

2025-2026 ACADEMIC YEAR														
ENGLISH COURSE FRAMEWORK ANNUAL PLAN FOR YEAR 9														
THEME CONTENT FRAME				LEARNING OUTCOMES AND PROCESS COMPONENTS			LEARNING INDICATORS		INTERMEDIATE COMPONENTS			NATIONAL CELEBRATIONS AND SIGNIFICANT DATES	DIFFERENTIATION	SCHOOL-BASED PLANNING
WEEK	CLASS PERIOD	THEME	CONTENT FRAME	LEARNING OUTCOMES		PROCESS COMPONENTS		ASSESSMENT AND EVALUATION	SKILL FUNCTIONS LEARNING GOALS	VALUES	LEARNING GOALS	NATIONAL CELEBRATIONS AND SIGNIFICANT DATES	DIFFERENTIATION	SCHOOL-BASED PLANNING
WEEK 1 September 8-12	4	ORIENTATION	CLASSROOM	Students can use basic English expressions (e.g., greetings, introductions, and classroom instructions) to adapt to the school environment and engage in simple interactions with peers and teachers, fostering confidence and collaboration in the English course.								July 28 Democracy and National Unity Day		
WEEK 2 September 15-19	4	REVISION	PROLOGUE: YOUR LIFE, AS THE STUDENT	Describing and reflecting / Describing / Using explanations and reasons, Expressing likes and dislikes, Describing simple processes										
WEEK 3 September 20-24	4	REVISION	ON THE PHONE, THE INTERNET	Expressing preferences on, Following phone conversations										
WEEK 4 September 25-29	4	REVISION	ADVENTURES, TECHNOLOGY	Describing and reflecting / Making inferences, Describing and reflecting / Making inferences, Expressing preferences / Using explanations and reasons, Making comparisons										
WEEK 5 October 1-5	4	REVISION	CHARMS, SCIENCE, NATURAL FORCES	Describing phenomena, Expressing obligations, Describing the actions happening currently, Talking about past events, Making predictions about the future										
WEEK 6 October 12-17	4	THEME 1: SCIENCE LIFE	Target Vocabulary in Use (with revision vocabulary) National and religious days, festivals and celebrations Local Culture, Social and Global Celebrations of the Theme Target Language Exemplars in Use Functions of Target Language Exemplars in Use Target Social Language Exemplars in Use Target Phenological Trends in Use	1) L1.1.1 Listening/Watching Comprehension 1) L1.1.1.1 Students can prepare and get ready for listening by watching by watching about the current content on "school life with students of different countries, nationalities, and languages; capitals of their countries, and local observations, activities in their capitals and countries, national days and celebrations". 1) L1.1.1.2 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 local observations, activities in their capitals and countries, national days and celebrations". 1) L1.1.1.3 Students can make cause and effect meaning from the current content on "school life with students of different countries, nationalities, and languages; capitals of their countries, and local observations, activities in their capitals and countries, national days and celebrations". 1) L1.1.1.4 Students can refer to the information, experiences, thoughts, ideas, and feelings related to the listening by watching process about the current content on "school life with students of different countries, nationalities, and languages; capitals of their countries, and local observations, activities in their capitals and countries, national days and celebrations" in relation to themselves or others, both individually and/or with others. 1) L1.1.2 Reading Expression 1) L1.1.2.1 Students can prepare themselves to read meaningfully, fluently, and efficiently about the current content on "school life with students of different countries, nationalities, and languages; capitals of their countries, and local observations, activities in their capitals and countries, national days and celebrations". 1) L1.1.2.2 Students can analyze and understand the model content related to "school life with students of different countries, nationalities, and languages; capitals of their countries, and local observations, activities in their capitals and countries, national days and celebrations" to support the production of spoken language. 1) L1.1.2.3 Students can prepare themselves to read meaningfully, fluently, and accurately based on the current content about "school life with students of different countries, nationalities, and languages; capitals of their countries, and local observations, activities in their capitals and countries, national days and celebrations". 1) L1.1.2.4 Students can prepare for writing effectively and accurately based on the current content about "school life with students of different countries, nationalities, and languages; capitals of their countries, and local observations, activities in their capitals and countries, national days and celebrations". 1) L1.1.3 Presentations Techniques and Use 1) L1.1.3.1 Students can select and use a target phonological aspect such as pronunciation and intonation of target words, words, phrases, clauses, and sentences in utterances, individually, naturally, and accurately in the current content about "school life with students of different countries, nationalities, and languages; capitals of their countries, and local observations, activities in their capitals and countries, national days and celebrations". In describing beliefs and common personal habits, after recognizing them in context.		1) L1.1.1.1 Students activate their pre-existing knowledge and experience about the current theme and content to recall their background knowledge by recognizing it carefully. 1) L1.1.1.2 Students identify significant and necessary relationships and connections between their pre-existing knowledge, their past experience and the class in the current content by responding to meaningful questions about it (without spending too much time on recognizing it). 1) L1.1.1.3 Students make detailed predictions about the current content by using their pre-existing knowledge and past experience of the content. 1) L1.1.1.4 Students make cultural predictions about the current content by looking at the complementary visual elements provided. 1) L1.1.1.5 Students identify the main topic of the current content by generalizing by listening by watching it as a whole to be content. 1) L1.1.1.6 Students recognize the significant details and basic components of the current content within the whole by listening by watching and making the whole content carefully to notice them. 1) L1.1.1.7 Students check their initial predictions about the current content by being aware of the connections between their self-predictions and the class provided as visual, connecting the content. 1) L1.1.1.8 Students make significant and necessary classifications in the current content that affect the meaning of the generally perceived content. 