vocabulary and target grammar.  Objective: To talk about physical and personality traits in English by using target vocabulary and target grammar.  Supporting  Objective: To describe physical appearance and personal traits in English by using target vocabulary and target grammar.  Objective: To describe physical appearance and personal traits in English by using target vocabulary and target grammar. |
| DECEMBER | WEEK 15:  December 22-26 | 4 |  |  |  | **EVALUATION - EXAMS** |  |  |  |  |  |  |
| **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 16:  December 29-  January 2 | 4 | **THEME 3: PERSONAL LIFE: PHYSICAL APPEARANCE & PERSONALITY** | Target Vocabulary in Use (with revisional vocabulary)  National and religious days, festivals and celebrations  Local Cultural, Social and Moral Considerations of the Theme  Target Language Grammatical in Use  Functions of Target Language Grammar in Use  Target Social Language Expressions in Use  Target Phonological Sounds in Use | **FLFS2. Reading-Comprehension**  **ENG.9.3.R1.** Students can prepare for reading the content on ''personal life with physical appearance in terms of physical features and personality in terms of personal traits and character'' efficiently and effectively.  **ENG.9.3.R2.** Students can bring information together about the current content on ''personal life with physical appearance in terms of physical features and personality in terms of personal traits and character'' through skimming, scanning and detailed reading.  **ENG.9.3.R3.** Students can make sense of and derive meaning from the current content on ''personal life with physical appearance in terms of physical features and personality in terms of personal traits and character''.  **ENG.9.3.R4.** Students can reflect on the information, experiences, thoughts, ideas, and feelings related to the reading process about the current content on ''personal life with physical appearance in terms of physical features and personality in terms of personal traits and character'' in relation to themselves or others, both individually and/or with others. | **ENG.9.3.R1.** Students can prepare for reading the content on ''personal life with physical appearance in  terms of physical features and personality in terms of personal traits and character'' efficiently and effectively.  a) Students recall and activate significant pre-existing knowledge and past experiences that can be related to the current theme and content through careful exploration.  b) Students recognise significant relationships between pre-existing knowledge, past experiences and clues to current content.  c) Students make strong preliminary predictions about the current content based on explored and recognised relationships.  d) Students make detailed predictions about the current content by exploring and examining the audiovisual clues in relation to it.  **ENG.9.3.R2. a**) Students skim the current content by looking very quickly and carefully at the surrounding visual  materials to identify its general focus.  b) Students scan the current content by reading it silently and quickly to find key and major components.  c) Students read the current content again silently and carefully to examine any significant semantic  and structural details.  d) Students examine the semantic details in the content carefully to check the accuracy of their initial  predictions.  **ENG.9.3.R3.** a) Students classify significant and necessary elements of the current content in a meaningful way.  b) Students compare significant and key elements of the current content with each other or with similar  ones in a meaningful way.  c) Students recognise significant and basic spiral, causal, and logical relationships in the current content through careful examination and analysis.  d) Students make meaningful inferences from information in the current content by examining it critically.  e) Students internalise their meaningful inferences from information in the current content in an  individualised way appropriate to their age and language level.  **ENG.9.3.R4.** a) Students convey individually their knowledge, experiences, thoughts, and feelings that they review  critically in relation to the current reading-comprehension content and process.  b) Students share their personal verbal and written knowledge, experiences, thoughts, and feelings that they review critically in relation to the current reading-comprehension content and process with others.  c) Students produce new works after participating in reflective activities related to the current reading comprehension content and process. | PERFORMANCE ASSIGNMENT: Students prepare a poster/fact file, a short film, a biography, an auto- biography, etc. (paper or digital) about themselves, peers, family members or any person they know at school/ at home. They present it to the class (for making guesses if they know the person) and receive feedback about it. | 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, V9. Compassion, V10. Modesty, V11. Independence, V12. Patience, V13. Healthy Living, V14. Respect, V16. Responsibility, V20. Benevolence | LS1. Information Literacy, LS2. Digital Literacy, LS3. Financial Literacy, LS4.  Visual Literacy, LS5. Cultural Literacy, LS7. Data Literacy, LS9. Art Literacy |  | Expansion  Objective: To identify physical and personality traits in English by using target vocabulary and target grammar.  Objective: To talk about physical and personality traits in English by using target vocabulary and target grammar.  Supporting  Objective: To describe physical appearance and personal traits in English by using target vocabulary and target grammar.  Objective: To describe physical appearance and personal traits in English by using target vocabulary and target grammar. |
| JANUARY | WEEK 17:  January 5-9 | 4 | **THEME 3: PERSONAL LIFE: PHYSICAL**  **APPEARANCE & PERSONALITY** | Target Vocabulary in Use (with revisional vocabulary)  National and religious days, festivals and celebrations  Local Cultural, Social and Moral Considerations of the Theme  Target Language Grammatical in Use  Functions of Target Language Grammar in Use  Target Social Language Expressions in Use  Target Phonological Sounds in Use | **FLFS4. Writing-Expression**  **ENG.9.3.W2.** Students can analyse and understand a provided model to guide them in producing similar writing tasks related to the content on ''personal life with physical appearance in terms of physical features and personality in terms of personal traits and character''.  **ENG.9.3.W3.** Students can construct new written content on ''personal life with physical appearance in terms of physical features and personality in terms of personal traits and character'' based on their understanding of the model(s) provided.  **ENG.9.3.W4.** Students can practise producing written content based on the current theme ''personal life with physical appearance in terms of physical features and personality in terms of personal traits and character''.  **ENG.9.3.W5.** Students can engage in the process of writing related to the content of ''personal life with physical appearance in terms of physical features and personality in terms of personal traits and character''.  **ENG.9.3.W6.** Students can reconstruct their writing about the current theme on ''personal life with physical appearance in terms of physical features and personality in terms of personal traits and character'' to communicate effectively about it.  **ENG.9.3.W7.** Students can reflect on their experiences, thoughts, ideas, and feelings related to the writing process about the current content on ''personal life with physical appearance in terms of physical features and personality in terms of personal traits and character'' in relation to themselves or others, both individually and/or with others. | **ENG.9.3.W2**. a) Students grasp the significant and basic components of the content in the model/sample provided  for the assigned writing task, including word selection and use, grammar selection and use, and other  details such as type, style, and meaning as required.  **ENG.9.3.W3**. a) Students share their ideas and thoughts by brainstorming through collaborative discussion to  generate ideas for the new (prepared and/or unprepared) writing task related to the current theme.  b) Students plan how the knowledge and ideas generated during the brainstorming session can be  applied to their new (prepared and/or unprepared) writing task related to the current theme.  c) Students conduct preliminary research relevant to the assigned (prepared and/or unprepared) writing  task on the current content, considering the type of writing, age appropriateness, and language level.  d) Students produce a well-organised and detailed draft relevant to the (prepared and/or unprepared)  type of writing and appropriate for the age and language level.  e) Students organise and develop contextual materials relevant to the type of the assigned task  (prepared and/or unprepared) and appropriate to age and language level.  f) Students modify the content they produce for the assigned writing task in a coherent and meaningful  way, consistent with the assigned (prepared and/or unprepared) type of writing, and appropriate to  the age and language level.  **ENG.9.3.W4**. a) Students present relevant supportive materials appropriate to the assigned (prepared and/or  unprepared) writing task, considering the type of writing and appropriate to the age and language level.  b) Students use appropriate discourse forms, styles, and strategies for the assigned (prepared and/or  unprepared) writing task, considering its writing type and appropriate to their age and language level.  c) Students use target words and grammatical language structures accurately and appropriately in  their writing tasks, by selecting necessary and appropriate ones in line with the assigned type of  writing and appropriate to the age and language level.  d) Students express their messages about the current content clearly to the reader in the assigned  (prepared and/or unprepared) writing task.  **ENG.9.3.W5.** a) Students review the feedback from the teacher and/or peers critically on their prepared and/or  unprepared writing task(s).  b) Students revise to reorganise the written content of their prepared and/or unprepared task based on  the feedback received from the teacher and/or peers.  c) Students refine and develop their written content produced for their prepared/unprepared writing  task through the iterative feedback process.  **ENG.9.3.W6.** a) Students adapt and use individually internalised information in current or similar content by selecting and reorganising it meaningfully in written form as necessary when communicating with other people  in different contexts.  b) Students exchange information and ideas in written communication by sharing reconstructed meaningful knowledge and content with others.  **ENG.9.3.W7.** a) Students convey individually the knowledge, experiences, thoughts, and feelings they review critically in relation to their current writing-expression content and process.  b) Students share their personal verbal and written knowledge, experiences, thoughts, and feelings that they critically review in relation to the current writing-expression content and process with others.  c) Students produce their new verbal and written work after participating in reflective activities related to the current writing-expression content and process. | PERFORMANCE ASSIGNMENT: Students prepare a poster/fact file, a short film, a biography, an auto- biography, etc. (paper or digital) about themselves, peers, family members or any person they know at school/ at home. They present it to the class (for making guesses if they know the person) and receive feedback about it. | 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, V9. Compassion, V10. Modesty, V11. Independence, V12. Patience, V13. Healthy Living, V14. Respect, V16. Responsibility, V20. Benevolence | LS1. Information Literacy, LS2. Digital Literacy, LS3. Financial Literacy, LS4.  Visual Literacy, LS5. Cultural Literacy, LS7. Data Literacy, LS9. Art Literacy |  | Expansion  Objective: To identify physical and personality traits in English by using target vocabulary and target grammar.  Objective: To talk about physical and personality traits in English by using target vocabulary and target grammar.  Supporting  Objective: To describe physical appearance and personal traits in English by using target vocabulary and target grammar.  Objective: To describe physical appearance and personal traits in English by using target vocabulary and target grammar. |
| JANUARY | WEEK 18:  January 12-16 | 4 |  |  |  | **SCHOOL-BASED PLANNING\*** |  |  |  |  |  |  |
| **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 | 4 | **THEME 4: FAMILY LIFE** | Target Vocabulary in Use (with revisional vocabulary)  National and religious days, festivals and celebrations  Local Cultural, Social and Moral Considerations of the Theme  Target Language Grammatical in Use  Functions of Target Language Grammar in Use  Target Social Language Expressions in Use  Target Phonological Sounds in Use | **FLSS2. Vocabulary: Selection and Use**  **ENG.9.4.V1.** Students can select and use target vocabulary efficiently, effectively, and accurately, based on the current content about ''family life with family members’ jobs, work routines, work activities, and workplaces'' after recognising them in context and developing their conscious and inductive vocabulary learning skills.  **FLFS3. Speaking-Expression**  **ENG.9.4.S2.** Students can analyse and understand the model content related to ''family life with family members’ jobs, work routines, work activities, and workplaces'' to support the production of spoken language.  **ENG.9.4.S3.** Students can produce meaningful and accurate spoken content related to the current theme on ''family life with family members’ jobs, work routines, work activities, and workplaces''.  **FLSS1. Grammaring: Selection and Use**  **ENG.9.4.G1.** Students can select and use target grammatical language items efficiently, effectively, and accurately, based on the current content about ''family life with family members’ jobs, work routines, work activities, and workplaces'', after recognising them in context and developing their conscious and inductive grammaring skills through consciousness-raising and discovery.  **FLFS3. Speaking-Expression**  **ENG.9.4.S4.** Students can construct meaningful spoken content about ''family life with family members’ jobs, work routines, work activities, and workplaces'' through efficient and meaningful practice.  **ENG.9.4.S5.** Students can reconstruct the information about ''family life with family members’ jobs, work routines, work activities, and workplaces'' when communicating with others. | **ENG.9.4.V1.** a) Students make predictions about the main topic of the current content by identifying "general contextual clues" from the visual, audio, and written preparation materials provided during the  "listening/watching for gist" and/or reading for "skimming" sessions.  b) Students check the accuracy of the predictions related to the "general contextual clue" by listening to,  watching, and/or reading the audio, visual, and/or written content in context.  c) Students search the target audio/visual, and/or written content by scanning to find key components of the theme.  d) Students listen/watch the content carefully and/or read it silently to identify and underline/circle  target unknown words.  e) Students separate target (key-active) words from the other (non-key-passive) words in the target content.  f) Students examine relevant target words, phrases, and expressions in the current content to  understand how and where they are used.  g) Students determine paragraph context clues to identify the topics of the parts/paragraphs containing  unknown target words.  h) Students discuss the meaning of the target words by finding indirect sentence context clues in the  assigned sentences of the parts/paragraphs of the content.  i) Students determine the correct meanings of the target words in the current content in pairs or groups  by comparing the meanings/definitions proposed.  j) Students confirm the accuracy of the meanings/definitions of the target words in the current content  by consulting with the teacher, the class and/or by using printed or digital dictionaries.  **ENG.9.4.S2.** a) Students grasp what the provided model is about with the help of audio, visual, and/or  written elements after listening, watching, and/or reading the current content.  **ENG.9.4.S3.** a) Students recognise which form and type of spoken content is expected and assigned based on the model/example about the current theme for both prepared and/or unprepared speaking situations through careful examination.  b) Students conduct preliminary research on the expected and assigned content to be produced for prepared and/or unprepared speaking situations.  c) Students develop a draft outline in accordance with the assigned prepared and/or unprepared speaking situations as presented in the model/example, appropriate to the age and language level based on the theme.  d) Students organise supplementary audio-visual materials in accordance with the assigned task as presented in the model/example for prepared and/or unprepared speaking situations and appropriate to their age and level.  e) Students organise information related to the current content to be presented, appropriate to the model/example for prepared and/or unprepared speaking situations.  f) Students critically review their prepared presentation content for accuracy, coherence, and appropriateness to audience and context in prepared and/or unprepared speaking situations.  **ENG.9.4.G1.** a) Students listen to, watch, and/or read the audio, visual, and written current content presented in context that introduces the general use of the target language structures in the current theme.  b) Students examine example sentences provided by the teacher or instructional materials including  target grammatical items to see how the target grammatical structure(s) of the target theme is/are  used to construct a meaning or contribute to meaning.  c) Students analyse current audio, visual, and/or written content presented in context to identify sentences similar to those provided as examples.  d) Students find the commonalities between the sentences identified and those exemplified by the teacher or materials through careful comparison in pairs and/or groups.  e) Students discover the characteristics of the commonalities in the sentences in the current content by discussing them in pairs or groups as an awareness/consciousness-raising activity.  f) Students formulate rule(s) about the same/target ‘grammar structure(s) of the current theme based on their observations and discussions in pairs or groups.  g) Students engage in contextual activities on the use of target grammatical structures (grammaring) of the current theme to explain and justify the grammar rule(s) they have discovered.  h) Students practise to consolidate their understanding of the target grammar that they discovered by selecting accurate and meaningful items in meaningful and contextualised activities.  i) Students produce accurate and unique verbal or written content by using target grammar consciously  and in a natural way, without thinking about the rules.  j) Students produce new spoken/written content by using the target grammatical structures efficiently, authentically, automatically, and naturally in context when communicating with others without thinking about rules.  **ENG.9.4.S4.** a) Students make spoken content clear and understandable to listeners by selecting and using style and form appropriate to age and language level in prepared and/or unprepared speaking situations.  b) Students present their spoken content by selecting and using materials appropriate to the context, age, language level, style, and type of discourse, similar to those presented in the model/example for prepared and/or unprepared speaking situations.  c) Students present their spoken content by selecting and using target vocabulary and language structures similar and/or appropriate to those presented in the model/example considering their age, language level, context, style, and type of discourse for prepared and/or unprepared speaking situations.  d) Students convey relevant explicit, implicit, and/or complex messages related to the current content clearly in context to the listeners by using appropriate material and body language in speaking situations.  e) Students convey their messages about the current content clearly to the listeners by incorporating all the necessary semantic elements in prepared and/or unprepared speaking situations.  **ENG.9.4.S5.** a) Students use the same or similar information presented in the current content in verbal or written forms in different contexts by reorganising it meaningfully, accurately, effectively, efficiently, functionally, and individually as required. | PERFORMANCE ASSIGNMENT: Students prepare an interview, a poster/fact file, a short film etc. (paper or digital) about the jobs, work routines, work activities of their or their peers’ family members and present it to the class and receive feedback about it. The assignment will be evaluated by using rubrics. | 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, V2. Family Integrity, V3. Diligence, V4. Friendship, V5. Sensitivity, V6. Honesty, V7. Aesthetics, V8. Privacy, V9. Compassion, V10. Modesty, V11. Independence, V12. Patience, V13. Healthy Living, V14. Respect, V16. Responsibility, V19. Patriotism, V20. Benevolence | LS1. Information Literacy, LS2. Digital Literacy, LS3. Financial Literacy, LS4. Visual Literacy, LS5. Cultural Literacy, LS6. Civic Literacy, LS7. Data Literacy, LS9. Art Literacy |  | Expansion  Objective: To help students discuss family members’ jobs, work routines, and workplaces in English through paired reading and question-asking by using target vocabulary and target grammar.  Objective: To talk about family members’ jobs, work routines, and workplaces in English by using target vocabulary and target grammar.  Supporting  Objective: To describe family members’ jobs and workplaces in English by using target vocabulary and target grammar.  Objective: To describe family members’ jobs and workplaces in English by using target vocabulary and target grammar. |