1) L1.1.1.9 Students make significant and necessary comparisons in the generally perceived content to highlight differences between two or more different things by using visuals, recognizing details and meaning. 1) L1.1.1.10 Students recognize explicit and knowledge, know or capital relationships (if any) within the generally perceived content. 1) L1.1.1.11 Students make accurate inferences and deductions to understand the meaning of the generally perceived content better. 1) L1.1.1.12 Students strongly recognize the beliefs meaning based on the components, comparisons, classifications, and details related to the current content of students connected to a detailed understanding of the meaning of the current content through prior classifications, comparisons, and inferences/analyses. 1) L1.1.1.13 Students practice, internalize and personalize current content to an individualized, age-appropriate and level-appropriate way. 1) L1.1.1.14 Students individually compare their personal knowledge, experiences, thoughts, and feelings that are critically assessed in relation to the current listening by watching lessons, and the process. 1) L1.1.1.15 Students share their own and others' knowledge, experiences, thoughts, and feelings that are critically assessed in relation to the current listening by watching lessons, and the process.		PERFORMANCE ASSESSMENT: Students prepare a self-reflecting journal, based on school life with students of different countries, nationalities, and languages; capitals of their countries, and local observations, activities in their capitals and countries, national days and celebrations, and their own experiences and feelings about the current content on "school life with students of different countries, nationalities, and languages; capitals of their countries, and local observations, activities in their capitals and countries, national days and celebrations". The assessment will be evaluated by using rubrics.		1) L1.1.1.1 Self-Discovery, 1) L1.1.1.2 Self-Discovery, 1) L1.1.1.3 Self-Discovery, 1) L1.1.1.4 Self-Discovery, 1) L1.1.1.5 Self-Discovery, 1) L1.1.1.6 Self-Discovery, 1) L1.1.1.7 Self-Discovery, 1) L1.1.1.8 Self-Discovery, 1) L1.1.1.9 Self-Discovery, 1) L1.1.1.10 Self-Discovery, 1) L1.1.1.11 Self-Discovery, 1) L1.1.1.12 Self-Discovery, 1) L1.1.1.13 Self-Discovery, 1) L1.1.1.14 Self-Discovery, 1) L1.1.1.15 Self-Discovery, 1) L1.1.1.16 Self-Discovery, 1) L1.1.1.17 Self-Discovery, 1) L1.1.1.18 Self-Discovery, 1) L1.1.1.19 Self-Discovery, 1) L1.1.1.20 Self-Discovery, 1) L1.1.1.21 Self-Discovery, 1) L1.1.1.22 Self-Discovery, 1) L1.1.1.23 Self-Discovery, 1) L1.1.1.24 Self-Discovery, 1) L1.1.1.25 Self-Discovery, 1) L1.1.1.26 Self-Discovery, 1) L1.1.1.27 Self-Discovery, 1) L1.1.1.28 Self-Discovery, 1) L1.1.1.29 Self-Discovery, 1) L1.1.1.30 Self-Discovery, 1) L1.1.1.31 Self-Discovery, 1) L1.1.1.32 Self-Discovery, 1) L1.1.1.33 Self-Discovery, 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12	Week 6 October 27-31	4	THINK & SCHOOL LIFE	Target Vocabulary in Use (with contextual vocabulary) National and religious days, festivals and celebrations Local Culture, Social and Moral Considerations of the Theme Target Language Communicative in Use Functions of Target Language Expressions in Use Target Phonological Sounds in Use	PL/SL Reading Comprehension (ENG.R.3.1) 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.R.3.2) 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.R.3.3) 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.R.3.4) 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. PL/SL Speaking Expression (ENG.S.3.1) 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.S.3.2) 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.R.3.1 a) Students recall and activate linguistic and pre-existing knowledge and past experiences on the topic related to the current theme and content through careful exploration. b) Students recognize linguistic relationships between pre-existing knowledge, past experiences and clues in current content. c) Students make strong preliminary predictions about the current content based on linguistic and extralinguistic clues. d) Students make detailed predictions about the current content by exploring and examining the linguistic clues in relation with it. (ENG.R.3.2) a) Students skim the current content by looking over quickly and carefully at the surrounding visual materials to identify its general focus. b) Students scan the current content by reading it clearly and quickly to find key and major components. c) Students read the current content again clearly and carefully to examine any significant contents and structural details. d) Students examine the semantic details in the current content to check the accuracy of their initial predictions. (ENG.R.3.3) 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 with similar items in a meaningful way. c) Students recognize linguistic and basic spatial, 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 internalize their meaningful inferences from information in the current content in an individualized way appropriate to their age and language level. (ENG.R.3.4) a) Students convey individually their knowledge, experiences, thoughts, and feelings that they receive critically in relation to the current reading comprehension content and process. b) Students share their own used reading and writing knowledge, experiences, thoughts, and feelings that they receive critically in relation to the current	PERFORMANCE ASSESSMENT Students prepare a self-recording journal, titled as 'School' at home, conduct an interview with classmates about their country, nationality, capital of their country, tourist attractions and activities in their capital or country, national days and celebrations and present it as a part of an international festival. The assignment will be evaluated by using rubrics.	ELL.3.1 Self-Assessment Skill ELL.3.2 Self-Regulation Skill ELL.3.3 Self-Reflection Skill ELL.3.4 Communication Skill ELL.3.5 Cooperation Skill ELL.3.6 Social Awareness Skill ELL.3.7 Adaptability Skill ELL.3.8 Problem Solving Skill ELL.3.9 Responsible Decision Making Skill	US: Indiana, VA Singapore, VA Flemish, VA Semak, VA Hanoi, VT Jakarta, VA Compas, VA Independence, VA Patana, VA Living, VA Nepal, VA Pakistan, VA Indonesia	US: Information Library, US: Digital Library, US: Financial Library, US: Visual Library, US: Cultural Library, US: Core Library, US: Life Library, US: Art Library	October 28 Republic Day	Expectation 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 organizing information from a reading page. Expectation 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 reading 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 for a given target purpose.
13	Week 6 November 1-7	2	THINK & SCHOOL LIFE	Target Vocabulary in Use (with contextual vocabulary) National and religious days, festivals and celebrations Local Culture, Social and Moral Considerations of the Theme Target Language Communicative in Use Functions of Target Language Expressions in Use Target Phonological Sounds in Use	PL/SL Writing Expression (ENG.W.3.1) 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.W.3.2) Students can analyze and understand a provided model to guide them in producing similar writing tasks related to 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.W.3.3) Students can construct their own writing 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 provided. (ENG.W.3.4) Students can practice 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.W.3.5) Students can engage in the process of writing related to 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.W.3.6) 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" in a communicative effectively about it. (ENG.W.3.7) 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.W.3.1 a) Students relate pre-existing knowledge and experiences from initial learning, watching, and reading processes in current content by examining and analyzing 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.W.3.2) a) Students group the linguistic 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.W.3.3) a) Students share their ideas and thoughts by brainstorming through collaborative discussion to generate ideas for the new (prompted and/or unprompted) 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 (prompted and/or unprompted) writing task related to the current theme. c) Students conduct preliminary research relevant to the assigned (prompted and/or unprompted) writing task on the current content, considering the type of writing, age appropriateness, and language level. d) Students produce a well-organized and detailed draft relevant to the (prompted and/or unprompted) type of writing and appropriate for the age and language level. e) Students organize and develop contextual materials relevant to the type of the assigned task (prompted and/or unprompted) and appropriate to age and language level. f) Students modify the current theme analysis for the assigned writing task in a coherent and meaningful	PERFORMANCE ASSESSMENT Students prepare a self-recording journal, titled as 'School' at home, conduct an interview with classmates about their country, nationality, capital of their country, tourist attractions and activities in their capital or country, national days and celebrations and present it as a part of an international festival. The assignment will be evaluated by using rubrics.	ELL.3.1 Self-Assessment Skill ELL.3.2 Self-Regulation Skill ELL.3.3 Self-Reflection Skill ELL.3.4 Communication Skill ELL.3.5 Cooperation Skill ELL.3.6 Social Awareness Skill ELL.3.7 Adaptability Skill ELL.3.8 Problem Solving Skill ELL.3.9 Responsible Decision Making Skill	US: Indiana, VA Singapore, VA Flemish, VA Semak, VA Hanoi, VT Jakarta, VA Compas, VA Independence, VA Patana, VA Living, VA Nepal, VA Pakistan, VA Indonesia	US: Information Library, US: Digital Library, US: Financial Library, US: Visual Library, US: Cultural Library, US: Core Library, US: Life Library, US: Art Library		Expectation 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 organizing information from a reading page. Expectation 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 reading 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 for a given target purpose.
14	Week 6 November 1-7	2	THINK & CLASSROOM LIFE	Target Vocabulary in Use (with contextual vocabulary) National and religious days, festivals and celebrations Local Culture, Social and Moral Considerations of the Theme Target Language Communicative in Use Functions of Target Language Expressions in Use Target Phonological Sounds in Use	PL/SL Listening/Watching Comprehension (ENG.L.3.1) Students can prepare and get ready for listening (by) watching about the current content on "Classroom life with classmates, friendships, daily and study routines, habits, and activities". (ENG.L.3.2) Students can bring together the information in the current content on "Classroom life with classmates, friendships, daily and study routines, habits, and activities". (ENG.L.3.3) 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.L.3.4) Students can reflect on the information, experiences, thoughts, ideas, and feelings related to the listening (by) 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. PL/SL Writing Expression (ENG.W.3.1) 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.W.3.2) Students can analyze and understand a provided model to guide them in producing similar writing tasks related to the current content on "Classroom life with classmates, friendships, daily and study routines, habits, and activities". (ENG.W.3.3) Students can construct their own writing content on "Classroom life with classmates, friendships, daily and study routines, habits, and activities" based on their understanding of the model provided. (ENG.W.3.4) Students can practice producing written content based on the current theme "Classroom life with classmates, friendships, daily and study routines, habits, and activities". (ENG.W.3.5) Students can engage in the process of writing related to the current content on "Classroom life with classmates, friendships, daily and study routines, habits, and activities". (ENG.W.3.6) Students can reconstruct their writing about the current theme on "Classroom life with classmates, friendships, daily and study routines, habits, and activities" in a communicative effectively about it. (ENG.W.3.7) 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.L.3.1 a) Students recall and activate linguistic and pre-existing knowledge and past experiences on the topic related to the current theme and content through careful exploration. b) Students recognize linguistic relationships between pre-existing knowledge, past experiences and clues in current content. c) Students make strong preliminary predictions about the current content based on linguistic and extralinguistic clues. d) Students make detailed predictions about the current content by exploring and examining the linguistic clues in relation with it. (ENG.L.3.2) a) Students skim the current content by looking over quickly and carefully at the surrounding visual materials to identify its general focus. b) Students scan the current content by reading it clearly and quickly to find key and major components. c) Students read the current content again clearly and carefully to examine any significant contents and structural details. d) Students examine the semantic details in the current content to check the accuracy of their initial predictions. (ENG.L.3.3) 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 with similar items in a meaningful way. c) Students recognize linguistic and basic spatial, 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 internalize their meaningful inferences from information in the current content in an individualized way appropriate to their age and language level. (ENG.L.3.4) a) Students convey individually their knowledge, experiences, thoughts, and feelings that they receive critically in relation to the current reading comprehension content and process. b) Students share their own used reading and writing knowledge, experiences, thoughts, and feelings that they receive critically in relation to the current	PERFORMANCE ASSESSMENT Students prepare a self-recording journal, titled as 'School' at home, conduct an interview with classmates about their country, nationality, capital of their country, tourist attractions and activities in their capital or country, national days and celebrations and present it as a part of an international festival. The assignment will be evaluated by using rubrics.	ELL.3.1 Self-Assessment Skill ELL.3.2 Self-Regulation Skill ELL.3.3 Self-Reflection Skill ELL.3.4 Communication Skill ELL.3.5 Cooperation Skill ELL.3.6 Social Awareness Skill ELL.3.7 Adaptability Skill ELL.3.8 Problem Solving Skill ELL.3.9 Responsible Decision Making Skill	US: Indiana, VA Singapore, VA Flemish, VA Semak, VA Hanoi, VT Jakarta, VA Compas, VA Independence, VA Patana, VA Living, VA Nepal, VA Pakistan, VA Indonesia	US: Information Library, US: Digital Library, US: Financial Library, US: Visual Library, US: Cultural Library, US: Core Library, US: Life Library, US: Art Library	British Week	Expectation Objective: To talk about daily and study routines in English by using target vocabulary and target grammar. Objective Objective: To talk 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 Objective: To ask and answer about daily and study routines by using target vocabulary and target grammar.