| **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 20:  February 9-13 | 4 | **THEME 4: FAMILY LIFE** | Target Vocabulary in Use (with revisional vocabulary)  National and religious days, festivals and celebrations  Local Cultural, Social and Moral Considerations of the Theme  Target Language Grammatical in Use  Functions of Target Language Grammar in Use  Target Social Language Expressions in Use  Target Phonological Sounds in Use | **FLFS2. Reading-Comprehension**  **ENG.9.4.R1.** Students can prepare for reading the content on ''family life with family members’ jobs, work routines, work activities, and workplaces'' efficiently and effectively.  **ENG.9.4.R2.** Students can bring information together about the current content on ''family life with family members’ jobs, work routines, work activities, and workplaces'' through skimming, scanning and detailed reading.  **ENG.9.4.R3.** Students can make sense of and derive meaning from the current content on ''family life with family members’ jobs, work routines, work activities, and workplaces''.  **ENG.9.4.R4.** Students can reflect on the information, experiences, thoughts, ideas, and feelings related to the reading process about the current content on ''family life with family members’ jobs, work routines, work activities, and workplaces'' in relation to themselves or others, both individually and/or with others.  **FLFS3. Speaking-Expression**  **ENG.9.4.S5.** Students can reconstruct the information about ''family life with family members’ jobs, work routines, work activities, and workplaces'' when communicating with others.  **ENG.9.4.S6.** Students can reflect on their experiences, thoughts, ideas, and feelings related to the speaking process about the current content on ''family life with family members’ jobs, work routines, work activities, and workplaces'' in relation to themselves or others, both individually and/or with others. | **ENG.9.4.R1.** a) Students recall and activate significant pre-existing knowledge and past experiences that can be related to the current theme and content through careful exploration.  b) Students recognise significant relationships between pre-existing knowledge, past experiences and clues to current content.  c) Students make strong preliminary predictions about the current content based on explored and recognised relationships.  d) Students make detailed predictions about the current content by exploring and examining the audiovisual clues in relation to it.  **ENG.9.4.R2.** a) Students skim the current content by looking very quickly and carefully at the surrounding visual materials to identify its general focus.  b) Students scan the current content by reading it silently and quickly to find key and major components.  c) Students read the current content again silently and carefully to examine any significant semantic and structural details.  d) Students examine the semantic details in the content carefully to check the accuracy of their initial predictions.  **ENG.9.4.R3.** a) Students classify significant and necessary elements of the current content in a meaningful way.  b) Students compare significant and key elements of the current content with each other or with similar ones in a meaningful way.  c) Students recognise significant and basic spiral, causal, and logical relationships in the current  content through careful examination and analysis.  d) Students make meaningful inferences from information in the current content by examining it critically.  e) Students internalise their meaningful inferences from information in the current content in an  individualised way appropriate to their age and language level.  **ENG.9.4.R4.** a) Students convey individually their knowledge, experiences, thoughts, and feelings that they review critically in relation to the current reading-comprehension content and process.  b) Students share their personal verbal and written knowledge, experiences, thoughts, and feelings that they review critically in relation to the current reading-comprehension content and process with others.  c) Students produce new verbal and written work after participating in reflective activities related to the current reading-comprehension content and process.  **ENG.9.4.R3**. a) Students classify significant and necessary elements of the current content in a meaningful way.  b) Students compare significant and key elements of the current content with each other or with similar ones in a meaningful way.  c) Students recognise significant and basic spiral, causal, and logical relationships in the current  content through careful examination and analysis.  d) Students make meaningful inferences from information in the current content by examining it critically.  e) Students internalise their meaningful inferences from information in the current content in an  individualised way appropriate to their age and language level.  **ENG.9.4.R4**. a) Students convey individually their knowledge, experiences, thoughts, and feelings that they review critically in relation to the current reading-comprehension content and process.  b) Students share their personal verbal and written knowledge, experiences, thoughts, and feelings that they review critically in relation to the current reading-comprehension content and process with others.  c) Students produce new verbal and written work after participating in reflective activities related to the current reading-comprehension content and process.  b) Students engage in verbal and/or written communication by sharing the reconstructed meaningful information about the current content with others.  **ENG.9.4.S6**. a) Students reveal their knowledge, experiences, thoughts, and feelings that they review critically in relation to the current speaking-expression content and process.  b) Students share their personal knowledge, experiences, thoughts, and feelings that they critically review in relation to the current speaking-expression content and process with others.  c) Students produce new verbal and written work after participating in reflective activities related to the current speaking-expression content and process. | PERFORMANCE ASSIGNMENT: Students prepare an interview, a poster/fact file, a short film etc. (paper or digital) about the jobs, work routines, work activities of their or their peers’ family members and present it to the class and receive feedback about it. The assignment will be evaluated by using rubrics. | 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, V2. Family Integrity, V3. Diligence, V4. Friendship, V5. Sensitivity, V6. Honesty, V7. Aesthetics, V8. Privacy, V9. Compassion, V10. Modesty, V11. Independence, V12. Patience, V13. Healthy Living, V14. Respect, V16. Responsibility, V19. Patriotism, V20. Benevolence | LS1. Information Literacy, LS2. Digital Literacy, LS3. Financial Literacy, LS4. Visual Literacy, LS5. Cultural Literacy, LS6. Civic Literacy, LS7. Data Literacy, LS9. Art Literacy |  | Expansion  Objective: To help students discuss family members’ jobs, work routines, and workplaces in English through paired reading and question-asking by using target vocabulary and target grammar.  Objective: To talk about family members’ jobs, work routines, and workplaces in English by using target vocabulary and target grammar.  Supporting  Objective: To describe family members’ jobs and workplaces in English by using target vocabulary and target grammar.  Objective: To describe family members’ jobs and workplaces in English by using target vocabulary and target grammar. |
| **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 | 4 | **THEME 4: FAMILY LIFE** | Target Vocabulary in Use (with revisional vocabulary)  National and religious days, festivals and celebrations  Local Cultural, Social and Moral Considerations of the Theme  Target Language Grammatical in Use  Functions of Target Language Grammar in Use  Target Social Language Expressions in Use  Target Phonological Sounds in Use | **FLFS4. Writing-Expression**  **ENG.9.4.W1.** Students can prepare for writing efficiently and accurately based on the current content about ''family life with family members’ jobs, work routines, work activities, and workplaces''.  **ENG.9.4.W2.** Students can analyse and understand a provided model to guide them in producing similar writing tasks related to the content on ''family life with family members’ jobs, work routines, work activities, and workplaces''.  **ENG.9.4.W3.** Students can construct new written content on ''family life with family members’ jobs, work routines, work activities, and workplaces'' based on their understanding of the model(s) provided.  **ENG.9.4.W4.** Students can practise producing written content based on the current theme ''family life with family members’ jobs, work routines, work activities, and workplaces''.  **ENG.9.4.W5.** Students can engage in the process of writing related to the content on ''family life with family members’ jobs, work routines, work activities, and workplaces''.  **ENG.9.4.W6.** Students can reconstruct their writing about the current theme on ''family life with family members’ jobs, work routines, work activities, and workplaces'' to communicate effectively about it.  **ENG.9.4.W7.** Students can reflect on their experiences, thoughts, ideas, and feelings related to the writing process about the current content on ''family life with family members’ jobs, work routines, work activities, and workplaces'' in relation to themselves or others, both individually and/or with others. | **ENG.9.4.W1.** a) Students relate pre-existing knowledge and experiences from initial listening, watching, and reading processes to current content by examining and activating them.  b) Students understand what the current writing task requires in terms of content and purpose in  relation to the current content accurately by applying pre-existing knowledge and experiences,  following guided instructions.  **ENG.9.4.W2.** a) Students grasp the significant and basic components of the content in the model/sample provided for the assigned writing task, including word selection and use, grammar selection and use, and other details such as type, style, and meaning as required.  **ENG.9.4.W3**. a) Students share their ideas and thoughts by brainstorming through collaborative discussion to generate ideas for the new (prepared and/or unprepared) writing task related to the current theme.  b) Students plan how the knowledge and ideas generated during the brainstorming session can be applied to their new (prepared and/or unprepared) writing task related to the current theme.  c) Students conduct preliminary research relevant to the assigned (prepared and/or unprepared) writing task on the current content, considering the type of writing, age appropriateness, and language level.  d) Students produce a well-organised and detailed draft relevant to the (prepared and/or unprepared) type of writing and appropriate for the age and language level.  e) Students organise and develop contextual materials relevant to the type of the assigned task  (prepared and/or unprepared) and appropriate to age and language level.  f) Students modify the content they produce for the assigned writing task in a coherent and meaningful way, consistent with the assigned (prepared and/or unprepared) type of writing, and appropriate to the age and language level.  **ENG.9.4.W4.** a) Students present relevant supportive materials appropriate to the assigned (prepared and/or unprepared) writing task, considering the type of writing and appropriateness to the age and language level.  b) Students use appropriate discourse forms, styles, and strategies for the assigned (prepared and/or unprepared) writing task, considering its writing type and appropriate to their age and language level.  c) Students use target words and grammatical language structures accurately and appropriately in their writing tasks, by selecting necessary and appropriate ones in line with the assigned type of writing and appropriate to the age and language level.  d) Students express their messages about the current content clearly to the reader in the assigned (prepared and/or unprepared) writing task.  **ENG.9.4.W5.** a) Students review the feedback from the teacher and/or peers critically on their prepared and/or unprepared writing task(s).  b) Students revise to reorganise the written content of their prepared and/or unprepared task based on the feedback received from the teacher and/or peers.  c) Students refine and develop their written content produced for their prepared/unprepared writing task through the iterative feedback process.  **ENG.9.4.W6.** a) Students adapt and use individually internalised information in current or similar content by selecting and reorganising it meaningfully in written form as necessary when communicating with other people  in different contexts.  b) Students exchange information and ideas in written communication by sharing reconstructed  meaningful knowledge and content with others.  **ENG.9.4.W7**. a) Students convey individually the knowledge, experiences, thoughts, and feelings they review critically in relation to their current writing-expression content and process.  b) Students share their personal verbal and written knowledge, experiences, thoughts, and feelings that they critically review in relation to the current writing-expression content and process with others.  c) Students produce their new verbal and written work after participating in reflective activities related to the current writing-expression content and process. | PERFORMANCE ASSIGNMENT: Students prepare an interview, a poster/fact file, a short film etc. (paper or digital) about the jobs, work routines, work activities of their or their peers’ family members and present it to the class and receive feedback about it. The assignment will be evaluated by using rubrics. | 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, V2. Family Integrity, V3. Diligence, V4. Friendship, V5. Sensitivity, V6. Honesty, V7. Aesthetics, V8. Privacy, V9. Compassion, V10. Modesty, V11. Independence, V12. Patience, V13. Healthy Living, V14. Respect, V16. Responsibility, V19. Patriotism, V20. Benevolence | LS1. Information Literacy, LS2. Digital Literacy, LS3. Financial Literacy, LS4. Visual Literacy, LS5. Cultural Literacy, LS6. Civic Literacy, LS7. Data Literacy, LS9. Art Literacy |  | Expansion  Objective: To help students discuss family members’ jobs, work routines, and workplaces in English through paired reading and question-asking by using target vocabulary and target grammar.  Objective: To talk about family members’ jobs, work routines, and workplaces in English by using target vocabulary and target grammar.  Supporting  Objective: To describe family members’ jobs and workplaces in English by using target vocabulary and target grammar.  Objective: To describe family members’ jobs and workplaces in English by using target vocabulary and target grammar. |
| **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 | 4 | **THEME 5: LIFE IN THE HOUSE & NEIGHBOURHOOD** | Target Vocabulary in Use (with revisional vocabulary)  National and religious days, festivals and celebrations  Local Cultural, Social and Moral Considerations of the Theme  Target Language Grammatical in Use  Functions of Target Language Grammar in Use  Target Social Language Expressions in Use  Target Phonological Sounds in Use | **FLFS1. Listening/Watching-Comprehension**  **ENG.9.5.L1.**Students can prepare and get ready for listening (to)/watching about the current content on ''life in the house and neighbourhood with types of houses, rooms, furniture and activities in the house''.  **ENG.9.5.L2.** Students can bring together the information in the current content on ''life in the house and neighbourhood with types of houses, rooms, furniture and activities in the house''.  **ENG.9.5.L3.** Students can make sense of and derive meaning from the current content on ''life in the house and neighbourhood with types of houses, rooms, furniture and activities in the house''.  **ENG.9.5.L4.** Students can reflect on the information, experiences, thoughts, ideas, and feelings related to the listening (to)/watching process about the current content on ''life in the house and neighbourhood with types of houses, rooms, furniture and activities in the house'' in relation to themselves or others, both individually and/or with others.  **FLFS3. Speaking-Expression**  **ENG.9.5.S1**. Students can prepare themselves to speak meaningfully, fluently, and efficiently about the current content on ''life in the house and neighbourhood with types of houses, rooms, furniture and activities in the house''.  **ENG.9.5.S2.** Students can analyse and understand the model content related to ''life in the house and neighbourhood with types of houses, rooms, furniture and activities in the house'' to support the production of spoken language.  **FLFS4. Writing-Expression**  **ENG.9.5.W1.** Students can prepare for writing efficiently and accurately based on the current content about ''life in the house and neighbourhood with types of houses, rooms, furniture and activities in the house''.  **ENG.9.5.W2.** Students can analyse and understand a provided model to guide them in producing similar writing tasks related to the content on ''life in the house and neighbourhood with types of houses, rooms, furniture and activities in the house''.  **FLSS3. Pronunciation: Selection and Use ENG.9.5.P1.** Students can select and use target phonological aspects such as pronunciation and intonation of target sounds, words, phrases, clauses, and sentences in utterances authentically, naturally, and accurately in the current content about ''life in the house and neighbourhood with types of houses, rooms, furniture and activities in the house'' to develop holistic and conscious pronunciation skills after recognising them in context. | **ENG.9.5.L1.** a) Students activate their pre-existing knowledge and experience about the current theme and content to recall their background knowledge by investigating it carefully.  b) Students identify significant and necessary relationships and connections between their pre-existing  knowledge, their past experience and the clues to the current content by responding to meaningful  questions about it (without speaking Turkish or using a translation).  c) Students make detailed predictions about the current content by using their pre-existing knowledge  and past experience of the content.  d) Students make rational predictions about the current content by looking at the supplementary visual  elements provided.  **ENG.9.5.L2.** a) Students identify the main topic of the current content in general by listening (to)/watching it as a whole in its context.  b) Students recognise the significant details and basic components of the current content within the  whole by listening (to) and watching the whole content carefully to notice them.  **ENG.9.5.L3.** a) Students check their initial predictions about the current content by being aware of the commonalities between their self-predictions and the clues provided as visuals surrounding the content.  b) Students make significant and necessary classifications in the current content that affect the  meaning of the generally perceived content.  c) Students make significant and necessary comparisons in the generally perceived current content  to highlight differences between two or more different things by using visuals, ensuring clarity and meaning.  d) Students recognise significant branching, linear or spiral relationships (if any) within the generally perceived current content.  e) Students make essential inferences and deductions to understand the meaning of the generally perceived current content better.  f) Students strongly recognise the holistic meaning formed by the components, comparisons, classifications, and details related to the current content.  g) Students construct a detailed understanding of the meaning of the current content through prior classifications, comparisons, and inferences/deductions.  h) Students position, internalise and personalise current content in an individualised, age-appropriate and level-appropriate way.  **ENG.9.5.L4.** a) Students individually convey their personal knowledge, experiences, thoughts, and feelings that are critically reviewed in relation to the current listening (to)/watching contents and the process.  b) Students share their personal verbal and written knowledge, experiences, thoughts, and feelings that  they critically review in relation to the current listening (to)/watching content and process with others.  **ENG.9.5.S1**. a) Students relate current content by analysing pre-existing knowledge and experiences from earlier listening, watching, and reading sessions to associate them with the current content.  **ENG.9.5.S2.** a) Students grasp what the provided model/example is about with the help of audio, visual, and/or written elements after listening, watching, and/or reading the current content.  **ENG.9.5.W1.** a) Students relate pre-existing knowledge and experiences from initial listening, watching, and reading processes to current content by examining and activating them.  b) Students understand what the current writing task requires in terms of content and purpose in relation to the current content accurately by applying pre-existing knowledge and experiences, following guided instructions.  **ENG.9.5.W2.** a) Students grasp the significant and basic components of the content in the model/sample provided for the assigned writing task, including word selection and use, grammar selection and use, and other  details such as type, style, and meaning as required.  **ENG.9.5.P1.** a) Students recognise the target phonological aspects such as pronunciation and intonation of target sounds, words, phrases and sentences in utterances within the current content by listening (to)/ watching it, first as a whole and then with pauses.  b) Students repeat utterances, including target sentences, clauses, phrases, and words with target theme-specific sounds by considering phonological aspects such as pronunciation and intonation accurately and naturally in the content several times as a whole class and then in groups and individually.  c) Students talk about the current content by taking part in small group conversations by paying attention to select and use accurate phonological aspects such as pronunciation, intonation, stress, and other features as they are understood.  d) Students reflect personally on their pronunciation and other target phonological aspects such as intonation after recording and listening to group conversations about the target content.  e) Students evaluate feedback from others and their personal feedback and reflection by listening to or  watching the audio/visual content again to check for accuracy.  f) Students utilise the target phonological aspects such as pronunciation and intonation of utterances  including target sounds of the current content, appropriately, effectively, accurately, naturally,  automatically, and consciously when communicating with others in different contexts. | PERFORMANCE ASSIGNMENT: Students prepare a self-recording (visual, audio) at school/ at home, conducting an interview with classmates about their ''types of houses, rooms, furniture, and activities in the house'' and present it to the class and receive feedback on it. The assignment will be evaluated by using rubrics. | 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, V9. Compassion, V10. Modesty, V11. Independence, V12. Patience, V13. Healthy Living, V14. Respect, V16. Responsibility, V20. Benevolence | LS1. Information Literacy, LS2. Digital Literacy, LS3. Financial Literacy, LS4. Visual Literacy, LS5. Cultural Literacy, LS6. Civic Literacy, LS7. Data Literacy, LS9. Art Literacy |  | Expansion  Objective: To describe rooms, furniture, and house activities in English through paired reading and question- asking activity by using target vocabulary and target grammar.  Objective: To help students compare and talk about different visuals of the same room by using target vocabulary and target grammar.  Supporting  Objective: To describe different rooms, furniture, and activities in the house in English by using target vocabulary and target grammar.  Objective: To describe different rooms, furniture, and activities in the house in English by using target vocabulary and target grammar. |
|  |  |  |  |  |  | **EVALUATION (EXAMS)** |  |  |  |  |  |  |