NVEN 16 November 27	4	THEME 2 CLASSROOM LIFE	Target Vocabulary in Use [with optional vocabulary] National and religious days, festivals and celebrations Local Culture, Social and Moral Considerations of the Theme Target Language Communicative in Use Functions of Target Language Communicative in Use Target Social Language Expressions in Use Target Phonological Sounds in Use	FL/EQ: Vocabulary Selection and Use ENG.R2.G1: 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 recognizing them in context and developing their conscious and inductive vocabulary learning skills. FL/EQ: Spelling Expression ENG.R2.G3: 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". FL/EQ: Communicating Selection and Use ENG.R2.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 recognizing them in context and developing their conscious and inductive grammar skills through consciousness-raising and discovery. FL/EQ: Spelling Expression ENG.R2.G4: Students can construct meaningful spoken content about "Classroom life with classmates, friendships, daily and study routines, habits, and activities" through efficient and meaningful practice.	Göy köyperiñ ün temalıka aya yitide dıgıñ gıñmetinde Türk okula Teme 2'nı buladı.	PERFORMANCE ASSESSMENT: Students prepare a self-recording journal, called a '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 festival. The assignment will be evaluated by using rubric.	SEL.1.1 Self-awareness Skill SEL.1.2 Self-regulation Skill SEL.1.3 Self-reflection Skill SEL.1.4 Communication Skill SEL.2.1 Cooperation Skill SEL.2.3 Social Awareness Skill SEL.3.1 Adaptability Skill SEL.3.2 Flexibility Skill SEL.3.3 Responsible Decision-making Skill	SEL.1.1 Self-awareness Skill SEL.1.2 Self-regulation Skill SEL.1.3 Self-reflection Skill SEL.1.4 Communication Skill SEL.2.1 Cooperation Skill SEL.2.3 Social Awareness Skill SEL.3.1 Adaptability Skill SEL.3.2 Flexibility Skill SEL.3.3 Responsible Decision-making Skill	Information Library, LKJ Digital Library, LKJ Physical Library, LKJ Visual Library, LKJ Cultural Library, LKJ Core Library, LKJ Data Library, LKJ Art Library	Evaluation Objective: To talk about daily and study routines in English by using target vocabulary and target grammar. Objective: To ask and answer both daily and study 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.
NVEN 15 November 28	4	THEME 3 CLASSROOM LIFE	Target Vocabulary in Use [with optional vocabulary] National and religious days, festivals and celebrations Local Culture, Social and Moral Considerations of the Theme Target Language Communicative in Use Functions of Target Language Communicative in Use Target Social Language Expressions in Use Target Phonological Sounds in Use	FL/EQ: Reading Comprehension ENG.R2.B1: Students can prepare for reading for content on "Classroom life with classmates, friendships, daily and study routines, habits, and activities" efficiently and effectively. ENG.R2.B2: 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.R2.B3: 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.R2.B4: 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. FL/EQ: Writing Expression ENG.R2.A1: 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.R2.A2: Students can practice producing written content based on the current theme "Classroom life with classmates, friendships, daily and study routines, habits, and activities". ENG.R2.G3: Students can reconstruct the information about "Classroom life with classmates, friendships, daily and study routines, habits, and activities" when communicating with others. ENG.R2.G4: 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.	Göy köyperiñ ün temalıka aya yitide dıgıñ gıñmetinde Türk okula Teme 3'nı buladı.	PERFORMANCE ASSESSMENT: Students prepare a self-recording journal, called a '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 festival. The assignment will be evaluated by using rubric.	SEL.1.1 Self-awareness Skill SEL.1.2 Self-regulation Skill SEL.1.3 Self-reflection Skill SEL.1.4 Communication Skill SEL.2.1 Cooperation Skill SEL.2.3 Social Awareness Skill SEL.3.1 Adaptability Skill SEL.3.2 Flexibility Skill SEL.3.3 Responsible Decision-making Skill	SEL.1.1 Self-awareness Skill SEL.1.2 Self-regulation Skill SEL.1.3 Self-reflection Skill SEL.1.4 Communication Skill SEL.2.1 Cooperation Skill SEL.2.3 Social Awareness Skill SEL.3.1 Adaptability Skill SEL.3.2 Flexibility Skill SEL.3.3 Responsible Decision-making Skill	Information Library, LKJ Digital Library, LKJ Physical Library, LKJ Visual Library, LKJ Cultural Library, LKJ Core Library, LKJ Data Library, LKJ Art Library	Evaluation Objective: To talk about daily and study routines in English by using target vocabulary and target grammar. Objective: To ask and answer both daily and study 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.
NVEN 15 November 29	4	THEME 3 CLASSROOM LIFE	Target Vocabulary in Use [with optional vocabulary] National and religious days, festivals and celebrations Local Culture, Social and Moral Considerations of the Theme Target Language Communicative in Use Functions of Target Language Communicative in Use Target Social Language Expressions in Use Target Phonological Sounds in Use	FL/EQ: Writing Expression ENG.R2.A1: 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.R2.B2: Students can analyze 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.R2.A2: 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.R2.A3: Students can practice producing written content based on the current theme "Classroom life with classmates, friendships, daily and study routines, habits, and activities". ENG.R2.A4: 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.R2.A5: 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.R2.A7: 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.	Göy köyperiñ ün temalıka aya yitide dıgıñ gıñmetinde Türk okula Teme 3'nı buladı.	PERFORMANCE ASSESSMENT: Students prepare a self-recording journal, called a '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 festival. The assignment will be evaluated by using rubric.	SEL.1.1 Self-awareness Skill SEL.1.2 Self-regulation Skill SEL.1.3 Self-reflection Skill SEL.1.4 Communication Skill SEL.2.1 Cooperation Skill SEL.2.3 Social Awareness Skill SEL.3.1 Adaptability Skill SEL.3.2 Flexibility Skill SEL.3.3 Responsible Decision-making Skill	SEL.1.1 Self-awareness Skill SEL.1.2 Self-regulation Skill SEL.1.3 Self-reflection Skill SEL.1.4 Communication Skill SEL.2.1 Cooperation Skill SEL.2.3 Social Awareness Skill SEL.3.1 Adaptability Skill SEL.3.2 Flexibility Skill SEL.3.3 Responsible Decision-making Skill	Information Library, LKJ Digital Library, LKJ Physical Library, LKJ Visual Library, LKJ Cultural Library, LKJ Core Library, LKJ Data Library, LKJ Art Library	Evaluation Objective: To talk about daily and study routines in English by using target vocabulary and target grammar. Objective: To ask and answer both daily and study 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.
NVEN 16 December 02	4	THEME 3 PERSONAL LIFE PHYSICAL APPEARANCE & PERSONALITY	Target Vocabulary in Use [with optional vocabulary] National and religious days, festivals and celebrations Local Culture, Social and Moral Considerations of the Theme Target Language Communicative in Use Functions of Target Language Communicative in Use Target Social Language Expressions in Use Target Phonological Sounds in Use	FL/EQ: Listening/Writing Comprehension ENG.R3.1.1: Students can prepare and get ready for listening [w]/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.R3.1.2: 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.R3.1.3: 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.R3.1.4: Students can reflect on the information, experiences, thoughts, ideas, and feelings related to the listening [w]/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.R3.G1: 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" personally in terms of personal traits and character" in relation to themselves or others, both individually and/or with others. FL/EQ: Spelling Expression ENG.R3.G1: 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.R3.G2: Students can analyze 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.R3.G3: 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.R3.G4: 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.R3.G5: 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.R3.G6: 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. FL/EQ: Pronunciation Selection and Use ENG.R3.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 comprehensive pronunciation skills after recognizing them in context.	Göy köyperiñ ün temalıka aya yitide dıgıñ gıñmetinde Türk okula Teme 3'nı buladı.	PERFORMANCE ASSESSMENT: Students prepare a poster [w] a, a chart [w] a biography, or a video [w] a, a				

NYC 18 December 28	4	THEME D PERSONAL LIFE PHYSICAL APPEARANCE & PERSONALITY	Target Vocabulary in Use (both restricted vocabulary) National and religious days, holidays and celebrations Local Culture, Social and Moral Considerations of the Theme Target Language Exemplars in Use Functions of Target Language Exemplars in Use Target Social Language Exemplars in Use Target Phonological Sounds in Use	FL1C2. Vocabulary: Inflection and Use ENL 8.3.3G. 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 recognizing them in context and developing their conscious and inductive vocabulary learning skills. FL1C3. Spelling: Expression ENL 8.3.3G. 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. FL1C4. Writing: Expression ENL 8.3.3G. 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". FL1C5. Grammar: Inflection and Use ENL 8.3.3G. 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 recognizing them in context and developing their conscious and inductive grammatical skills through consciousness-raising and discovery.	Ulang kopyatkin kina temanda apun yabikha dajilim gikimendakhi. Czech sloudi Tema i'a Indone.	PERFORMANCE ASSESSMENT: Students prepare a poster/leaflet, a short film, a biography, an audio 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.	SEL.8.3.1. Self-Direction Skill SEL.8.3.2. Self-Regulation Skill SEL.8.3.3. Self-Reflection Skill SEL.8.3.4. Communication Skill SEL.8.3.5. Cooperation Skill SEL.8.3.6. Social Awareness Skill SEL.8.3.7. Responsibility Skill SEL.8.3.8. Decision-Making Skill	61. Justice, 61. Diligence, 61. Friendship, 61. Family, 61. Honesty, 61. Integrity, 61. Independence, 61. Compassion, 61. Modesty, 61. Patience, 61. Healthy Living, 61. Respect, 61. Responsibility, 61. Generosity	1.1. Information Library, 1.2. Digital Library, 1.3. Physical Library, 1.4. Visual Library, 1.5. Cultural Library, 1.6. Audio Library, 1.7. Video Library	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.	
NYC 15 December 28	4		EVALUATION								
EXAMS											
NYC 18 December 28 January 2	4	THEME D PERSONAL LIFE PHYSICAL APPEARANCE & PERSONALITY	Target Vocabulary in Use (both restricted vocabulary) National and religious days, holidays and celebrations Local Culture, Social and Moral Considerations of the Theme Target Language Exemplars in Use Functions of Target Language Exemplars in Use Target Social Language Exemplars in Use Target Phonological Sounds in Use	FL1C2. Reading Comprehension ENL 8.3.3G. 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. ENL 8.3.3G. 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. ENL 8.3.3G. 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". ENL 8.3.3G. 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.	Ulang kopyatkin kina temanda apun yabikha dajilim gikimendakhi. Czech sloudi Tema i'a Indone.	PERFORMANCE ASSESSMENT: Students prepare a poster/leaflet, a short film, a biography, an audio 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.	SEL.8.3.1. Self-Direction Skill SEL.8.3.2. Self-Regulation Skill SEL.8.3.3. Self-Reflection Skill SEL.8.3.4. Communication Skill SEL.8.3.5. Cooperation Skill SEL.8.3.6. Social Awareness Skill SEL.8.3.7. Responsibility Skill SEL.8.3.8. Decision-Making Skill	61. Justice, 61. Diligence, 61. Friendship, 61. Family, 61. Honesty, 61. Integrity, 61. Independence, 61. Compassion, 61. Modesty, 61. Patience, 61. Healthy Living, 61. Respect, 61. Responsibility, 61. Generosity	1.1. Information Library, 1.2. Digital Library, 1.3. Physical Library, 1.4. Visual Library, 1.5. Cultural Library, 1.6. Audio Library, 1.7. Video Library	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.	
NYC 15 January 18	2	THEME D PERSONAL LIFE PHYSICAL APPEARANCE & PERSONALITY	Target Vocabulary in Use (both restricted vocabulary) National and religious days, holidays and celebrations Local Culture, Social and Moral Considerations of the Theme Target Language Exemplars in Use Functions of Target Language Exemplars in Use Target Social Language Exemplars in Use Target Phonological Sounds in Use	FL1C4. Writing: Expression ENL 8.3.3G. Students can analyze 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". ENL 8.3.3G. 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. ENL 8.3.3G. Students can practice 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". ENL 8.3.3G. Students can engage in the process of writing related to the content on "personal life with physical appearance in terms of physical features and personality in terms of personal traits and character". ENL 8.3.3G. 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. ENL 8.3.3G. 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.	Ulang kopyatkin kina temanda apun yabikha dajilim gikimendakhi. Czech sloudi Tema i'a Indone.	PERFORMANCE ASSESSMENT: Students prepare a poster/leaflet, a short film, a biography, an audio 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.	SEL.8.3.1. Self-Direction Skill SEL.8.3.2. Self-Regulation Skill SEL.8.3.3. Self-Reflection Skill SEL.8.3.4. Communication Skill SEL.8.3.5. Cooperation Skill SEL.8.3.6. Social Awareness Skill SEL.8.3.7. Responsibility Skill SEL.8.3.8. Decision-Making Skill	61. Justice, 61. Diligence, 61. Friendship, 61. Family, 61. Honesty, 61. Integrity, 61. Independence, 61. Compassion, 61. Modesty, 61. Patience, 61. Healthy Living, 61. Respect, 61. Responsibility, 61. Generosity	1.1. Information Library, 1.2. Digital Library, 1.3. Physical Library, 1.4. Visual Library, 1.5. Cultural Library, 1.6. Audio Library, 1.7. Video Library	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.	