| **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 23:  March 2-6 | 4 | **THEME 5: LIFE IN THE HOUSE & NEIGHBOURHOOD** | Target Vocabulary in Use (with revisional vocabulary)  National and religious days, festivals and celebrations  Local Cultural, Social and Moral Considerations of the Theme  Target Language Grammatical in Use  Functions of Target Language Grammar in Use  Target Social Language Expressions in Use  Target Phonological Sounds in Use | **FLSS2. Vocabulary: Selection and Use**  **ENG.9.5.V1.** Students can select and use target vocabulary efficiently, effectively, and accurately, based on the current content about ''life in the house and neighbourhood with types of houses, rooms, furniture and activities in the house'' after recognising them in context and developing their conscious and inductive vocabulary learning skills.  **FLFS3. Speaking-Expression**  **ENG.9.5.S3.** Students can produce meaningful and accurate spoken content related to the current theme on ''life in the house and neighbourhood with types of houses, rooms, furniture and activities in the house''.  **ENG.9.5.S4.** Students can construct meaningful spoken content about ''life in the house and neighbourhood with types of houses, rooms, furniture and activities in the house'' through efficient and meaningful practice.  **FLFS4. Writing-Expression**  **ENG.9.5.W3.** Students can construct new written content on ''life in the house and neighbourhood with types of houses, rooms, furniture and activities in the house'' based on their understanding of the model(s) provided.  **ENG.9.5.W4.** Students can practise producing written content based on the current theme ''life in the house and neighbourhood with types of houses, rooms, furniture and activities in the house''.  **FLSS1. Grammaring: Selection and Use**  **ENG.9.5.G1**. Students can select and use target grammatical language items efficiently, effectively, and accurately, based on the current content about ''life in the house and neighbourhood with types of houses, rooms, furniture and activities in the house'', after recognising them in context and developing their conscious and inductive grammaring skills through consciousness-raising and discovery. | **ENG.9.5.V1**. a) Students make predictions about the main topic of the current content by identifying "general  contextual clues" from the visual, audio, and written preparation materials provided during the  "listening/watching for gist" and/or reading for "skimming" sessions.  b) Students check the accuracy of the predictions related to the "general contextual clue" by listening to,  watching, and/or reading the audio, visual, and/or written content in context.  c) Students search the target audio/visual, and/or written content by scanning to find key components  of the theme.  d) Students listen/watch the content carefully and/or read it silently to identify and underline/circle  target unknown words.  e) Students separate target (key-active) words from the other (non-key-passive) words in the target content.  f) Students examine relevant target words, phrases, and expressions in the current content to  understand how and where they are used.  g) Students determine paragraph context clues to identify the topics of the parts/paragraphs containing  unknown target words.  h) Students discuss the meaning of the target words by finding indirect sentence context clues in the  assigned sentences of the parts/paragraphs of the content.  i) Students determine the correct meanings of the target words in the current content in pairs or groups  by comparing the meanings/definitions proposed.  j) Students confirm the accuracy of the meanings/definitions of the target words in the current content  by consulting with the teacher, the class and/or by using printed or digital dictionaries.  k) Students make use of the target words of the current theme in a range of semantically associated  contextual activities and tasks accurately, naturally, authentically, and appropriately.  l) Students make use of the target words of the current theme accurately, naturally, appropriately and  effectively through careful selection when communicating with others.  **ENG.9.5.S3.** a) Students recognise which form and type of spoken content is expected and assigned based on the  model/example about the current theme for both prepared and/or unprepared speaking situations  through careful examination.  b) Students conduct preliminary research on the expected and assigned content to be produced for  prepared and/or unprepared speaking situations.  c) Students develop a draft outline in accordance with the assigned prepared and/or unprepared  speaking situations as presented in the model/example, appropriate to the age and language level  based on the current theme.  d) Students organise supplementary audio-visual materials in accordance with the assigned task as  presented in the model/example for prepared and/or unprepared speaking situations and appropriate  to their age and language level.  e) Students organise information related to the current content to be presented, appropriate to the  model/example for prepared and/or unprepared speaking situations.  f) Students critically review their prepared presentation content for accuracy, coherence, and  appropriateness to audience and context in prepared and/or unprepared speaking situations.  **ENG.9.5.S4.** a) Students make spoken content clear and understandable to listeners by selecting and using style  and form appropriate to age and language level in prepared and/or unprepared speaking situations.  b) Students present their spoken content by selecting and using materials appropriate to the context,  age, language level, style, and type of discourse, similar to those presented in the model/example for  prepared and/or unprepared speaking situations.  **ENG.9.5.W3.** a) Students share their ideas and thoughts by brainstorming through collaborative discussion to  generate ideas for the new (prepared and/or unprepared) writing task related to the current theme.  b) Students plan how the knowledge and ideas generated during the brainstorming session can be  applied to their new (prepared and/or unprepared) writing task related to the current theme.  c) Students conduct preliminary research relevant to the assigned (prepared and/or unprepared) writing  task on the current content, considering the type of writing, age appropriateness, and language level.  d) Students produce a well-organised and detailed draft relevant to the (prepared and/or unprepared)  type of writing and appropriate for the age and language level.  e) Students organise and develop contextual materials relevant to the type of the assigned task  (prepared and/or unprepared) and appropriate to age and language level.  f) Students modify the content they produce for the assigned writing task in a coherent and meaningful  way, consistent with the assigned (prepared and/or unprepared) type of writing, and appropriate to  the age and language level.  **ENG.9.5.W4**. a) Students present relevant supportive materials appropriate to the assigned (prepared and/or  unprepared) writing task, considering the type of writing and appropriateness to the age and language level.  b) Students use appropriate discourse forms, styles, and strategies for the assigned (prepared and/or  unprepared) writing task, considering its writing type and appropriate to their age and language level.  c) Students use target words and grammatical language structures accurately and appropriately in  their writing tasks, by selecting necessary and appropriate ones in line with the assigned type of  writing and appropriate to the age and language level.  d) Students express their messages about the current content clearly to the reader in the assigned  (prepared and/or unprepared) writing task.  **ENG.9.5.G1.** a) Students listen to, watch, and/or read the audio, visual, and written current content presented in  context that introduces the general use of the target language structures in the current theme.  b) Students examine example sentences provided by the teacher or instructional materials including target grammatical items to see how the target grammatical structure(s) of the target theme is/are used to construct a meaning or contribute to meaning.  c) Students analyse current audio, visual, and/or written content presented in context to identify sentences similar to those provided as examples.  d) Students find the commonalities between the sentences identified and those exemplified by the teacher or materials through careful comparison in pairs and/or groups.  e) Students discover the characteristics of the commonalities in the sentences in the current content by discussing them in pairs or groups as an awareness/consciousness-raising activity.  f) Students formulate rule(s) about the same/target ‘grammar structure(s) of the current theme based on their observations and discussions in pairs or groups.  g) Students engage in contextual activities on the use of target grammatical structures (grammaring) of the current theme to explain and justify the grammar rule(s) they have discovered.  h) Students practise to consolidate their understanding of the target grammar that they discovered by selecting accurate and meaningful items in meaningful and contextualised activities.  i) Students produce accurate and unique verbal or written content by using target grammar consciously and in a natural way, without thinking about the rules.  j) Students produce new spoken/written content by using the target grammatical structures efficiently, authentically, automatically, and naturally in context when communicating with others without thinking about rules. | PERFORMANCE ASSIGNMENT: Students prepare a self-recording (visual, audio) at school/ at home, conducting an interview with classmates about their ''types of houses, rooms, furniture, and activities in the house'' and present it to the class and receive feedback on it. The assignment will be evaluated by using rubrics. | 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, V9. Compassion, V10. Modesty, V11. Independence, V12. Patience, V13. Healthy Living, V14. Respect, V16. Responsibility, V20. Benevolence | LS1. Information Literacy, LS2. Digital Literacy, LS3. Financial Literacy, LS4. Visual Literacy, LS5. Cultural Literacy, LS6. Civic Literacy, LS7. Data Literacy, LS9. Art Literacy |  | Expansion  Objective: To describe rooms, furniture, and house activities in English through paired reading and question- asking activity by using target vocabulary and target grammar.  Objective: To help students compare and talk about different visuals of the same room by using target vocabulary and target grammar.  Supporting  Objective: To describe different rooms, furniture, and activities in the house in English by using target vocabulary and target grammar.  Objective: To describe different rooms, furniture, and activities in the house in English by using target vocabulary and target grammar. |
| **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 | 4 | **THEME 5: LIFE IN THE HOUSE & NEIGHBOURHOOD** | Target Vocabulary in Use (with revisional vocabulary)  National and religious days, festivals and celebrations  Local Cultural, Social and Moral Considerations of the Theme  Target Language Grammatical in Use  Functions of Target Language Grammar in Use  Target Social Language Expressions in Use  Target Phonological Sounds in Use | **FLFS2. Reading-Comprehension**  **ENG.9.5.R1**. Students can prepare for reading the content on ''life in the house and neighbourhood with types of houses, rooms, furniture and activities in the house'' efficiently and effectively.  **ENG.9.5.R2.** Students can bring information together about the current content on ''life in the house and neighbourhood with types of houses, rooms, furniture and activities in the house'' through skimming, scanning and detailed reading.  **ENG.9.5.R3.** Students can make sense of and derive meaning from the current content on ''life in the house and neighbourhood with types of houses, rooms, furniture and activities in the house''.  **ENG.9.5.R4.** Students can reflect on the information, experiences, thoughts, ideas, and feelings related to the reading process about the current content on ''life in the house and neighbourhood with types of houses, rooms, furniture and activities in the house'' in relation to themselves or others, both individually and/or with others.  **FLFS3. Speaking-Expression**  **ENG.9.5.S5.** Students can reconstruct the information about ''life in the house and neighbourhood with types of houses, rooms, furniture and activities in the house'' when communicating with others.  **ENG.9.5.S6.** Students can reflect on their experiences, thoughts, ideas, and feelings related to the speaking process about the current content on ''life in the house and neighbourhood with types of houses, rooms, furniture and activities in the house'' in relation to themselves or others, both individually and/or with others. | **ENG.9.5.R1**. a) Students recall and activate significant pre-existing knowledge and past experiences that can be related to the current theme and content through careful exploration.  b) Students recognise significant relationships between pre-existing knowledge, past experiences and clues to current content.  c) Students make strong preliminary predictions about the current content based on explored and recognised relationships.  d) Students make detailed predictions about the current content by exploring and examining the audiovisual clues in relation to it.  **ENG.9.5.R2.** a) Students skim the current content by looking very quickly and carefully at the surrounding visual materials to identify its general focus.  b) Students scan the current content by reading it silently and quickly to find key and major components.  c) Students read the current content again silently and carefully to examine any significant semantic and structural details.  d) Students examine the semantic details in the content carefully to check the accuracy of their initial predictions.  **ENG.9.5.R3.** a) Students classify significant and necessary elements of the current content in a meaningful way.  b) Students compare significant and key elements of the current content with each other or with similar ones in a meaningful way.  c) Students recognise significant and basic spiral, causal, and logical relationships in the current  content through careful examination and analysis.  d) Students make meaningful inferences from information in the current content by examining it critically.  e) Students internalise their meaningful inferences from information in the current content in an  individualised way appropriate to their age and language level.  **ENG.9.5.R4**. a) Students convey individually their knowledge, experiences, thoughts, and feelings that they review critically in relation to the current reading-comprehension content and process.  b) Students share their personal verbal and written knowledge, experiences, thoughts, and feelings that they review critically in relation to the current reading-comprehension content and process with others.  c) Students produce new verbal and written work after participating in reflective activities related to the current reading-comprehension content and process.  **ENG.9.5.S5.** a) Students use the same or similar information presented in the current content in verbal or written forms in different contexts by reorganising it meaningfully, accurately, effectively, efficiently, functionally, and individually as required.  b) Students engage in verbal and/or written communication by sharing the reconstructed meaningful information about the current content with others.  **ENG.9.5.S6**. a) Students reveal their knowledge, experiences, thoughts, and feelings that they review critically in relation to the current speaking-expression content and process.  b) Students share their personal knowledge, experiences, thoughts, and feelings that they critically review in relation to the current speaking-expression content and process with others.  c) Students produce new verbal and written work after participating in reflective activities related to the current speaking-expression content and process. | PERFORMANCE ASSIGNMENT: Students prepare a self-recording (visual, audio) at school/ at home, conducting an interview with classmates about their ''types of houses, rooms, furniture, and activities in the house'' and present it to the class and receive feedback on it. The assignment will be evaluated by using rubrics. | 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, V9. Compassion, V10. Modesty, V11. Independence, V12. Patience, V13. Healthy Living, V14. Respect, V16. Responsibility, V20. Benevolence | LS1. Information Literacy, LS2. Digital Literacy, LS3. Financial Literacy, LS4. Visual Literacy, LS5. Cultural Literacy, LS6. Civic Literacy, LS7. Data Literacy, LS9. Art Literacy | March 12  Acceptance of İstiklâl Marşı and Mehmet Akif Ersoy Memorial Day  March 18  Çanakkale Victory and Martyrs' Da | Expansion  Objective: To describe rooms, furniture, and house activities in English through paired reading and question- asking activity by using target vocabulary and target grammar.  Objective: To help students compare and talk about different visuals of the same room by using target vocabulary and target grammar.  Supporting  Objective: To describe different rooms, furniture, and activities in the house in English by using target vocabulary and target grammar.  Objective: To describe different rooms, furniture, and activities in the house in English by using target vocabulary and target grammar. |
|  |  |  |  |  |  | SECOND MIDTERM BREAK: March 16 - 20 |  |  |  |  |  |  |
| **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 25:  March 23-27 | 2 | **THEME 5: LIFE IN THE HOUSE & NEIGHBOURHOOD** | Target Vocabulary in Use (with revisional vocabulary)  National and religious days, festivals and celebrations  Local Cultural, Social and Moral Considerations of the Theme  Target Language Grammatical in Use  Functions of Target Language Grammar in Use  Target Social Language Expressions in Use  Target Phonological Sounds in Use | **FLFS4. Writing-Expression**  **ENG.9.5.W1.** Students can prepare for writing efficiently and accurately based on the current content about ''life in the house and neighbourhood with types of houses, rooms, furniture and activities in the house''.  **ENG.9.5.W2.** Students can analyse and understand a provided model to guide them in producing similar writing tasks related to the content on ''life in the house and neighbourhood with types of houses, rooms, furniture and activities in the house''.  **ENG.9.5.W3.** Students can construct new written content on ''life in the house and neighbourhood with types of houses, rooms, furniture and activities in the house'' based on their understanding of the model(s) provided.  **ENG.9.5.W4.** Students can practise producing written content based on the current theme ''life in the house and neighbourhood with types of houses, rooms, furniture and activities in the house''.  **ENG.9.5.W5.** Students can engage in the process of writing related to the content on ''life in the house and neighbourhood with types of houses, rooms, furniture and activities in the house''.  **ENG.9.5.W6.** Students can reconstruct their writing about the current theme on ''life in the house and neighbourhood with types of houses, rooms, furniture and activities in the house'' to communicate effectively about it.  **ENG.9.5.W7.** Students can reflect on their experiences, thoughts, ideas, and feelings related to the writing process about the current content on ''life in the house and neighbourhood with types of houses, rooms, furniture and activities in the house'' in relation to themselves or others, both individually and/or with others. | **ENG.9.5.W1.** a) Students relate pre-existing knowledge and experiences from initial listening, watching, and reading processes to current content by examining and activating them.  b) Students understand what the current writing task requires in terms of content and purpose in relation to the current content accurately by applying pre-existing knowledge and experiences, following guided instructions.  **ENG.9.5.W2.** a) Students grasp the significant and basic components of the content in the model/sample provided for the assigned writing task, including word selection and use, grammar selection and use, and other details such as type, style, and meaning as required.  **ENG.9.5.W3.** a) Students share their ideas and thoughts by brainstorming through collaborative discussion to generate ideas for the new (prepared and/or unprepared) writing task related to the current theme.  b) Students plan how the knowledge and ideas generated during the brainstorming session can be applied to their new (prepared and/or unprepared) writing task related to the current theme.  c) Students conduct preliminary research relevant to the assigned (prepared and/or unprepared) writing task on the current content, considering the type of writing, age appropriateness, and language level.  d) Students produce a well-organised and detailed draft relevant to the (prepared and/or unprepared) type of writing and appropriate for the age and language level.  e) Students organise and develop contextual materials relevant to the type of the assigned task  (prepared and/or unprepared) and appropriate to age and language level.  f) Students modify the content they produce for the assigned writing task in a coherent and meaningful way, consistent with the assigned (prepared and/or unprepared) type of writing, and appropriate to the age and language level.  **ENG.9.5.W4.** b) Students use appropriate discourse forms, styles, and strategies for the assigned (prepared and/or unprepared) writing task, considering its writing type and appropriate to their age and language level.  c) Students use target words and grammatical language structures accurately and appropriately in their writing tasks, by selecting necessary and appropriate ones in line with the assigned type of writing and appropriate to the age and language level.  d) Students express their messages about the current content clearly to the reader in the assigned (prepared and/or unprepared) writing task.  **ENG.9.5.W5.** a) Students review the feedback from the teacher and/or peers critically on their prepared and/or unprepared writing task(s).  b) Students revise to reorganise the written content of their prepared and/or unprepared task based on the feedback received from the teacher and/or peers.  c) Students refine and develop their written content produced for their prepared/unprepared writing task through the iterative feedback process.  **ENG.9.5.W6.** a) Students adapt and use individually internalised information in current or similar content by selecting and reorganising it meaningfully in written form as necessary when communicating with other people in different contexts.  b) Students exchange information and ideas in written communication by sharing reconstructed meaningful knowledge and content with others.  **ENG.9.5.W7**. a) Students convey individually the knowledge, experiences, thoughts, and feelings they review critically in relation to their current writing-expression content and process.  b) Students share their personal verbal and written knowledge, experiences, thoughts, and feelings that they critically review in relation to the current writing-expression content and process with others.  c) Students produce their new verbal and written work after participating in reflective activities related to the current writing-expression content and process. | PERFORMANCE ASSIGNMENT: Students prepare a self-recording (visual, audio) at school/ at home, conducting an interview with classmates about their ''types of houses, rooms, furniture, and activities in the house'' and present it to the class and receive feedback on it. The assignment will be evaluated by using rubrics. | 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, V9. Compassion, V10. Modesty, V11. Independence, V12. Patience, V13. Healthy Living, V14. Respect, V16. Responsibility, V20. Benevolence | LS1. Information Literacy, LS2. Digital Literacy, LS3. Financial Literacy, LS4. Visual Literacy, LS5. Cultural Literacy, LS6. Civic Literacy, LS7. Data Literacy, LS9. Art Literacy | March 16-22  Turkic World and Communities Week | Expansion  Objective: To describe rooms, furniture, and house activities in English through paired reading and question- asking activity by using target vocabulary and target grammar.  Objective: To help students compare and talk about different visuals of the same room by using target vocabulary and target grammar.  Supporting  Objective: To describe different rooms, furniture, and activities in the house in English by using target vocabulary and target grammar.  Objective: To describe different rooms, furniture, and activities in the house in English by using target vocabulary and target grammar. |