NYC 18 January 12-18			EXCELLENCE PLANNING								
NYC 18 February 28	4	THEME D PERSONAL LIFE	Target Vocabulary in Use (both restricted vocabulary) National and religious days, holidays and celebrations Local Culture, Social and Moral Considerations of the Theme Target Language Exemplars in Use Functions of Target Language Exemplars in Use Target Social Language Exemplars in Use Target Phonological Sounds in Use	FL1C2. Vocabulary: Inflection and Use ENL 8.4.3G. 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 recognizing them in context and developing their conscious and inductive vocabulary learning skills. FL1C3. Spelling: Expression ENL 8.4.3G. Students can construct meaningful spoken content about "family life with family members' jobs, work routines, work activities, and workplaces" in support the production of spoken language. FL1C4. Grammar: Inflection and Use ENL 8.4.3G. 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 recognizing them in context and developing their conscious and inductive grammatical skills through consciousness-raising and discovery.	Ulang kopyatkin kina temanda apun yabikha dajilim gikimendakhi. Czech sloudi Tema i'a Indone.	PERFORMANCE ASSESSMENT: Students prepare an interview, a poster/leaflet, 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.	SEL.8.3.1. Self-Direction Skill SEL.8.3.2. Self-Regulation Skill SEL.8.3.3. Self-Reflection Skill SEL.8.3.4. Communication Skill SEL.8.3.5. Cooperation Skill SEL.8.3.6. Social Awareness Skill SEL.8.3.7. Responsibility Skill SEL.8.3.8. Decision-Making Skill	61. Justice, 61. Diligence, 61. Friendship, 61. Family, 61. Honesty, 61. Integrity, 61. Independence, 61. Compassion, 61. Modesty, 61. Patience, 61. Healthy Living, 61. Respect, 61. Responsibility, 61. Generosity	1.1. Information Library, 1.2. Digital Library, 1.3. Physical Library, 1.4. Visual Library, 1.5. Cultural Library, 1.6. Audio Library, 1.7. Video Library	Objective To help students discuss family members' jobs, work routines, and workplaces in English through paired writing and questions asking by using target vocabulary and target grammar. Supporting Objective To talk about family members' jobs, work routines, 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. Objective To describe family members' jobs and workplaces in English by using target vocabulary and target grammar.	
			Target Vocabulary in Use (both restricted vocabulary) National and religious days, holidays and celebrations Local Culture, Social and Moral Considerations of the Theme Target Language Exemplars in Use Functions of Target Language Exemplars in Use Target Social Language Exemplars in Use Target Phonological Sounds in Use	FL1C2. Reading Comprehension ENL 8.3.3G. 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. ENL 8.3.3G. 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. ENL 8.3.3G. 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". ENL 8.3.3G. 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.							

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WEEK 30 April 25 May 1	4	THEME 5: LIFE IN THE WORLD & NATURE	Target Vocabulary in Use (both restricted vocabulary) National and religious days, festivals and celebrations Local Culture, Social and Moral Considerations of the Theme Target Language Communicative in Use Functions of Target Language Communicative in Use Target Social Language Expressions in Use Target Phonological Sounds in Use	FL102. Vocabulary: Selection and Use ENR. A.3.1. 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 recognizing them in context and developing their receptive and inductive vocabulary learning skills. FL103. Spelling Expressions ENR. A.3.2. 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". ENR. A.3.3. 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. ENR. A.3.4. Students can reflect on their experiences, thoughts, ideas, and feelings related to the spelling 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. FL104. Writing Expressions ENR. A.3.5. 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. ENR. A.3.6. Students can practice 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". ENR. A.3.7. Students can reflect on their experiences, thoughts, ideas, and feelings related to the spelling 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. ENR. A.3.8. Students can construct 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.	Using <i>Kilay-petir-kin tembakala apin pahlida dajihon gikimotokidok</i> (Creek about Temu T'a Indus).	PERFORMANCE ASSIGNMENT: Students prepare a self-recording (audio, video) of a 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 contemporary line script and then they present and apply it as a film showing event in class by inviting other students as producers, actors, or people who give home to endangered animals. The assignment will be evaluated by using rubrics.	01.01.1. Self-Assessment (SA), 01.01.2. Self-Regulation (SR), 01.01.3. Self-Reflection (SR) 01.01.2. Communication (SA), 01.01.2. Communication (SR), 01.01.2. Communication (SR) 01.01.2. Social Awareness (SA), 01.01.2. Social Awareness (SR), 01.01.2. Social Awareness (SR) 01.01.2. Flexibility (SA), 01.01.2. Flexibility (SR), 01.01.2. Flexibility (SR) 01.01.2. Independence (SA), 01.01.2. Independence (SR), 01.01.2. Independence (SR) 01.01.2. Patience (SA), 01.01.2. Patience (SR), 01.01.2. Patience (SR) 01.01.2. Healthy Living (SA), 01.01.2. Healthy Living (SR), 01.01.2. Healthy Living (SR) 01.01.2. Responsibility (SA), 01.01.2. Responsibility (SR), 01.01.2. Responsibility (SR)	01.01.1. Self-Assessment (SA), 01.01.2. Self-Regulation (SR), 01.01.3. Self-Reflection (SR) 01.01.2. Communication (SA), 01.01.2. Communication (SR), 01.01.2. Communication (SR) 01.01.2. Social Awareness (SA), 01.01.2. Social Awareness (SR), 01.01.2. Social Awareness (SR) 01.01.2. Flexibility (SA), 01.01.2. Flexibility (SR), 01.01.2. Flexibility (SR) 01.01.2. Independence (SA), 01.01.2. Independence (SR), 01.01.2. Independence (SR) 01.01.2. Patience (SA), 01.01.2. Patience (SR), 01.01.2. Patience (SR) 01.01.2. Healthy Living (SA), 01.01.2. Healthy Living (SR), 01.01.2. Healthy Living (SR) 01.01.2. Responsibility (SA), 01.01.2. Responsibility (SR), 01.01.2. Responsibility (SR)	1.01. Information Literacy, 1.02. Digital Literacy, 1.03. Financial Literacy, 1.04. Visual Literacy, 1.05. Cultural Literacy, 1.06. Civic Literacy, 1.07. Data Literacy, 1.08. Sustainability Literacy, 1.09. AI Literacy	April 28 6:00 AM Indonesian History	May 3 Labor Day	Expectation 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 the target vocabulary and target grammar.
			Target Vocabulary in Use (both restricted vocabulary) National and religious days, festivals and celebrations Local Culture, Social and Moral Considerations of the Theme Target Language Communicative in Use Functions of Target Language Communicative in Use Target Social Language Expressions in Use Target Phonological Sounds in Use	FL102. Reading Comprehension ENR. A.3.1. 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. ENR. A.3.2. 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. ENR. A.3.3. 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". ENR. A.3.4. 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. FL103. Spelling Expressions ENR. A.3.5. Students can construct 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.	Using <i>Kilay-petir-kin tembakala apin pahlida dajihon gikimotokidok</i> (Creek about Temu T'a Indus).	PERFORMANCE ASSIGNMENT: Students prepare a self-recording (audio, video) of a 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 contemporary line script and then they present and apply it as a film showing event in class by inviting other students as producers, actors, or people who give home to endangered animals. The assignment will be evaluated by using rubrics.	01.01.1. Self-Assessment (SA), 01.01.2. Self-Regulation (SR), 01.01.3. Self-Reflection (SR) 01.01.2. Communication (SA), 01.01.2. Communication (SR), 01.01.2. Communication (SR) 01.01.2. Social Awareness (SA), 01.01.2. Social Awareness (SR), 01.01.2. Social Awareness (SR) 01.01.2. Flexibility (SA), 01.01.2. Flexibility (SR), 01.01.2. Flexibility (SR) 01.01.2. Independence (SA), 01.01.2. Independence (SR), 01.01.2. Independence (SR) 01.01.2. Patience (SA), 01.01.2. Patience (SR), 01.01.2. Patience (SR) 01.01.2. Healthy Living (SA), 01.01.2. Healthy Living (SR), 01.01.2. Healthy Living (SR) 01.01.2. Responsibility (SA), 01.01.2. Responsibility (SR), 01.01.2. Responsibility (SR)	01.01.1. Self-Assessment (SA), 01.01.2. Self-Regulation (SR), 01.01.3. Self-Reflection (SR) 01.01.2. Communication (SA), 01.01.2. Communication (SR), 01.01.2. Communication (SR) 01.01.2. Social Awareness (SA), 01.01.2. Social Awareness (SR), 01.01.2. Social Awareness (SR) 01.01.2. Flexibility (SA), 01.01.2. Flexibility (SR), 01.01.2. Flexibility (SR) 01.01.2. Independence (SA), 01.01.2. Independence (SR), 01.01.2. Independence (SR) 01.01.2. Patience (SA), 01.01.2. Patience (SR), 01.01.2. Patience (SR) 01.01.2. Healthy Living (SA), 01.01.2. Healthy Living (SR), 01.01.2. Healthy Living (SR) 01.01.2. Responsibility (SA), 01.01.2. Responsibility (SR), 01.01.2. Responsibility (SR)	1.01. Information Literacy, 1.02. Digital Literacy, 1.03. Financial Literacy, 1.04. Visual Literacy, 1.05. Cultural Literacy, 1.06. Civic Literacy, 1.07. Data Literacy, 1.08. Sustainability Literacy, 1.09. AI Literacy	May 10 6:00 AM Indonesian History	May 17 Labor Day	Expectation 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 the target vocabulary and target grammar.
			Target Vocabulary in Use (both restricted vocabulary) National and religious days, festivals and celebrations Local Culture, Social and Moral Considerations of the Theme Target Language Communicative in Use Functions of Target Language Communicative in Use Target Social Language Expressions in Use Target Phonological Sounds in Use	FL104. Writing Expressions ENR. A.3.1. 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". ENR. A.3.2. Students can analyze and understand a provided model to guide them in producing their own writing tasks related to the current content on "Life in the world and nature with nature, endangered animals, their natural living conditions and habitats, and protection of them". ENR. A.3.3. 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. ENR. A.3.4. Students can practice 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". ENR. A.3.5. Students can engage in the process of writing 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" to communicate effectively about it. ENR. A.3.6. 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.	Using <i>Kilay-petir-kin tembakala apin pahlida dajihon gikimotokidok</i> (Creek about Temu T'a Indus).	PERFORMANCE ASSIGNMENT: Students prepare a self-recording (audio, video) of a 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 contemporary line script and then they present and apply it as a film showing event in class by inviting other students as producers, actors, or people who give home to endangered animals. The assignment will be evaluated by using rubrics.	01.01.1. Self-Assessment (SA), 01.01.2. Self-Regulation (SR), 01.01.3. Self-Reflection (SR) 01.01.2. Communication (SA), 01.01.2. Communication (SR), 01.01.2. Communication (SR) 01.01.2. Social Awareness (SA), 01.01.2. Social Awareness (SR), 01.01.2. Social Awareness (SR) 01.01.2. Flexibility (SA), 01.01.2. Flexibility (SR), 01.01.2. Flexibility (SR) 01.01.2. Independence (SA), 01.01.2. Independence (SR), 01.01.2. Independence (SR) 01.01.2. Patience (SA), 01.01.2. Patience (SR), 01.01.2. Patience (SR) 01.01.2. Healthy Living (SA), 01.01.2. Healthy Living (SR), 01.01.2. Healthy Living (SR) 01.01.2. Responsibility (SA), 01.01.2. Responsibility (SR), 01.01.2. Responsibility (SR)	01.01.1. Self-Assessment (SA), 01.01.2. Self-Regulation (SR), 01.01.3. Self-Reflection (SR) 01.01.2. Communication (SA), 01.01.2. Communication (SR), 01.01.2. Communication (SR) 01.01.2. Social Awareness (SA), 01.01.2. Social Awareness (SR), 01.01.2. Social Awareness (SR) 01.01.2. Flexibility (SA), 01.01.2. Flexibility (SR), 01.01.2. Flexibility (SR) 01.01.2. Independence (SA), 01.01.2. Independence (SR), 01.01.2. Independence (SR) 01.01.2. Patience (SA), 01.01.2. Patience (SR), 01.01.2. Patience (SR) 01.01.2. Healthy Living (SA), 01.01.2. Healthy Living (SR), 01.01.2. Healthy Living (SR) 01.01.2. Responsibility (SA), 01.01.2. Responsibility (SR), 01.01.2. Responsibility (SR)	1.01. Information Literacy, 1.02. Digital Literacy, 1.03. Financial Literacy, 1.04. Visual Literacy, 1.05. Cultural Literacy, 1.06. Civic Literacy, 1.07. Data Literacy, 1.08. Sustainability Literacy, 1.09. AI Literacy	May 24 6:00 AM Indonesian History	May 31 Labor Day	Expectation 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 the target vocabulary and target grammar.