| **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 25:  March 23-27 | 2 | **THEME 6: LIFE IN THE CITY & COUNTRY** | Target Vocabulary in Use (with revisional vocabulary)  National and religious days, festivals and celebrations  Local Cultural, Social and Moral Considerations of the Theme  Target Language Grammatical in Use  Functions of Target Language Grammar in Use  Target Social Language Expressions in Use  Target Phonological Sounds in Use | **FLFS1. Listening/Watching-Comprehension**  **ENG.9.6.L1.** Students can prepare and get ready for listening (to)/watching about the current content on ''life in the city and country with local and international food culture and food festivals in the city''.  **ENG.9.6.L2.** Students can bring together the information in the current content on ''life in the city and country with local and international food culture and food festivals in the city''.  **ENG.9.6.L3.** Students can make sense of and derive meaning from the current content on ''life in the city and country with local and international food culture and food festivals in the city''.  **ENG.9.6.L4.** Students can reflect on the information, experiences, thoughts, ideas, and feelings related to the listening (to)/watching process about the current content on ''life in the city and country with local and international food culture and food festivals in the city'' in relation to themselves or others, both individually and/or with others.  **FLFS4. Writing-Expression**  **ENG.9.6.W1**. Students can prepare for writing efficiently and accurately based on the current content about ''life in the city and country with local and international food culture and food festivals in the city''.  **FLFS3. Speaking-Expression**  **ENG.9.6.S1.** Students can prepare themselves to speak meaningfully, fluently, and efficiently about the current content on ''life in the city and country with local and international food culture and food festivals in the city''.  **ENG.9.6.S2**. Students can analyse and understand the model content related to ''life in the city and country with local and international food culture and food festivals in the city'' to support the production of spoken language.  **FLSS3. Pronunciation: Selection and Use**  **ENG.9.6.P1.** Students can select and use target phonological aspects such as pronunciation and intonation of target sounds, words, phrases, clauses, and sentences in utterances authentically, naturally, and accurately in the current content about ''life in the city and country with local and international food culture and food festivals in the city'' to develop holistic and conscious pronunciation skills after recognising them in context. | **ENG.9.6.L1**. a) Students activate their pre-existing knowledge and experience about the current theme and content to recall their background knowledge by investigating it carefully.  b) Students identify significant and necessary relationships and connections between their pre-existing knowledge, their past experience and the clues to the current content by responding to meaningful questions about it (without speaking Turkish or using a translation).  c) Students make detailed predictions about the current content by using their pre-existing knowledge and past experience of the content.  d) Students make rational predictions about the current content by looking at the supplementary visual elements provided.  **ENG.9.6.L2.** a) Students identify the main topic of the current content in general by listening (to)/watching it as a whole in its context.  b) Students recognise the significant details and basic components of the current content within the whole by listening (to) and watching the whole content carefully to notice them.  **ENG.9.6.L3.** a) Students check their initial predictions about the current content by being aware of the commonalities between their self-predictions and the clues provided as visuals surrounding the content.  b) Students make significant and necessary classifications in the current content that affect the meaning of the generally perceived content.  c) Students make significant and necessary comparisons in the generally perceived current content to highlight differences between two or more different things by using visuals, ensuring clarity and meaning.  d) Students recognise significant branching, linear or spiral relationships (if any) within the generally perceived current content.  e) Students make essential inferences and deductions to understand the meaning of the generally perceived current content better.  f) Students strongly recognise the holistic meaning formed by the components, comparisons, classifications, and details related to the current content.  g) Students construct a detailed understanding of the meaning of the current content through prior classifications, comparisons, and inferences/deductions.  h) Students position, internalise and personalise current content in an individualised, age-appropriate and level-appropriate way.  **ENG.9.6.L4.** a) Students individually convey their personal knowledge, experiences, thoughts, and feelings that are critically reviewed in relation to the current listening (to)/watching contents and the process.  b) Students share their personal verbal and written knowledge, experiences, thoughts, and feelings that they critically review in relation to the current listening (to)/watching content and process with others.  **ENG.9.6.W1.** a) Students relate pre-existing knowledge and experiences from initial listening, watching, and reading processes to current content by examining and activating them.  b) Students understand what the current writing task requires in terms of content and purpose in relation to the current content accurately by applying pre-existing knowledge and experiences, following guided instructions.  **ENG.9.6.S1.** a) Students relate current content by analysing pre-existing knowledge and experiences from earlier listening, watching, and reading sessions to associate them with the current content.  **ENG.9.6.S2.** a) Students grasp what the provided model/example is about with the help of audio, visual, and/or written elements after listening, watching, and/or reading the current content.  **ENG.9.6.P1.** a) Students recognise the target phonological aspects such as pronunciation and intonation of target sounds, words, phrases and sentences in utterances within the current content by listening (to)/ watching it, first as a whole and then with pauses.  b) Students repeat utterances, including target sentences, clauses, phrases, and words with target theme-specific sounds by considering phonological aspects such as pronunciation and intonation accurately and naturally in the content several times as a whole class and then in groups and individually.  c) Students talk about the current content by taking part in small group conversations by paying attention to select and use accurate phonological aspects such as pronunciation, intonation, stress, and other features as they are understood.  d) Students reflect personally on their pronunciation and other target phonological aspects such as intonation after recording and listening to group conversations about the target content.  e) Students evaluate feedback from others and their personal feedback and reflection by listening to or watching the audio/visual content again to check for accuracy.  f) Students utilise the target phonological aspects such as pronunciation and intonation of utterances including target sounds of the current content, appropriately, effectively, accurately, naturally, automatically, and consciously when communicating with others in different contexts. | PERFORMANCE ASSIGNMENT: Students prepare a self-recording (visual, audio) at school/ at home, conducting an interview with classmates about ''local and international festivals which are held in the city, different kinds of food produced for such festivals, and local and international food culture'' and present it to the class and receiving feedback about it. They can also write and design the content of a ''food festival'' programme content and then they present and apply it as an acting out activity by inviting other students as visitors or food presenters to the festival in class to present different food cultures, cuisines, dishes etc. The assignment will be evaluated by using rubrics. | 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, V9. Compassion, V10. Modesty, V11. Independence, V12. Patience, V13. Healthy Living, V14. Respect, V16. Responsibility, V19. Patriotism, V20. Benevolence | LS1. Information Literacy, LS2. Digital Literacy, LS3. Financial Literacy, LS4. Visual Literacy, LS5. Cultural Literacy, LS6. Civic Literacy, LS7. Data Literacy, LS9. Art Literacy |  | Expansion  Objective: To talk about different kinds of food produced for local and international festivals and food culture in English by using target vocabulary and target grammar.  Objective: To describe local and international food festivals and food culture in English by using target vocabulary and target grammar.  Supporting  Objective: To describe different kinds of food produced for local and international festivals and food culture in English by using target vocabulary and target grammar.  Objective: To help students recognise and identify local and international festivals and food culture in English by using target vocabulary and target grammar. |
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| MARCH | WEEK 26:  March 30-  April 3 | 4 | **THEME 6: LIFE IN THE CITY & COUNTRY** | Target Vocabulary in Use (with revisional vocabulary)  National and religious days, festivals and celebrations  Local Cultural, Social and Moral Considerations of the Theme  Target Language Grammatical in Use  Functions of Target Language Grammar in Use  Target Social Language Expressions in Use  Target Phonological Sounds in Use | **FLSS2. Vocabulary: Selection and Use**  **ENG.9.6.V1.** Students can select and use target vocabulary efficiently, effectively, and accurately, based on the current content about ''life in the city and country with local and international food culture and food festivals in the city'' after recognising them in context and developing their conscious and inductive vocabulary learning skills.  **FLFS3. Speaking-Expression**  **ENG.9.6.S3.** Students can produce meaningful and accurate spoken content related to the current theme on ''life in the city and country with local and international food culture and food festivals in the city''.  **FLFS4. Writing-Expression**  **ENG.9.6.W2**. Students can analyse and understand a provided model to guide them in producing similar writing tasks related to the content on ''life in the city and country with local and international food culture and food festivals in the city''.  **FLSS1. Grammaring: Selection and Use**  **ENG.9.6.G1**. Students can select and use target grammatical language items efficiently, effectively, and accurately, based on the current content about ''life in the city and country with local and international food culture and food festivals in the city'', after recognising them in context and developing their conscious and inductive grammaring skills through consciousness-raising and discovery.  **FLFS4. Writing-Expression**  **ENG.9.6.W3.** Students can construct new written content on ''life in the city and country with local and international food culture and food festivals in the city'' based on their understanding of the model(s) provided.  **FLFS3. Speaking-Expression**  **ENG.9.6.S4.** Students can construct meaningful spoken content about ''life in the city and country with local and international food culture and food festivals in the city'' through efficient and meaningful practice. | **ENG.9.6.V1.** a) Students make predictions about the main topic of the current content by identifying "general  contextual clues" from the visual, audio, and written preparation materials provided during the  "listening/watching for gist" and/or reading for "skimming" sessions.  b) Students check the accuracy of the predictions related to the "general contextual clue" by listening to,  watching, and/or reading the audio, visual, and/or written content in context.  c) Students search the target audio/visual, and/or written content by scanning to find key components  of the theme.  d) Students listen/watch the content carefully and/or read it silently to identify and underline/circle  target unknown words.  e) Students separate target (key-active) words from the other (non-key-passive) words in the target content.  f) Students examine relevant target words, phrases, and expressions in the current content to  understand how and where they are used.  g) Students determine paragraph context clues to identify the topics of the parts/paragraphs containing  unknown target words.  h) Students discuss the meaning of the target words by finding indirect sentence context clues in the  assigned sentences of the parts/paragraphs of the content.  i) Students determine the correct meanings of the target words in the current content in pairs or groups  by comparing the meanings/definitions proposed.  j) Students confirm the accuracy of the meanings/definitions of the target words in the current content  by consulting with the teacher, the class and/or by using printed or digital dictionaries.  **ENG.9.6.S3.** a) Students recognise which form and type of spoken content is expected and assigned based on the  model/example about the current theme for both prepared and/or unprepared speaking situations  through careful examination.  b) Students conduct preliminary research on the expected and assigned content to be produced for  prepared and/or unprepared speaking situations.  c) Students develop a draft outline in accordance with the assigned prepared and/or unprepared speaking situations as presented in the model/example, appropriate to the age and language level based on the current theme.  d) Students organise supplementary audio-visual materials in accordance with the assigned task as  presented in the model/example for prepared and/or unprepared speaking situations and appropriate  to their age and language level.  e) Students organise information related to the current content to be presented, appropriate to the  model/example for prepared and/or unprepared speaking situations.  f) Students critically review their prepared presentation content for accuracy, coherence, and  appropriateness to audience and context in prepared and/or unprepared speaking situations.  **ENG.9.6.W2.** a) Students grasp the significant and basic components of the content in the model/sample provided  for the assigned writing task, including word selection and use, grammar selection and use, and other  details such as type, style, and meaning as required.  **ENG.9.6.G1.** a) Students listen to, watch, and/or read the audio, visual, and written current content presented in  context that introduces the general use of the target language structures in the current theme.  b) Students examine example sentences provided by the teacher or instructional materials including  target grammatical items to see how the target grammatical structure(s) of the target theme is/are  used to construct a meaning or contribute to meaning.  c) Students analyse current audio, visual, and/or written content presented in context to identify  sentences similar to those provided as examples.  d) Students find the commonalities between the sentences identified and those exemplified by the  teacher or materials through careful comparison in pairs and/or groups.  e) Students discover the characteristics of the commonalities in the sentences in the current content  by discussing them in pairs or groups as an awareness/consciousness-raising activity.  f) Students formulate rule(s) about the same/target grammar structure(s) of the current theme based  on their observations and discussions in pairs or groups.  g) Students engage in contextual activities on the use of target grammatical structures (grammaring) of  the current theme to explain and justify the grammar rule(s) they have discovered.  h) Students practise to consolidate their understanding of the target grammar that they discovered by  selecting accurate and meaningful items in meaningful and contextualised activities.  i) Students produce accurate and unique verbal or written content by using target grammar consciously  and in a natural way, without thinking about the rules.  j) Students produce new spoken/written content by using the target grammatical structures efficiently,  authentically, automatically, and naturally in context when communicating with others without  thinking about rules.  **ENG.9.6.W3.** a) Students share their ideas and thoughts by brainstorming through collaborative discussion to  generate ideas for the new (prepared and/or unprepared) writing task related to the current theme.  b) Students plan how the knowledge and ideas generated during the brainstorming session can be  applied to their new (prepared and/or unprepared) writing task related to the current theme.  c) Students conduct preliminary research relevant to the assigned (prepared and/or unprepared) writing  task on the current content, considering the type of writing, age appropriateness, and language level.  d) Students produce a well-organised and detailed draft relevant to the (prepared and/or unprepared)  type of writing and appropriate for the age and language level.  e) Students organise and develop contextual materials relevant to the type of the assigned task  (prepared and/or unprepared) and appropriate to age and language level.  f) Students modify the content they produce for the assigned writing task in a coherent and meaningful  way, consistent with the assigned (prepared and/or unprepared) type of writing, and appropriate to  the age and language level.  **ENG.9.6.S4.** a) Students make spoken content clear and understandable to listeners by selecting and using style  and form appropriate to age and language level in prepared and/or unprepared speaking situations.  b) Students present their spoken content by selecting and using materials appropriate to the context,  age, language level, style, and type of discourse, similar to those presented in the model/example for  prepared and/or unprepared speaking situations.  c) Students present their spoken content by selecting and using target vocabulary and language  structures similar and/or appropriate to those presented in the model/example considering their  age, language level, context, style, and type of discourse for prepared and/or unprepared speaking situations. | PERFORMANCE ASSIGNMENT: Students prepare a self-recording (visual, audio) at school/ at home, conducting an interview with classmates about ''local and international festivals which are held in the city, different kinds of food produced for such festivals, and local and international food culture'' and present it to the class and receiving feedback about it. They can also write and design the content of a ''food festival'' programme content and then they present and apply it as an acting out activity by inviting other students as visitors or food presenters to the festival in class to present different food cultures, cuisines, dishes etc. The assignment will be evaluated by using rubrics. | 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, V9. Compassion, V10. Modesty, V11. Independence, V12. Patience, V13. Healthy Living, V14. Respect, V16. Responsibility, V19. Patriotism, V20. Benevolence | LS1. Information Literacy, LS2. Digital Literacy, LS3. Financial Literacy, LS4. Visual Literacy, LS5. Cultural Literacy, LS6. Civic Literacy, LS7. Data Literacy, LS9. Art Literacy |  | Expansion  Objective: To talk about different kinds of food produced for local and international festivals and food culture in English by using target vocabulary and target grammar.  Objective: To describe local and international food festivals and food culture in English by using target vocabulary and target grammar.  Supporting  Objective: To describe different kinds of food produced for local and international festivals and food culture in English by using target vocabulary and target grammar.  Objective: To help students recognise and identify local and international festivals and food culture in English by using target vocabulary and target grammar. |
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| APRIL | WEEK 27:  April 6-10 | 4 | **THEME 6: LIFE IN THE CITY & COUNTRY** | Target Vocabulary in Use (with revisional vocabulary)  National and religious days, festivals and celebrations  Local Cultural, Social and Moral Considerations of the Theme  Target Language Grammatical in Use  Functions of Target Language Grammar in Use  Target Social Language Expressions in Use  Target Phonological Sounds in Use | **FLFS2. Reading-Comprehension**  **ENG.9.6.R1.** Students can prepare for reading the content on ''life in the city and country with local and international food culture and food festivals in the city'' efficiently and effectively.  **ENG.9.6.R2.** Students can bring information together about the current content on ''life in the city and country with local and international food culture and food festivals in the city'' through skimming, scanning and detailed reading.  **ENG.9.6.R3**. Students can make sense of and derive meaning from the current content on ''life in the city and country with local and international food culture and food festivals in the city''.  **ENG.9.6.R4.** Students can reflect on the information, experiences, thoughts, ideas, and feelings related to the reading process about the current content on ''life in the city and country with local and international food culture and food festivals in the city'' in relation to themselves or others, both individually and/or with others.  **FLFS3. Speaking-Expression**  **ENG.9.6.S5**. Students can reconstruct the information about ''life in the city and country with local and international food culture and food festivals in the city'' when communicating with others.  **ENG.9.6.S6.** Students can reflect on their experiences, thoughts, ideas, and feelings related to the speaking process about the current content on ''life in the city and country with local and international food culture and food festivals in the city'' in relation to themselves or others, both individually and/or with others. | **ENG.9.6.R1.** a) Students recall and activate significant pre-existing knowledge and past experiences that can be related to the current theme and content through careful exploration.  b) Students recognise significant relationships between pre-existing knowledge, past experiences and clues to current content.  c) Students make strong preliminary predictions about the current content based on explored and recognised relationships.  d) Students make detailed predictions about the current content by exploring and examining the audiovisual clues in relation to it.  **ENG.9.6.R2.** a) Students skim the current content by looking very quickly and carefully at the surrounding visual materials to identify its general focus.  b) Students scan the current content by reading it silently and quickly to find key and major components.  c) Students read the current content again silently and carefully to examine any significant semantic and structural details.  d) Students examine the semantic details in the content carefully to check the accuracy of their initial predictions.  **ENG.9.6.R3.** a) Students classify significant and necessary elements of the current content in a meaningful way.  b) Students compare significant and key elements of the current content with each other or with similar ones in a meaningful way.  c) Students recognise significant and basic spiral, causal, and logical relationships in the current  content through careful examination and analysis.  d) Students make meaningful inferences from information in the current content by examining it critically.  e) Students internalise their meaningful inferences from information in the current content in an  individualised way appropriate to their age and language level.  **ENG.9.6.R4.** a) Students convey individually their knowledge, experiences, thoughts, and feelings that they review critically in relation to the current reading-comprehension content and process.  b) Students share their personal verbal and written knowledge, experiences, thoughts, and feelings that they review critically in relation to the current reading-comprehension content and process with others.  c) Students produce new verbal and written work after participating in reflective activities related to the current reading-comprehension content and process.  **ENG.9.6.S5.** a) Students use the same or similar information presented in the current content in verbal or written forms in different contexts by reorganising it meaningfully, accurately, effectively, efficiently, functionally, and individually as required.  b) Students engage in verbal and/or written communication by sharing the reconstructed meaningful information about the current content with others.  **ENG.9.6.S6.** a) Students reveal their knowledge, experiences, thoughts, and feelings that they review critically in relation to the current speaking-expression content and process.  b) Students share their personal knowledge, experiences, thoughts, and feelings that they critically review in relation to the current speaking-expression content and process with others.  c) Students produce new verbal and written work after participating in reflective activities related to the current speaking-expression content and process. | PERFORMANCE ASSIGNMENT: Students prepare a self-recording (visual, audio) at school/ at home, conducting an interview with classmates about ''local and international festivals which are held in the city, different kinds of food produced for such festivals, and local and international food culture'' and present it to the class and receiving feedback about it. They can also write and design the content of a ''food festival'' programme content and then they present and apply it as an acting out activity by inviting other students as visitors or food presenters to the festival in class to present different food cultures, cuisines, dishes etc. The assignment will be evaluated by using rubrics. | 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, V9. Compassion, V10. Modesty, V11. Independence, V12. Patience, V13. Healthy Living, V14. Respect, V16. Responsibility, V19. Patriotism, V20. Benevolence | LS1. Information Literacy, LS2. Digital Literacy, LS3. Financial Literacy, LS4. Visual Literacy, LS5. Cultural Literacy, LS6. Civic Literacy, LS7. Data Literacy, LS9. Art Literacy |  | Expansion  Objective: To talk about different kinds of food produced for local and international festivals and food culture in English by using target vocabulary and target grammar.  Objective: To describe local and international food festivals and food culture in English by using target vocabulary and target grammar.  Supporting  Objective: To describe different kinds of food produced for local and international festivals and food culture in English by using target vocabulary and target grammar.  Objective: To help students recognise and identify local and international festivals and food culture in English by using target vocabulary and target grammar. |
| **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 | 4 | **THEME 6: LIFE IN THE CITY & COUNTRY** | Target Vocabulary in Use (with revisional vocabulary)  National and religious days, festivals and celebrations  Local Cultural, Social and Moral Considerations of the Theme  Target Language Grammatical in Use  Functions of Target Language Grammar in Use  Target Social Language Expressions in Use  Target Phonological Sounds in Use | **FLFS4. Writing-Expression**  **ENG.9.6.W1.** Students can prepare for writing efficiently and accurately based on the current content about ''life in the city and country with local and international food culture and food festivals in the city''.  **ENG.9.6.W2.** Students can analyse and understand a provided model to guide them in producing similar writing tasks related to the content on ''life in the city and country with local and international food culture and food festivals in the city''.  **ENG.9.6.W3.** Students can construct new written content on ''life in the city and country with local and international food culture and food festivals in the city'' based on their understanding of the model(s) provided.  **ENG.9.6.W4.** Students can practise producing written content based on the current theme ''life in the city and country with local and international food culture and food festivals in the city''.  **ENG.9.6.W5.** Students can engage in the process of writing related to the content on ''life in the city and country with local and international food culture and food festivals in the city''.  **ENG.9.6.W6.** Students can reconstruct their writing about the current theme on ''life in the city and country with local and international food culture and food festivals in the city'' to communicate effectively about it.  **ENG.9.6.W7.** Students can reflect on their experiences, thoughts, ideas, and feelings related to the writing process about the current content on ''life in the city and country with local and international food culture and food festivals in the city'' in relation to themselves or others, both individually and/or with others. | **ENG.9.6.W1.** a) Students relate pre-existing knowledge and experiences from initial listening, watching, and reading processes to current content by examining and activating them.  b) Students understand what the current writing task requires in terms of content and purpose in  relation to the current content accurately by applying pre-existing knowledge and experiences,  following guided instructions.  **ENG.9.6.W2**. a) Students grasp the significant and basic components of the content in the model/sample provided for the assigned writing task, including word selection and use, grammar selection and use, and other details such as type, style, and meaning as required.  **ENG.9.6.W3.** a) Students share their ideas and thoughts by brainstorming through collaborative discussion to generate ideas for the new (prepared and/or unprepared) writing task related to the current theme.  b) Students plan how the knowledge and ideas generated during the brainstorming session can be applied to their new (prepared and/or unprepared) writing task related to the current theme.  c) Students conduct preliminary research relevant to the assigned (prepared and/or unprepared) writing task on the current content, considering the type of writing, age appropriateness, and language level.  d) Students produce a well-organised and detailed draft relevant to the (prepared and/or unprepared) type of writing and appropriate for the age and language level.  e) Students organise and develop contextual materials relevant to the type of the assigned task  (prepared and/or unprepared) and appropriate to age and language level.  f) Students modify the content they produce for the assigned writing task in a coherent and meaningful way, consistent with the assigned (prepared and/or unprepared) type of writing, and appropriate to the age and language level.  **ENG.9.6.W4.** a) Students present relevant supportive materials appropriate to the assigned (prepared and/or unprepared) writing task, considering the type of writing and appropriateness to the age and language level.  b) Students use appropriate discourse forms, styles, and strategies for the assigned (prepared and/or unprepared) writing task, considering its writing type and appropriate to their age and language level.  c) Students use target words and grammatical language structures accurately and appropriately in their writing tasks, by selecting necessary and appropriate ones in line with the assigned type of writing and appropriate to the age and language level.  d) Students express their messages about the current content clearly to the reader in the assigned (prepared and/or unprepared) writing task.  **ENG.9.6.W5.** a) Students review the feedback from the teacher and/or peers critically on their prepared and/or unprepared writing task(s).  b) Students revise to reorganise the written content of their prepared and/or unprepared task based on the feedback received from the teacher and/or peers.  c) Students refine and develop their written content produced for their prepared/unprepared writing task through the iterative feedback process.  **ENG.9.6.W6.** a) Students adapt and use individually internalised information in current or similar content by selecting and reorganising it meaningfully in written form as necessary when communicating with other people in different contexts.  b) Students exchange information and ideas in written communication by sharing reconstructed  meaningful knowledge and content with others.  **ENG.9.6.W7.** a) Students convey individually the knowledge, experiences, thoughts, and feelings they review critically in relation to their current writing-expression content and process.  b) Students share their personal verbal and written knowledge, experiences, thoughts, and feelings that they critically review in relation to the current writing-expression content and process with others.  c) Students produce their new verbal and written work after participating in reflective activities related to the current writing-expression content and process. | PERFORMANCE ASSIGNMENT: Students prepare a self-recording (visual, audio) at school/ at home, conducting an interview with classmates about ''local and international festivals which are held in the city, different kinds of food produced for such festivals, and local and international food culture'' and present it to the class and receiving feedback about it. They can also write and design the content of a ''food festival'' programme content and then they present and apply it as an acting out activity by inviting other students as visitors or food presenters to the festival in class to present different food cultures, cuisines, dishes etc. The assignment will be evaluated by using rubrics. | 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, V9. Compassion, V10. Modesty, V11. Independence, V12. Patience, V13. Healthy Living, V14. Respect, V16. Responsibility, V19. Patriotism, V20. Benevolence | LS1. Information Literacy, LS2. Digital Literacy, LS3. Financial Literacy, LS4. Visual Literacy, LS5. Cultural Literacy, LS6. Civic Literacy, LS7. Data Literacy, LS9. Art Literacy |  | Expansion  Objective: To talk about different kinds of food produced for local and international festivals and food culture in English by using target vocabulary and target grammar.  Objective: To describe local and international food festivals and food culture in English by using target vocabulary and target grammar.  Supporting  Objective: To describe different kinds of food produced for local and international festivals and food culture in English by using target vocabulary and target grammar.  Objective: To help students recognise and identify local and international festivals and food culture in English by using target vocabulary and target grammar. |
| **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 | 4 | **THEME 7: LIFE IN THE WORLD & NATURE** | Target Vocabulary in Use (with revisional vocabulary)  National and religious days, festivals and celebrations  Local Cultural, Social and Moral Considerations of the Theme  Target Language Grammatical in Use  Functions of Target Language Grammar in Use  Target Social Language Expressions in Use  Target Phonological Sounds in Use | **FLFS1. Listening/Watching-Comprehension**  **ENG.9.7.L1**.Students can prepare and get ready for listening (to)/watching about the current content on ''life in the world and nature with nature, endangered animals, their natural living conditions and habitats, and protection of them''. **ENG.9.7.L2.** Students can bring together the information in the current content on ''life in the world and nature with nature, endangered animals, their natural living conditions and habitats, and protection of them''.  **ENG.9.7.L3.** Students can make sense of and derive meaning from the current content on ''life in the world and nature with nature, endangered animals, their natural living conditions and habitats, and protection of them''. **ENG.9.7.L4.** Students can reflect on the information, experiences, thoughts, ideas, and feelings related to the listening (to)/watching process about the current content on ''life in the world and nature with nature, endangered animals, their natural living conditions and habitats, and protection of them'' in relation to themselves or others, both individually and/or with others.  **FLFS3. Speaking-Expression**  **ENG.9.7.S1.** Students can prepare themselves to speak meaningfully, fluently, and efficiently about the current content on ''life in the world and nature with nature, endangered animals, their natural living conditions and habitats, and protection of them''.  **ENG.9.7.S2.** Students can analyse and understand the model content related to ''life in the world and nature with nature, endangered animals, their natural living conditions and habitats, and protection of them'' to support the production of spoken language.  **ENG.9.7.S3**. Students can produce meaningful and accurate spoken content related to the current theme on ''life in the world and nature with nature, endangered animals, their natural living conditions and habitats, and protection of them''.  **ENG.9.7.S4.** Students can construct meaningful spoken content about ''life in the world and nature with nature, endangered animals, their natural living conditions and habitats, and protection of them'' through efficient and meaningful practice.  **ENG.9.7.S5.** Students can reconstruct the information about ''life in the world and nature with nature, endangered animals, their natural living conditions and habitats, and protection of them'' when communicating with others.  **ENG.9.7.S6.** Students can reflect on their experiences, thoughts, ideas, and feelings related to the speaking process about the current content on ''life in the world and nature with nature, endangered animals, their natural living conditions and habitats, and protection of them'' in relation to themselves or others, both individually and/or with others.  **FLSS3. Pronunciation: Selection and Use**  **ENG.9.7.P1.** Students can select and use target phonological aspects such as pronunciation and intonation of target sounds, words, phrases, clauses, and sentences in utterances authentically, naturally, and accurately in the current content about ''life in the world and nature with nature, endangered animals, their natural living conditions and habitats, and protection of them'' to develop holistic and conscious pronunciation skills after recognising them in context. | **ENG.9.7.L1** a) Students activate their pre-existing knowledge and experience about the current theme and content  to recall their background knowledge by investigating it carefully.  b) Students identify significant and necessary relationships and connections between their pre-existing knowledge, their past experience and the clues to the current content by responding to meaningful questions about it.  c) Students make detailed predictions about the current content by using their pre-existing knowledge  and past experience of the content.  d) Students make rational predictions about the current content by looking at the supplementary visual  elements provided.  **ENG.9.7.L2.** a) Students identify the main topic of the current content in general by listening (to)/watching it as a  whole in its context.  b) Students recognise the significant details and basic components of the current content within the  whole by listening (to) and watching the whole content carefully to notice them.  **ENG.9.7.L3.** a) Students check their initial predictions about the current content by being aware of the commonalities between their self-predictions and the clues provided as visuals surrounding the content.  b) Students make significant and necessary classifications in the current content that affect the meaning of the generally perceived content.  c) Students make significant and necessary comparisons in the generally perceived current content to highlight differences between two or more different things by using visuals, ensuring clarity and meaning.  d) Students recognise significant branching, linear or spiral relationships (if any) within the generally perceived current content.  e) Students make essential inferences and deductions to understand the meaning of the generally perceived current content better.  f) Students strongly recognise the holistic meaning formed by the components, comparisons, classifications, and details related to the current content.  g) Students construct a detailed understanding of the meaning of the current content through prior classifications, comparisons, and inferences/deductions.  h) Students position, internalise and personalise current content in an individualised, age-appropriate  and level-appropriate way.  **ENG.9.7.L4.** a) Students individually convey their personal knowledge, experiences, thoughts, and feelings that are  critically reviewed in relation to the current listening (to)/watching contents and the process.  b) Students share their personal verbal and written knowledge, experiences, thoughts, and feelings that  they critically review in relation to the current listening (to)/watching content and process with others.  c) Students produce new audio/visual products individually by revising their personal work after  participating in reflective activities related to the listening (to)/watching process of the current content.  **ENG.9.7.S1.** a) Students relate current content by analysing pre-existing knowledge and experiences from earlier  listening, watching, and reading sessions to associate them with the current content.  **ENG.9.7.S2.** a) Students grasp what the provided model/example is about with the help of audio, visual, and/or  written elements after listening, watching, and/or reading the current content.  **ENG.9.7.S3**. a) Students recognise which form and type of spoken content is expected and assigned based on the  model/example about the current theme for both prepared and/or unprepared speaking situations  through careful examination.  b) Students conduct preliminary research on the expected and assigned content to be produced for speaking situations.  c) Students develop a draft outline in accordance with the assigned prepared and/or unprepared speaking situations as presented in the model/example, appropriate to the age and language level based on the theme.  d) Students organise supplementary audio-visual materials in accordance with the assigned task as  presented in the model/example for prepared and/or unprepared speaking situations and appropriate  to their age and language level.  e) Students organise information related to the current content to be presented, appropriate to the  model/example for prepared and/or unprepared speaking situations.  f) Students critically review their prepared presentation content for accuracy, coherence, and  appropriateness to audience and context in prepared and/or unprepared speaking situations.  **ENG.9.7.S4.** a) Students make spoken content clear and understandable to listeners by selecting and using style  and form appropriate to age and language level in prepared and/or unprepared speaking situations.  b) Students present their spoken content by selecting and using materials appropriate to the context,  age, language level, style, and type of discourse, similar to those presented in the model/example for  prepared and/or unprepared speaking situations.  c) Students present their spoken content by selecting and using target vocabulary and language structures similar and/or appropriate to those presented in the model/example considering their age, language level, context, style, and type of discourse for prepared and/or unprepared speaking situations.  d) Students convey relevant explicit, implicit, and/or complex messages related to the current content clearly in context to the listeners by using appropriate material and body language in speaking situations.  e) Students convey their messages about the current content clearly to the listeners by incorporating all  the necessary semantic elements in prepared and/or unprepared speaking situations.  **ENG.9.7.S5.** a) Students use the same or similar information presented in the current content in verbal or written  forms in different contexts by reorganising it meaningfully, accurately, effectively, efficiently, functionally, and individually as required.  b) Students engage in verbal and/or written communication by sharing the reconstructed meaningful  information about the current content with others.  **ENG.9.7.S6.** a) Students reveal their knowledge, experiences, thoughts, and feelings that they review critically in  relation to the current speaking-expression content and process.  b) Students share their personal knowledge, experiences, thoughts, and feelings that they critically  review in relation to the current speaking-expression content and process with others.  c) Students produce new verbal and written work after participating in reflective activities related to the  current speaking-expression content and process.  **ENG.9.7.P1.** a) Students recognise the target phonological aspects such as pronunciation and intonation of target  sounds, words, phrases and sentences in utterances within the current content by listening (to)/  watching it, first as a whole and then with pauses.  b) Students repeat utterances, including target sentences, clauses, phrases, and words with target  theme-specific sounds by considering phonological aspects such as pronunciation and intonation accurately and naturally in the content several times as a whole class and then in groups and individually.  c) Students talk about the current content by taking part in small group conversations by paying attention to select and use accurate phonological aspects such as pronunciation, intonation, stress, and other features as they are understood.  d) Students reflect personally on their pronunciation and other target phonological aspects such as intonation after recording and listening to group conversations about the target content.  e) Students evaluate feedback from others and their personal feedback and reflection by listening to or  watching the audio/visual content again to check for accuracy. | PERFORMANCE ASSIGNMENT: Students prepare a self-recording (visual, audio) at school/ at home, conducting an interview with classmates about ''endangered animals and their habitats and living conditions including where and how they live today and in the past, and ways to protect them from extinction'' and present it to the class and receiving feedback about it. They write and design the content of a documentary film script and then they present and apply it as a film-showing event in class by inviting other students as protectors, activists, or people who give harm to endangered animals. The assignment will be evaluated by using rubrics. | 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, V9. Compassion, V10. Modesty, V11. Independence, V12. Patience, V13. Healthy Living, V14. Respect, V16. Responsibility, V20. Benevolence | LS1. Information Literacy, LS2. Digital Literacy, LS3. Financial Literacy, LS4. Visual Literacy, LS5. Cultural Literacy, LS6. Civic Literacy, LS7. Data Literacy, LS8. Sustainability Literacy, LS9. Art Literacy | April 23  National Sovereignty and Children's Day | Expansion  Objective: To talk about endangered animals and conservation efforts in English by using the target vocabulary and target grammar.  Objective: To identify endangered animals and conservation efforts in English by using the target vocabulary and target grammar.  Supporting  Objective: To describe endangered animals, their habitats, and ways to protect them from extinction in English by using the target vocabulary and target grammar.  Objective: To identify endangered animals and their habitats in English by using target vocabulary and target grammar. |
| **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 30:  April 27-  May 1 | 4 | **THEME 7: LIFE IN THE WORLD & NATURE** | Target Vocabulary in Use (with revisional vocabulary)  National and religious days, festivals and celebrations  Local Cultural, Social and Moral Considerations of the Theme  Target Language Grammatical in Use  Functions of Target Language Grammar in Use  Target Social Language Expressions in Use  Target Phonological Sounds in Use | **FLSS2. Vocabulary: Selection and Use**  **ENG.9.7.V1.** Students can select and use target vocabulary efficiently, effectively, and accurately, based on the current content about ''life in the world and nature with nature, endangered animals, their natural living conditions and habitats, and protection of them'' after recognising them in context and developing their conscious and inductive vocabulary learning skills.  **FLFS3. Speaking Expression**  **ENG.9.7.S3**. Students can produce meaningful and accurate spoken content related to the current theme on ''life in the world and nature with nature, endangered animals, their natural living conditions and habitats, and protection of them''.  **ENG.9.7.S4.** Students can construct meaningful spoken content about ''life in the world and nature with nature, endangered animals, their natural living conditions and habitats, and protection of them'' through efficient and meaningful practice.  **ENG.9.7.S5.** Students can reconstruct the information about ''life in the world and nature with nature, endangered animals, their natural living conditions and habitats, and protection of them'' when communicating with others.  **ENG.9.7.S6.** Students can reflect on their experiences, thoughts, ideas, and feelings related to the speaking process about the current content on ''life in the world and nature with nature, endangered animals, their natural living conditions and habitats, and protection of them'' in relation to themselves or others, both individually and/or with others.  **FLFS4. Writing Expression**  **ENG.9.7.W3.** Students can construct new written content on ''life in the world and nature with nature, endangered animals, their natural living conditions and habitats, and protection of them'' based on their understanding of the model(s) provided.  **ENG.9.7.W4.** Students can practise producing written content based on the current theme ''life in the world and nature with nature, endangered animals, their natural living conditions and habitats, and protection of them''.  **FLSS1. Grammaring: Selection and Use**  **ENG.9.7.G1.** Students can select and use target grammatical language items efficiently, effectively, and accurately, based on the current content about ''life in the world and nature with nature, endangered animals, their natural living conditions and habitats, and protection of them'', after recognising them in context and developing their conscious and inductive grammaring skills through consciousness-raising and discovery. | **ENG.9.7.V1.** a) Students make predictions about the main topic of the current content by identifying "general contextual clues" from the visual, audio, and written preparation materials provided during the "listening/watching for gist" and/or reading for "skimming" sessions.  b) Students check the accuracy of the predictions related to the "general contextual clue" by listening to, watching, and/or reading the audio, visual, and/or written content in context.  c) Students search the target audio/visual, and/or written content by scanning to find key components of the theme.  d) Students listen/watch the content and/or read it silently to identify and underline/circle target unknown words.  e) Students separate target (key-active) words from the other (non-key-passive) words in the target content.  f) Students examine relevant target words, phrases, and expressions in the current content to understand how and where they are used.  g) Students determine paragraph context clues to identify the topics of the parts/paragraphs containing unknown target words.  h) Students discuss the meaning of the target words by finding indirect sentence context clues in the assigned sentences of the parts/paragraphs of the content.  i) Students determine the correct meanings of the target words in the current content in pairs or groups  by comparing the meanings/definitions proposed.  j) Students confirm the accuracy of the meanings/definitions of the target words in the current content by consulting with the teacher, the class and/or by using printed or digital dictionaries.  k) Students make use of the target words of the current theme in a range of semantically associated contextual activities and tasks accurately, naturally, authentically, and appropriately.  l) Students make use of the target words of the current theme accurately, naturally, appropriately and  effectively through careful selection when communicating with others.  **ENG.9.7.S3**. a) Students recognise which form and type of spoken content is expected and assigned based on the  model about the theme for both prepared and/or unprepared speaking situations through careful examination.  b) Students conduct preliminary research on the expected and assigned content to be produced for prepared and/or unprepared speaking situations.  c) Students develop a draft outline in accordance with the assigned prepared and/or unprepared speaking situations as presented in the model/example, appropriate to the age and language level based on the theme.  d) Students organise supplementary audio-visual materials in accordance with the assigned task as presented in the model for prepared and/or unprepared speaking situations and appropriate to their age and language level.  e) Students organise information related to the current content to be presented, appropriate to the  model/example for prepared and/or unprepared speaking situations.  f) Students critically review their prepared presentation content for accuracy, coherence, and appropriateness to audience and context in prepared and/or unprepared speaking situations.  **ENG.9.7.S4.** a) Students make spoken content clear and understandable to listeners by selecting and using style  and form appropriate to age and language level in prepared and/or unprepared speaking situations.  b) Students present their spoken content by selecting and using materials appropriate to the context, age, language level, style, and type of discourse, similar to those presented in the model/example for prepared and/or unprepared speaking situations.  c) Students present their spoken content by selecting and using target vocabulary and language structures similar and/or appropriate to those presented in the model/example considering their age, language level, context, style, and type of discourse for prepared and/or unprepared speaking situations.  d) Students convey relevant explicit, implicit, and/or complex messages related to the current content clearly in context to the listeners by using appropriate material in prepared and/or unprepared speaking situations.  e) Students convey their messages about the current content clearly to the listeners by incorporating all  the necessary semantic elements in prepared and/or unprepared speaking situations.  **ENG.9.7.S5.** a) Students use the same or similar information presented in the current content in verbal or written  forms in different contexts by reorganising it meaningfully, accurately, effectively, efficiently, functionally, and individually as required.  b) Students engage in verbal and/or written communication by sharing the reconstructed meaningful information about the current content with others.  **ENG.9.7.S6.** a) Students reveal their knowledge, experiences, thoughts, and feelings that they review critically in  relation to the current speaking-expression content and process.  b) Students share their personal knowledge, experiences, thoughts, and feelings that they critically review in relation to the current speaking-expression content and process with others.  c) Students produce new verbal and written work after participating in reflective activities related to the  current speaking-expression content and process.  **ENG.9.7.W3.** a) Students share their ideas and thoughts by brainstorming through collaborative discussion to generate ideas for the new (prepared and/or unprepared) writing task related to the current theme.  b) Students plan how the knowledge and ideas generated during the brainstorming session can be  applied to their new (prepared and/or unprepared) writing task related to the current theme.  c) Students conduct preliminary research relevant to the assigned (prepared and/or unprepared) writing  task on the current content, considering the type of writing, age appropriateness, and language level.  d) Students produce a well-organised and detailed draft relevant to the (prepared and/or unprepared) type of writing and appropriate for the age and language level.  e) Students organise and develop contextual materials relevant to the type of the assigned task and appropriate to age and language level.  **ENG.9.7.W4.** a) Students present relevant supportive materials appropriate to the assigned (prepared and/or  unprepared) writing task, considering the type of writing and appropriateness to the age and language level.  b) Students use appropriate discourse forms, styles, and strategies for the assigned (prepared and/or  unprepared) writing task, considering its writing type and appropriate to their age and language level.  c) Students use target words and grammatical language structures accurately and appropriately in their writing tasks, by selecting necessary and appropriate ones in line with the assigned type of writing and appropriate to the age and language level.  d) Students express their messages about the current content clearly to the reader in the assigned writing task.  **ENG.9.7.G1.** a) Students listen to, watch, and/or read the audio, visual, and written current content presented in  context that introduces the general use of the target language structures in the current theme.  b) Students examine example sentences provided by the teacher or instructional materials including target grammatical items to see how the target grammatical structure(s) of the target theme is/are used to construct a meaning or contribute to meaning.  c) Students analyse current audio, visual, and/or written content presented in context to identify sentences similar to those provided as examples.  d) Students find the commonalities between the sentences identified and those exemplified by the teacher or materials through careful comparison in pairs and/or groups.  e) Students discover the characteristics of the commonalities in the sentences in the current content by discussing them in pairs or groups as an awareness/consciousness-raising activity.  f) Students formulate rule(s) about the same/target ‘grammar structure(s) of the current theme based on their observations and discussions in pairs or groups.  g) Students engage in contextual activities on the use of target grammatical structures (grammaring) of the current theme to explain and justify the grammar rule(s) they have discovered. | PERFORMANCE ASSIGNMENT: Students prepare a self-recording (visual, audio) at school/ at home, conducting an interview with classmates about ''endangered animals and their habitats and living conditions including where and how they live today and in the past, and ways to protect them from extinction'' and present it to the class and receiving feedback about it. They write and design the content of a documentary film script and then they present and apply it as a film-showing event in class by inviting other students as protectors, activists, or people who give harm to endangered animals. The assignment will be evaluated by using rubrics. | 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, V9. Compassion, V10. Modesty, V11. Independence, V12. Patience, V13. Healthy Living, V14. Respect, V16. Responsibility, V20. Benevolence | LS1. Information Literacy, LS2. Digital Literacy, LS3. Financial Literacy, LS4. Visual Literacy, LS5. Cultural Literacy, LS6. Civic Literacy, LS7. Data Literacy, LS8. Sustainability Literacy, LS9. Art Literacy | April 29  Kût'ül Amâre Victory  May 1 Labour Day | Expansion  Objective: To talk about endangered animals and conservation efforts in English by using the target vocabulary and target grammar.  Objective: To identify endangered animals and conservation efforts in English by using the target vocabulary and target grammar.  Supporting  Objective: To describe endangered animals, their habitats, and ways to protect them from extinction in English by using the target vocabulary and target grammar.  Objective: To identify endangered animals and their habitats in English by using target vocabulary and target grammar. |
| **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 | 4 | **THEME 7: LIFE IN THE WORLD & NATURE** | Target Vocabulary in Use (with revisional vocabulary)  National and religious days, festivals and celebrations  Local Cultural, Social and Moral Considerations of the Theme  Target Language Grammatical in Use  Functions of Target Language Grammar in Use  Target Social Language Expressions in Use  Target Phonological Sounds in Use | **FLFS2. Reading-Comprehension**  **ENG.9.7.R1.** Students can prepare for reading the content on ''life in the world and nature with nature, endangered animals, their natural living conditions and habitats, and protection of them'' efficiently and effectively.  **ENG.9.7.R2.** Students can bring information together about the current content on ''life in the world and nature with nature, endangered animals, their natural living conditions and habitats, and protection of them'' through skimming, scanning and detailed reading.  **ENG.9.7.R3.** Students can make sense of and derive meaning from the current content on ''life in the world and nature with nature, endangered animals, their natural living conditions and habitats, and protection of them''.  **ENG.9.7.R4.** Students can reflect on the information, experiences, thoughts, ideas, and feelings related to the reading process about the current content on ''life in the world and nature with nature, endangered animals, their natural living conditions and habitats, and protection of them'' in relation to themselves or others, both individually and/or with others.  **FLFS3. Speaking-Expression**  **ENG.9.7.S5.** Students can reconstruct the information about ''life in the world and nature with nature, endangered animals, their natural living conditions and habitats, and protection of them'' when communicating with others. | **ENG.9.7.R1.** a) Students recall and activate significant pre-existing knowledge and past experiences that can be related to the current theme and content through careful exploration.  b) Students recognise significant relationships between pre-existing knowledge, past experiences and clues to current content.  c) Students make strong preliminary predictions about the current content based on explored and recognised relationships.  d) Students make detailed predictions about the current content by exploring and examining the audiovisual clues in relation to it.  **ENG.9.7.R2.** a) Students skim the current content by looking very quickly and carefully at the surrounding visual materials to identify its general focus.  b) Students scan the current content by reading it silently and quickly to find key and major components.  c) Students read the current content again silently and carefully to examine any significant semantic and structural details.  d) Students examine the semantic details in the content carefully to check the accuracy of their initial predictions.  **ENG.9.7.R3.** a) Students classify significant and necessary elements of the current content in a meaningful way.  b) Students compare significant and key elements of the current content with each other or with similar ones in a meaningful way.  c) Students recognise significant and basic spiral, causal, and logical relationships in the current content through careful examination and analysis.  d) Students make meaningful inferences from information in the current content by examining it critically.  e) Students internalise their meaningful inferences from information in the current content in an individualised way appropriate to their age and language level.  **ENG.9.7.R4.** a) Students convey individually their knowledge, experiences, thoughts, and feelings that they review critically in relation to the current reading-comprehension content and process.  b) Students share their personal verbal and written knowledge, experiences, thoughts, and feelings that they review critically in relation to the current reading-comprehension content and process with others.  c) Students produce new verbal and written work after participating in reflective activities related to the current reading-comprehension content and process.  **ENG.9.7.S5.** a) Students use the same or similar information presented in the current content in verbal or written forms in different contexts by reorganising it meaningfully, accurately, effectively, efficiently, functionally, and individually as required.  b) Students engage in verbal and/or written communication by sharing the reconstructed meaningful information about the current content with others. | PERFORMANCE ASSIGNMENT: Students prepare a self-recording (visual, audio) at school/ at home, conducting an interview with classmates about ''endangered animals and their habitats and living conditions including where and how they live today and in the past, and ways to protect them from extinction'' and present it to the class and receiving feedback about it. They write and design the content of a documentary film script and then they present and apply it as a film-showing event in class by inviting other students as protectors, activists, or people who give harm to endangered animals. The assignment will be evaluated by using rubrics. | 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, V9. Compassion, V10. Modesty, V11. Independence, V12. Patience, V13. Healthy Living, V14. Respect, V16. Responsibility, V20. Benevolence | LS1. Information Literacy, LS2. Digital Literacy, LS3. Financial Literacy, LS4. Visual Literacy, LS5. Cultural Literacy, LS6. Civic Literacy, LS7. Data Literacy, LS8. Sustainability Literacy, LS9. Art Literacy |  | Expansion  Objective: To talk about endangered animals and conservation efforts in English by using the target vocabulary and target grammar.  Objective: To identify endangered animals and conservation efforts in English by using the target vocabulary and target grammar.  Supporting  Objective: To describe endangered animals, their habitats, and ways to protect them from extinction in English by using the target vocabulary and target grammar.  Objective: To identify endangered animals and their habitats in English by using target vocabulary and target grammar. |
| **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 | 2 | **THEME 7: LIFE IN THE WORLD & NATURE** | Target Vocabulary in Use (with revisional vocabulary)  National and religious days, festivals and celebrations  Local Cultural, Social and Moral Considerations of the Theme  Target Language Grammatical in Use  Functions of Target Language Grammar in Use  Target Social Language Expressions in Use  Target Phonological Sounds in Use | **FLFS4. Writing-Expression**  **ENG.9.7.W1.** Students can prepare for writing efficiently and accurately based on the current content about ''life in the world and nature with nature, endangered animals, their natural living conditions and habitats, and protection of them''.  **ENG.9.7.W2.** Students can analyse and understand a provided model to guide them in producing similar writing tasks related to the content on ''life in the world and nature with nature, endangered animals, their natural living conditions and habitats, and protection of them''.  **ENG.9.7.W3.** Students can construct new written content on ''life in the world and nature with nature, endangered animals, their natural living conditions and habitats, and protection of them'' based on their understanding of the model(s) provided.  **ENG.9.7.W4.** Students can practise producing written content based on the current theme ''life in the world and nature with nature, endangered animals, their natural living conditions and habitats, and protection of them''.  **ENG.9.7.W5.** Students can engage in the process of writing related to the content on ''life in the world and nature with nature, endangered animals, their natural living conditions and habitats, and protection of them''.  **ENG.9.7.W6.** Students can reconstruct their writing about the current theme on ''life in the world and nature with nature, endangered animals, their natural living conditions and habitats, and protection of them'' to communicate effectively about it.  **ENG.9.7.W7.** Students can reflect on their experiences, thoughts, ideas, and feelings related to the writing process about the current content on ''life in the world and nature with nature, endangered animals, their natural living conditions and habitats, and protection of them'' in relation to themselves or others, both individually and/or with others. | **ENG.9.7.W1** a) Students relate pre-existing knowledge and experiences from initial listening, watching, and reading processes to current content by examining and activating them.  b) Students understand what the current writing task requires in terms of content and purpose in relation to the current content accurately by applying pre-existing knowledge and experiences, following guided instructions.  **ENG.9.7.W2.** a) Students grasp the significant and basic components of the content in the model/sample provided  for the assigned writing task, including word selection and use, grammar selection and use, and other details such as type, style, and meaning as required.  **ENG.9.7.W3.** a) Students share their ideas and thoughts by brainstorming through collaborative discussion to generate ideas for the new (prepared and/or unprepared) writing task related to the current theme.  b) Students plan how the knowledge and ideas generated during the brainstorming session can be applied to their new (prepared and/or unprepared) writing task related to the current theme.  c) Students conduct preliminary research relevant to the assigned (prepared and/or unprepared) writing task on the current content, considering the type of writing, age appropriateness, and language level.  d) Students produce a well-organised and detailed draft relevant to the (prepared and/or unprepared) type of writing and appropriate for the age and language level.  e) Students organise and develop contextual materials relevant to the type of the assigned task  (prepared and/or unprepared) and appropriate to age and language level.  f) Students modify the content they produce for the assigned writing task in a coherent and meaningful way, consistent with the assigned (prepared and/or unprepared) type of writing, and appropriate to the age and language level.  **ENG.9.7.W4.** a) Students present relevant supportive materials appropriate to the assigned (prepared and/or unprepared) writing task, considering the type of writing and appropriateness to the age and language level.  b) Students use appropriate discourse forms, styles, and strategies for the assigned (prepared and/or unprepared) writing task, considering its writing type and appropriate to their age and language level.  c) Students use target words and grammatical language structures accurately and appropriately in their writing tasks, by selecting necessary and appropriate ones in line with the assigned type of writing and appropriate to the age and language level.  d) Students express their messages about the current content clearly to the reader in the assigned writing task.  **ENG.9.7.W5.** a) Students review the feedback from the teacher and/or peers critically on their prepared and/or unprepared writing task(s).  b) Students revise to reorganise the written content of their prepared and/or unprepared task based on the feedback received from the teacher and/or peers.  c) Students refine and develop their written content produced for their prepared/unprepared writing task through the iterative feedback process.  **ENG.9.7.W6.** a) Students adapt and use individually internalised information in current or similar content by selecting and reorganising it meaningfully in written form as necessary when communicating with other people in different contexts.  b) Students exchange information and ideas in written communication by sharing reconstructed meaningful knowledge and content with others.  **ENG.9.7.W7.** a) Students convey individually the knowledge, experiences, thoughts, and feelings they review critically in relation to their current writing-expression content and process.  b) Students share their personal verbal and written knowledge, experiences, thoughts, and feelings that they critically review in relation to the current writing-expression content and process with others.  c) Students produce their new verbal and written work after participating in reflective activities related to the current writing-expression content and process. | PERFORMANCE ASSIGNMENT: Students prepare a self-recording (visual, audio) at school/ at home, conducting an interview with classmates about ''endangered animals and their habitats and living conditions including where and how they live today and in the past, and ways to protect them from extinction'' and present it to the class and receiving feedback about it. They write and design the content of a documentary film script and then they present and apply it as a film-showing event in class by inviting other students as protectors, activists, or people who give harm to endangered animals. The assignment will be evaluated by using rubrics. | 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, V9. Compassion, V10. Modesty, V11. Independence, V12. Patience, V13. Healthy Living, V14. Respect, V16. Responsibility, V20. Benevolence | LS1. Information Literacy, LS2. Digital Literacy, LS3. Financial Literacy, LS4. Visual Literacy, LS5. Cultural Literacy, LS6. Civic Literacy, LS7. Data Literacy, LS8. Sustainability Literacy, LS9. Art Literacy |  | Expansion  Objective: To talk about endangered animals and conservation efforts in English by using the target vocabulary and target grammar.  Objective: To identify endangered animals and conservation efforts in English by using the target vocabulary and target grammar.  Supporting  Objective: To describe endangered animals, their habitats, and ways to protect them from extinction in English by using the target vocabulary and target grammar.  Objective: To identify endangered animals and their habitats in English by using target vocabulary and target grammar. |
| **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 | 2 | **THEME 8: LIFE IN THE UNIVERSE&FUTURE** | Target Vocabulary in Use (with revisional vocabulary)  National and religious days, festivals and celebrations  Local Cultural, Social and Moral Considerations of the Theme  Target Language Grammatical in Use  Functions of Target Language Grammar in Use  Target Social Language Expressions in Use  Target Phonological Sounds in Use | **FLFS1. Listening/Watching-Comprehension**  **ENG.9.8.L1.**Students can prepare and get ready for listening (to)/watching about the current content on ''life in the universe and future with films, film genres, futuristic films with futuristic ideas, and technology''.  **ENG.9.8.L2.** Students can bring together the information in the current content on ''life in the universe and future with films, film genres, futuristic films with futuristic ideas, and technology''.  **ENG.9.8.L3.** Students can make sense of and derive meaning from the current content on ''life in the universe and future with films, film genres, futuristic films with futuristic ideas, and technology''.  **ENG.9.8.L4.** Students can reflect on the information, experiences, thoughts, ideas, and feelings related to the listening (to)/watching process about the current content on ''life in the universe and future with films, film genres, futuristic films with futuristic ideas, and technology'' in relation to themselves or others, both individually and/or with others.  **FLFS3. Speaking-Expression**  **ENG.9.8.S1.** Students can prepare themselves to speak meaningfully, fluently, and efficiently about the current content on ''life in the universe and future with films, film genres, futuristic films with futuristic ideas, and technology''.  **ENG.9.8.S2.** Students can analyse and understand the model content related to ''life in the universe and future with films, film genres, futuristic films with futuristic ideas, and technology'' to support the production of spoken language.  **ENG.9.8.S3.** Students can produce meaningful and accurate spoken content related to the current theme on ''life in the universe and future with films, film genres, futuristic films with futuristic ideas, and technology''.  **ENG.9.8.S4.** Students can construct meaningful spoken content about ''life in the universe and future with films, film genres, futuristic films with futuristic ideas, and technology'' through efficient and meaningful practice.  **ENG.9.8.S5.** Students can reconstruct the information about ''life in the universe and future with films, film genres, futuristic films with futuristic ideas, and technology'' when communicating with others.  **ENG.9.8.S6**. Students can reflect on their experiences, thoughts, ideas, and feelings related to the speaking process about the current content on ''life in the universe and future with films, film genres, futuristic films with futuristic ideas, and technology'' in relation to themselves or others, both individually and/or with others.  **FLSS3. Pronunciation: Selection and Use**  **ENG.9.8.P1.** Students can select and use target phonological aspects such as pronunciation and intonation of target sounds, words, phrases, clauses, and sentences in utterances authentically, naturally, and accurately in the current content about ''life in the universe and future with films, film genres, futuristic films with futuristic ideas, and technology'' to develop holistic and conscious pronunciation skills after recognising them in context. | **ENG.9.8.L1** a) Students activate their pre-existing knowledge and experience about the current theme and content  to recall their background knowledge by investigating it carefully.  b) Students identify significant and necessary relationships and connections between their pre-existing knowledge, their past experience and the clues to the current content by responding to meaningful questions about it (without speaking Turkish or using a translation).  c) Students make detailed predictions about the current content by using their pre-existing knowledge and past experience of the content.  d) Students make rational predictions about the current content by looking at the supplementary visual elements.  **ENG.9.8.L2.** a) Students identify the main topic of the current content in general by listening (to)/watching it as a  whole in its context.  b) Students recognise the significant details and basic components of the current content within the  whole by listening (to) and watching the whole content carefully to notice them.  **ENG.9.8.L3.** a) Students check their initial predictions about the current content by being aware of the commonalities between their self-predictions and the clues provided as visuals surrounding the content.  b) Students make significant and necessary classifications in the current content that affect the meaning of the generally perceived content.  c) Students make significant and necessary comparisons in the generally perceived current content to highlight differences between two or more different things by using visuals, ensuring clarity and meaning.  d) Students recognise significant branching, linear or spiral relationships (if any) within the generally perceived current content.  e) Students make essential inferences and deductions to understand the meaning of the generally perceived current content better.  f) Students strongly recognise the holistic meaning formed by the components, comparisons, classifications, and details related to the current content.  g) Students construct a detailed understanding of the meaning of the current content through prior classifications, comparisons, and inferences/deductions.  **ENG.9.8.L4.** a) Students individually convey their personal knowledge, experiences, thoughts, and feelings that are critically reviewed in relation to the current listening (to)/watching contents and the process.  b) Students share their personal verbal and written knowledge, experiences, thoughts, and feelings that  they critically review in relation to the current listening (to)/watching content and process with others.  c) Students produce new audio/visual products individually by revising their personal work after participating in reflective activities related to the listening (to)/watching process of the current content.  **ENG.9.8.S1.** a) Students relate current content by analysing pre-existing knowledge and experiences from earlier  listening, watching, and reading sessions to associate them with the current content.  **ENG.9.8.S2.** a) Students grasp what the provided model/example is about with the help of audio, visual, and/or  written elements after listening, watching, and/or reading the current content.  **ENG.9.8.S3.** a) Students recognise which form and type of spoken content is expected and assigned based on the  model/example about the current theme for both prepared and/or unprepared speaking situations through careful examination.  b) Students conduct preliminary research on the expected and assigned content to be produced for prepared and/or unprepared speaking situations.  c) Students develop a draft outline in accordance with the assigned prepared and/or unprepared speaking situations as presented in the model/example, appropriate to the age and language level based on the theme.  d) Students organise supplementary audio-visual materials in accordance with the assigned task as presented in the model/example for prepared and/or unprepared speaking situations and appropriate to their age and level.  e) Students organise information related to the current content to be presented, appropriate to the model/example for prepared and/or unprepared speaking situations.  f) Students critically review their prepared presentation content for accuracy, coherence, and appropriateness to audience and context in prepared and/or unprepared speaking situations.  **ENG.9.8.S4.** a) Students make spoken content clear and understandable to listeners by selecting and using style and form appropriate to age and language level in prepared and/or unprepared speaking situations.  b) Students present their spoken content by selecting and using materials appropriate to the context, age, language level, style, and type of discourse, similar to those presented in the model/example for prepared and/or unprepared speaking situations.  c) Students present their spoken content by selecting and using target vocabulary and language  structures similar and/or appropriate to those presented in the model/example considering their  age, language level, context, style, and type of discourse for prepared and/or unprepared speaking situations.  d) Students convey relevant explicit, implicit, and/or complex messages related to the current content  clearly in context to the listeners by using appropriate material and body language in prepared and/or  unprepared speaking situations.  e) Students convey their messages about the current content clearly to the listeners by incorporating all  the necessary semantic elements in prepared and/or unprepared speaking situations.  **ENG.9.8.S5.** a) Students use the same or similar information presented in the current content in verbal or written  forms in different contexts by reorganising it meaningfully, accurately, effectively, efficiently,  functionally, and individually as required.  b) Students engage in verbal and/or written communication by sharing the reconstructed meaningful  information about the current content with others.  **ENG.9.8.S6.** a) Students reveal their knowledge, experiences, thoughts, and feelings that they review critically in  relation to the current speaking-expression content and process.  b) Students share their personal knowledge, experiences, thoughts, and feelings that they critically review in relation to the current speaking-expression content and process with others.  c) Students produce new verbal and written work after participating in reflective activities related to the current speaking-expression content and process.  **ENG.9.8.P1.** a) Students recognise the target phonological aspects such as pronunciation and intonation of target  sounds, words, phrases and sentences in utterances within the current content by listening (to)/  watching it, first as a whole and then with pauses.  b) Students repeat utterances, including target sentences, clauses, phrases, and words with target theme-specific sounds by considering phonological aspects such as pronunciation and intonation accurately and naturally in the content several times as a whole class and then in groups and individually.  c) Students talk about the current content by taking part in small group conversations by paying attention to select and use accurate phonological aspects such as pronunciation, intonation, stress, and other features as they are understood.  d) Students reflect personally on their pronunciation and other target phonological aspects such as  intonation after recording and listening to group conversations about the target content.  e) Students evaluate feedback from others and their personal feedback and reflection by listening to or  watching the audio/visual content again to check for accuracy. | PERFORMANCE ASSIGNMENT: They write and design the content of a futuristic film script and then they present and apply it as a film-showing event in class by inviting other students as actors, actresses, directors etc. The assignment will be evaluated by using rubrics. | 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, V9. Compassion, V10. Modesty, V11. Independence, V12. Patience, V13. Healthy Living, V14. Respect, V16. Responsibility, V20. Benevolence | LS1. Information Literacy, LS2. Digital Literacy, LS3. Financial Literacy, LS4. Visual Literacy, LS5. Cultural Literacy, LS6. Civic Literacy, LS7. Data Literacy, LS9. Art Literacy |  | Expansion  Objective: To talk about futuristic films in English by using the target vocabulary and target grammar.  Objective: To help students reconstruct a futuristic film concept in English through an interactive information gap activity by using the target vocabulary and target grammar.  Supporting  Objective: To help students describe different film genres in English by using the target vocabulary and target grammar.  Objective: To talk about futuristic ideas in English by using the target vocabulary and target grammar. |
| **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 | 4 | **THEME 8: LIFE IN THE UNIVERSE&FUTURE** | Target Vocabulary in Use (with revisional vocabulary)  National and religious days, festivals and celebrations  Local Cultural, Social and Moral Considerations of the Theme  Target Language Grammatical in Use  Functions of Target Language Grammar in Use  Target Social Language Expressions in Use  Target Phonological Sounds in Use | **FLSS2. Vocabulary: Selection and Use**  **ENG.9.8.V1.** Students can select and use target vocabulary efficiently, effectively, and accurately, based on the current content about ''life in the universe and future with films, film genres, futuristic films with futuristic ideas, and technology'' after recognising them in context and developing their conscious and inductive vocabulary learning skills.  **FLFS3. Speaking-Expression**  **ENG.9.8.S2.** Students can analyse and understand the model content related to ''life in the universe and future with films, film genres, futuristic films with futuristic ideas, and technology'' to support the production of spoken language.  **ENG.9.8.S3.** Students can produce meaningful and accurate spoken content related to the current theme on ''life in the universe and future with films, film genres, futuristic films with futuristic ideas, and technology''.  **FLSS1. Grammaring: Selection and Use**  **ENG.9.8.G1.** Students can select and use target grammatical language items efficiently, effectively, and accurately, based on the current content about ''life in the universe and future with films, film genres, futuristic films with futuristic ideas, and technology'', after recognising them in context and developing their conscious and inductive grammaring skills through consciousness-raising and discovery.  **FLFS4. Writing-Expression**  **ENG.9.8.W3.** Students can construct new written content on ''life in the universe and future with films, film genres, futuristic films with futuristic ideas, and technology'' based on their understanding of the model(s) provided.  **ENG.9.8.W4.** Students can practise producing written content based on the current theme ''life in the universe and future with films, film genres, futuristic films with futuristic ideas, and technology''.  **FLFS3. Speaking-Expression**  **ENG.9.8.S4.** Students can construct meaningful spoken content about ''life in the universe and future with films, film genres, futuristic films with futuristic ideas, and technology'' through efficient and meaningful practice.  **ENG.9.8.S5.** Students can reconstruct the information about ''life in the universe and future with films, film genres, futuristic films with futuristic ideas, and technology'' when communicating with others. | **ENG.9.8.V1.** a) Students make predictions about the main topic of the current content by identifying "general  contextual clues" from the visual, audio, and written preparation materials provided during the "listening/watching for gist" and/or reading for "skimming" sessions.  b) Students check the accuracy of the predictions related to the "general contextual clue" by listening to,  watching, and/or reading the audio, visual, and/or written content in context.  c) Students search the target audio/visual, and/or written content by scanning to find key components of the theme.  d) Students listen/watch the content carefully and/or read it silently to identify and underline/circle target words.  e) Students separate target (key-active) words from the other (non-key-passive) words in the target content.  f) Students examine relevant target words, phrases, and expressions in the current content to understand how and where they are used.  g) Students determine paragraph context clues to identify the topics of the parts/paragraphs containing unknown target words.  h) Students discuss the meaning of the target words by finding indirect sentence context clues in the assigned sentences of the parts/paragraphs of the content.  i) Students determine the correct meanings of the target words in the current content in pairs or groups by comparing the meanings/definitions proposed.  j) Students confirm the accuracy of the meanings/definitions of the target words in the current content  by consulting with the teacher, the class and/or by using printed or digital dictionaries.  **ENG.9.8.S2.** a) Students grasp what the provided model/example is about with the help of audio, visual, and/or  written elements after listening, watching, and/or reading the current content.  **ENG.9.8.S3.** a) Students recognise which form and type of spoken content is expected and assigned based on the  model/example about the current theme for both prepared and/or unprepared speaking situations  through careful examination.  b) Students conduct preliminary research on the expected and assigned content to be produced for  prepared and/or unprepared speaking situations.  c) Students develop a draft outline in accordance with the assigned prepared and/or unprepared speaking situations as presented in the model/example, appropriate to the age and language level based on the theme.  d) Students organise supplementary audio-visual materials in accordance with the assigned task as presented in the model/example for prepared and/or unprepared speaking situations and appropriate to their age and level.  e) Students organise information related to the current content to be presented, appropriate to the model/example for prepared and/or unprepared speaking situations.  **ENG.9.8.G1**. a) Students listen to, watch, and/or read the audio, visual, and written current content presented in  context that introduces the general use of the target language structures in the current theme.  b) Students examine example sentences provided by the teacher or instructional materials including target grammatical items to see how the target grammatical structure(s) of the target theme is/are used to construct a meaning or contribute to meaning.  c) Students analyse current audio, visual, and/or written content presented in context to identify sentences similar to those provided as examples.  d) Students find the commonalities between the sentences identified and those exemplified by the  teacher or materials through careful comparison in pairs and/or groups.  e) Students discover the characteristics of the commonalities in the sentences in the current content  by discussing them in pairs or groups as an awareness/consciousness-raising activity.  f) Students formulate rule(s) about the same/target ‘grammar structure(s) of the current theme based  on their observations and discussions in pairs or groups.  g) Students engage in contextual activities on the use of target grammatical structures (grammaring) of  the current theme to explain and justify the grammar rule(s) they have discovered.  h) Students practise to consolidate their understanding of the target grammar that they discovered by  selecting accurate and meaningful items in meaningful and contextualised activities.  i) Students produce accurate and unique verbal or written content by using target grammar consciously  and in a natural way, without thinking about the rules.  j) Students produce new spoken/written content by using the target grammatical structures efficiently, authentically, automatically, and naturally in context when communicating with others without thinking about rules.  **ENG.9.8.W3.** a) Students share their ideas and thoughts by brainstorming through collaborative discussion to  generate ideas for the new (prepared and/or unprepared) writing task related to the current theme.  b) Students plan how the knowledge and ideas generated during the brainstorming session can be  applied to their new (prepared and/or unprepared) writing task related to the current theme.  c) Students conduct preliminary research relevant to the assigned (prepared and/or unprepared) writing  task on the current content, considering the type of writing, age appropriateness, and language level.  d) Students produce a well-organised and detailed draft relevant to the (prepared and/or unprepared)  type of writing and appropriate for the age and language level.  e) Students organise and develop contextual materials relevant to the type of the assigned task  (prepared and/or unprepared) and appropriate to age and language level.  f) Students modify the content they produce for the assigned writing task in a coherent and meaningful  way, consistent with the assigned (prepared and/or unprepared) type of writing, and appropriate to  the age and language level.  **ENG.9.8.W4.** a) Students present relevant supportive materials appropriate to the assigned (prepared and/or  unprepared) writing task, considering the type of writing and appropriateness to the age and language level.  b) Students use appropriate discourse forms, styles, and strategies for the assigned (prepared and/or  unprepared) writing task, considering its writing type and appropriate to their age and language level.  c) Students use target words and grammatical language structures accurately and appropriately in  their writing tasks, by selecting necessary and appropriate ones in line with the assigned type of  writing and appropriate to the age and language level.  d) Students express their messages about the current content clearly to the reader in the assigned writing task.  **ENG.9.8.S4.** a) Students make spoken content clear and understandable to listeners by selecting and using style  and form appropriate to age and language level in prepared and/or unprepared speaking situations.  b) Students present their spoken content by selecting and using materials appropriate to the context, age, language level, style, and type of discourse, similar to those presented in the model/example for prepared and/or unprepared speaking situations.  **ENG.9.8.S5.** a) Students use the same or similar information presented in the current content in verbal or written  forms in different contexts by reorganising it meaningfully, accurately, effectively, efficiently, functionally, and individually as required.  b) Students engage in verbal and/or written communication by sharing the reconstructed meaningful information about the current content with others. | PERFORMANCE ASSIGNMENT: They write and design the content of a futuristic film script and then they present and apply it as a film-showing event in class by inviting other students as actors, actresses, directors etc. The assignment will be evaluated by using rubrics. | 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, V9. Compassion, V10. Modesty, V11. Independence, V12. Patience, V13. Healthy Living, V14. Respect, V16. Responsibility, V20. Benevolence | LS1. Information Literacy, LS2. Digital Literacy, LS3. Financial Literacy, LS4. Visual Literacy, LS5. Cultural Literacy, LS6. Civic Literacy, LS7. Data Literacy, LS9. Art Literacy | May 19  The Commemoration of Atatürk, Youth and Sports Day | Expansion  Objective: To talk about futuristic films in English by using the target vocabulary and target grammar.  Objective: To help students reconstruct a futuristic film concept in English through an interactive information gap activity by using the target vocabulary and target grammar.  Supporting  Objective: To help students describe different film genres in English by using the target vocabulary and target grammar.  Objective: To talk about futuristic ideas in English by using the target vocabulary and target grammar. |
|  | WEEK 34:  May 25-29 | 4 |  |  |  | **EVALUATION (EXAMS)** |  |  |  |  |  |  |
| **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** |
| JUNE | WEEK 35:  June 1-5 | 4 | **THEME 8: LIFE IN THE UNIVERSE&FUTURE** | Target Vocabulary in Use (with revisional vocabulary)  National and religious days, festivals and celebrations  Local Cultural, Social and Moral Considerations of the Theme  Target Language Grammatical in Use  Functions of Target Language Grammar in Use  Target Social Language Expressions in Use  Target Phonological Sounds in Use | **FLFS2. Reading-Comprehension**  **ENG.9.8.R1.** Students can prepare for reading the content on ''life in the universe and future with films, film genres, futuristic films with futuristic ideas, and technology'' efficiently and effectively.  **ENG.9.8.R2**. Students can bring information together about the current content on ''life in the universe and future with films, film genres, futuristic films with futuristic ideas, and technology'' through skimming,  scanning and detailed reading.  **ENG.9.8.R3**. Students can make sense of and derive meaning from the current content on ''life in the universe and future with films, film genres, futuristic films with futuristic ideas, and technology''.  **ENG.9.8.R4.** Students can reflect on the information, experiences, thoughts, ideas, and feelings related to the reading process about the current content on ''life in the universe and future with films, film genres, futuristic films with futuristic ideas, and technology'' in relation to themselves or others, both individually and/or with others.  **FLFS3. Speaking-Expression**  **ENG.9.8.S5.** Students can reconstruct the information about ''life in the universe and future with films, film genres, futuristic films with futuristic ideas, and technology'' when communicating with others.  **ENG.9.8.S6.** Students can reflect on their experiences, thoughts, ideas, and feelings related to the speaking process about the current content on ''life in the universe and future with films, film genres, futuristic films with futuristic ideas, and technology'' in relation to themselves or others, both individually and/or with others.  **FLFS4. Writing-Expression**  **ENG.9.8.W4**. Students can practise producing written content based on the current theme ''life in the universe and future with films, film genres, futuristic films with futuristic ideas, and technology''.  ENG.9.8.W5. Students can engage in the process of writing related to the content on ''life in the universe and future with films, film genres, futuristic films with futuristic ideas, and technology''. | **ENG.9.8.R1.** a) Students recall and activate significant pre-existing knowledge and past experiences that can be related to the current theme and content through careful exploration.  b) Students recognise significant relationships between pre-existing knowledge, past experiences and clues to current content.  c) Students make strong preliminary predictions about the current content based on explored and recognised relationships.  d) Students make detailed predictions about the current content by exploring and examining the audiovisual clues in relation to it.  **ENG.9.8.R2.** a) Students skim the current content by looking very quickly and carefully at the surrounding visual materials to identify its general focus.  b) Students scan the current content by reading it silently and quickly to find key and major components.  c) Students read the current content again silently and carefully to examine any significant semantic and structural details.  d) Students examine the semantic details in the content carefully to check the accuracy of their initial predictions.  **ENG.9.8.R3.** a) Students classify significant and necessary elements of the current content in a meaningful way.  b) Students compare significant and key elements of the current content with each other or with similar ones in a meaningful way.  c) Students recognise significant and basic spiral, causal, and logical relationships in the current content through careful examination and analysis.  d) Students make meaningful inferences from information in the current content by examining it critically.  e) Students internalise their meaningful inferences from information in the current content in an  individualised way appropriate to their age and language level.  **ENG.9.8.R4.** a) Students convey individually their knowledge, experiences, thoughts, and feelings that they review critically in relation to the current reading-comprehension content and process.  b) Students share their personal verbal and written knowledge, experiences, thoughts, and feelings that they review critically in relation to the current reading-comprehension content and process with others.  c) Students produce new verbal and written work after participating in reflective activities related to the current reading-comprehension content and process.  **ENG.9.8.S5**. a) Students use the same or similar information presented in the current content in verbal or written forms in different contexts by reorganising it meaningfully, accurately, effectively, efficiently, functionally, and individually as required.  b) Students engage in verbal and/or written communication by sharing the reconstructed meaningful information about the current content with others.  **ENG.9.8.S6.** a) Students reveal their knowledge, experiences, thoughts, and feelings that they review critically in relation to the current speaking-expression content and process.  b) Students share their personal knowledge, experiences, thoughts, and feelings that they critically review in relation to the current speaking-expression content and process with others.  c) Students produce new verbal and written work after participating in reflective activities related to the current speaking-expression content and process.  **ENG.9.8.W4.** a) Students present relevant supportive materials appropriate to the assigned (prepared and/or unprepared) writing task, considering the type of writing and appropriateness to the age and language level.  b) Students use appropriate discourse forms, styles, and strategies for the assigned (prepared and/or unprepared) writing task, considering its writing type and appropriate to their age and language level.  c) Students use target words and grammatical language structures accurately and appropriately in their writing tasks, by selecting necessary and appropriate ones in line with the assigned type of writing and appropriate to the age and language level.  d) Students express their messages about the current content clearly to the reader in the assigned writing task.  **ENG.9.8.W5.** Students can engage in the process of writing related to the content on ''life in the universe and future with films, film genres, futuristic films with futuristic ideas, and technology''.  a) Students review the feedback from the teacher and/or peers critically on their writing task(s).  b) Students revise to reorganise the written content of their prepared and/or unprepared task based on the feedback received from the teacher and/or peers.  c) Students refine and develop their written content produced for their prepared/unprepared writing task through the iterative feedback process. | PERFORMANCE ASSIGNMENT: They write and design the content of a futuristic film script and then they present and apply it as a film-showing event in class by inviting other students as actors, actresses, directors etc. The assignment will be evaluated by using rubrics. | 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, V9. Compassion, V10. Modesty, V11. Independence, V12. Patience, V13. Healthy Living, V14. Respect, V16. Responsibility, V20. Benevolence | LS1. Information Literacy, LS2. Digital Literacy, LS3. Financial Literacy, LS4. Visual Literacy, LS5. Cultural Literacy, LS6. Civic Literacy, LS7. Data Literacy, LS9. Art Literacy |  | Expansion  Objective: To talk about futuristic films in English by using the target vocabulary and target grammar.  Objective: To help students reconstruct a futuristic film concept in English through an interactive information gap activity by using the target vocabulary and target grammar.  Supporting  Objective: To help students describe different film genres in English by using the target vocabulary and target grammar.  Objective: To talk about futuristic ideas in English by using the target vocabulary and target grammar. |
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| JUNE | WEEK 36:  June 8-12 | 4 | **THEME 8: LIFE IN THE UNIVERSE&FUTURE** | Target Vocabulary in Use (with revisional vocabulary)  National and religious days, festivals and celebrations  Local Cultural, Social and Moral Considerations of the Theme  Target Language Grammatical in Use  Functions of Target Language Grammar in Use  Target Social Language Expressions in Use  Target Phonological Sounds in Use | **FLFS4. Writing-Expression**  **ENG.9.8.W1**. Students can prepare for writing efficiently and accurately based on the current content about ''life in the universe and future with films, film genres, futuristic films with futuristic ideas, and technology''.  **ENG.9.8.W2.** Students can analyse and understand a provided model to guide them in producing similar writing tasks related to the content on ''life in the universe and future with films, film genres, futuristic films with futuristic ideas, and technology''.  **ENG.9.8.W3.** Students can construct new written content on ''life in the universe and future with films, film genres, futuristic films with futuristic ideas, and technology'' based on their understanding of the model(s) provided.  **ENG.9.8.W4.** Students can practise producing written content based on the current theme ''life in the universe and future with films, film genres, futuristic films with futuristic ideas, and technology''.  **ENG.9.8.W5.** Students can engage in the process of writing related to the content on ''life in the universe and future with films, film genres, futuristic films with futuristic ideas, and technology''.  **ENG.9.8.W6.** Students can reconstruct their writing about the current theme on ''life in the universe and future with films, film genres, futuristic films with futuristic ideas, and technology'' to communicate effectively about it.  **ENG.9.8.W7.** Students can reflect on their experiences, thoughts, ideas, and feelings related to the writing process about the current content on ''life in the universe and future with films, film genres, futuristic films with futuristic ideas, and technology'' in relation to themselves or others, both individually and/or with others. | **ENG.9.8.W1.** Students can prepare for writing efficiently and accurately based on the current content about ''life in the universe and future with films, film genres, futuristic films with futuristic ideas, and technology''.  a) Students relate pre-existing knowledge and experiences from initial listening, watching, and reading processes to current content by examining and activating them.  b) Students understand what the current writing task requires in terms of content and purpose in  relation to the current content accurately by applying pre-existing knowledge and experiences,  following guided instructions.  **ENG.9.8.W2.** Students can analyse and understand a provided model to guide them in producing similar writing tasks related to the content on ''life in the universe and future with films, film genres, futuristic films with futuristic ideas, and technology''.  a) Students grasp the significant and basic components of the content in the model/sample provided for the assigned writing task, including word selection and use, grammar selection and use, and other details such as type, style, and meaning as required.  **ENG.9.8.W3.** Students can construct new written content on ''life in the universe and future with films, film genres, futuristic films with futuristic ideas, and technology'' based on their understanding of the model(s) provided.  a) Students share their ideas and thoughts by brainstorming through collaborative discussion to  generate ideas for the new (prepared and/or unprepared) writing task related to the current theme.  b) Students plan how the knowledge and ideas generated during the brainstorming session can be applied to their new (prepared and/or unprepared) writing task related to the current theme.  c) Students conduct preliminary research relevant to the assigned (prepared and/or unprepared) writing task on the current content, considering the type of writing, age appropriateness, and language level.  d) Students produce a well-organised and detailed draft relevant to the (prepared and/or unprepared) type of writing and appropriate for the age and language level.  e) Students organise and develop contextual materials relevant to the type of the assigned task  (prepared and/or unprepared) and appropriate to age and language level.  f) Students modify the content they produce for the assigned writing task in a coherent and meaningful way, consistent with the assigned (prepared and/or unprepared) type of writing, and appropriate to the age and language level.  **ENG.9.8.W4.** Students can practise producing written content based on the current theme ''life in the universe and future with films, film genres, futuristic films with futuristic ideas, and technology''.  a) Students present relevant supportive materials appropriate to the assigned (prepared and/or  unprepared) writing task, considering the type of writing and appropriateness to the age and language level.  b) Students use appropriate discourse forms, styles, and strategies for the assigned (prepared and/or unprepared) writing task, considering its writing type and appropriate to their age and language level.  c) Students use target words and grammatical language structures accurately and appropriately in their writing tasks, by selecting necessary and appropriate ones in line with the assigned type of writing and appropriate to the age and language level.  d) Students express their messages about the current content clearly to the reader in the assigned (prepared and/or unprepared) writing task.  **ENG.9.8.W5.** Students can engage in the process of writing related to the content on ''life in the universe and future with films, film genres, futuristic films with futuristic ideas, and technology''.  a) Students review the feedback from the teacher and/or peers critically on their prepared and/or unprepared writing task(s).  b) Students revise to reorganise the written content of their prepared and/or unprepared task based on the feedback received from the teacher and/or peers.  c) Students refine and develop their written content produced for their prepared/unprepared writing task through the iterative feedback process.  **ENG.9.8.W6.** Students can reconstruct their writing about the current theme on ''life in the universe and future with films, film genres, futuristic films with futuristic ideas, and technology'' to communicate effectively about it.  a) Students adapt and use individually internalised information in current or similar content by selecting and reorganising it meaningfully in written form as necessary when communicating with other people in different contexts.  b) Students exchange information and ideas in written communication by sharing reconstructed  meaningful knowledge and content with others.  **ENG.9.8.W7.** a) Students convey individually the knowledge, experiences, thoughts, and feelings they review critically in relation to their current writing-expression content and process.  b) Students share their personal verbal and written knowledge, experiences, thoughts, and feelings that they critically review in relation to the current writing-expression content and process with others.  c) Students produce their new verbal and written work after participating in reflective activities  related to the current writing-expression content and process. | PERFORMANCE ASSIGNMENT: They write and design the content of a futuristic film script and then they present and apply it as a film-showing event in class by inviting other students as actors, actresses, directors etc. The assignment will be evaluated by using rubrics. | SELS1.1. 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Supporting  Objective: To help students describe different film genres in English by using the target vocabulary and target grammar.  Objective: To talk about futuristic ideas in English by using the target vocabulary and target grammar. |
| **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** |
| JUNE | WEEK 37:  June 15-19 | 4 |  |  |  | SCHOOL-BASED PLANNING\* |  |  |  |  |  |  |
| JUNE | WEEK 38:  June 22-26 | 4 |  |  |  | SCHOOL-BASED PLANNING\* |  |  |  |  |  |  |

Bu yıllık plan Talim Terbiye Kurulu Başkanlığınca yayınlanan 47 sayılı ve 12/08/2025 Tarihli “ Ortaöğretim İngilizce Dersi (9,10,11 ve 12. 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.

**İNGİLİZCE ÖĞRETMENLERİ**

**08.09.2025**

**UYGUNDUR**

**………………….**

**OKUL MÜDÜRÜ**