			Target Vocabulary in Use (both restricted vocabulary) National and religious days, festivals and celebrations Local Culture, Social and Moral Considerations of the Theme Target Language Communicative in Use Functions of Target Language Communicative in Use Target Social Language Expressions in Use Target Phonological Sounds in Use	FL101. Listening/Watching Comprehension ENR. A.1.1. Students can prepare and get ready for listening (a)/watching about the current content on "Life in the universe and future with time, the games, futuristic films with futuristic ideas, and technology". ENR. A.1.2. Students can bring together the information in the current content on "Life in the universe and future with time, the games, futuristic films with futuristic ideas, and technology". ENR. A.1.3. Students can make sense of and derive meaning from the current content on "Life in the universe and future with time, the games, futuristic films with futuristic ideas, and technology". ENR. A.1.4. Students can reflect on the information, experiences, thoughts, ideas, and feelings related to the listening (a)/watching process about the current content on "Life in the universe and future with time, the games, futuristic films with futuristic ideas, and technology" in relation to themselves or others, both individually and/or with others. FL103. Spelling Expressions ENR. A.1.5. Students can prepare themselves to speak meaningfully, fluently, and effectively about the current content on "Life in the universe and future with time, the games, futuristic films with futuristic ideas, and technology". ENR. A.1.6. Students can analyze and understand the model content related to "Life in the universe and future with time, the games, futuristic films with futuristic ideas, and technology" to support the production of spoken language. ENR. A.1.7. Students can produce meaningful and accurate spoken content related to the current theme on "Life in the universe and future with time, the games, futuristic films with futuristic ideas, and technology" through efficient and meaningful practice. ENR. A.1.8. Students can construct the information about "Life in the universe and future with time, the games, futuristic films with futuristic ideas, and technology" when communicating with others. ENR. A.1.9. Students can reflect on their experiences, thoughts, ideas, and feelings related to the spelling process about the current content on "Life in the universe and future with time, the games, futuristic films with futuristic ideas, and technology" in relation to themselves or others, both individually and/or with others.	Using <i>Kilay-petir-kin tembakala apin pahlida dajihon gikimotokidok</i> (Creek about Temu T'a Indus).	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.	01.01.1. Self-Assessment (SA), 01.01.2. Self-Regulation (SR), 01.01.3. Self-Reflection (SR) 01.01.2. Communication (SA), 01.01.2. Communication (SR), 01.01.2. Communication (SR) 01.01.2. Social Awareness (SA), 01.01.2. Social Awareness (SR), 01.01.2. Social Awareness (SR) 01.01.2. Flexibility (SA), 01.01.2. Flexibility (SR), 01.01.2. Flexibility (SR) 01.01.2. Independence (SA), 01.01.2. Independence (SR), 01.01.2. Independence (SR) 01.01.2. Patience (SA), 01.01.2. Patience (SR), 01.01.2. Patience (SR) 01.01.2. Healthy Living (SA), 01.01.2. Healthy Living (SR), 01.01.2. Healthy Living (SR) 01.01.2. Responsibility (SA), 01.01.2. Responsibility (SR), 01.01.2. Responsibility (SR)	01.01.1. Self-Assessment (SA), 01.01.2. 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AI Literacy	May 31 6:00 AM Indonesian History	June 7 Labor Day	Expectation Objective: To talk about futuristic films in English by using the target vocabulary and target grammar. Objective: To help students understand 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 31 May 10 May 17	4	THEME 6: LIFE IN THE UNIVERSE/FUTURE	Target Vocabulary in Use (both restricted vocabulary) National and religious days, festivals and celebrations Local Culture, Social and Moral Considerations of the Theme Target Language Communicative in Use Functions of Target Language Communicative in Use Target Social Language Expressions in Use Target Phonological Sounds in Use	FL102. Vocabulary: Selection and Use ENR. A.1.1. Students can select and use target vocabulary efficiently, effectively, and accurately, based on the current content about "Life in the universe and future with time, the games, futuristic films with futuristic ideas, and technology" after recognizing them in context and developing their receptive and inductive vocabulary learning skills. FL103. Spelling Expressions ENR. A.1.2. Students can analyze and understand the model content related to "Life in the universe and future with time, the games, futuristic films with futuristic ideas, and technology" to support the production of spoken language. ENR. A.1.3. Students can produce meaningful and accurate spoken content related to the current theme on "Life in the universe and future with time, the games, futuristic films with futuristic ideas, and technology". FL101. Examining: Selection and Use ENR. A.1.4. Students can select and use target grammar(s) of language items efficiently, effectively, and accurately, based on the current content about "Life in the universe and future with time, the games, futuristic films with futuristic ideas, and technology", after recognizing them in context and developing their receptive and inductive grammar(s) skills through consciousness-raising and discovery. FL104. Writing Expressions ENR. A.1.5. Students can construct new written content on "Life in the universe and future with time, the games, futuristic films with futuristic ideas, and technology" based on their understanding of the model(s) provided. ENR. A.1.6. Students can practice producing written content based on the current theme "Life in the universe and future with time, the games, futuristic films with futuristic ideas, and technology". ENR. A.1.7. Students can construct meaningful spoken content about "Life in the universe and future with time, the games, futuristic films with futuristic ideas, and technology" through efficient and meaningful practice. ENR. A.1.8. Students can reflect on the information about "Life in the universe and future with time, the games, futuristic films with futuristic ideas, and technology" when communicating with others.	Using <i>Kilay-petir-kin tembakala apin pahlida dajihon gikimotokidok</i> (Creek about Temu T'a Indus).	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.	01.01.1. Self-Assessment (SA), 01.01.2. Self-Regulation (SR), 01.01.3. Self-Reflection (SR) 01.01.2. Communication (SA), 01.01.2. Communication (SR), 01.01.2. Communication (SR) 01.01.2. Social Awareness (SA), 01.01.2. Social Awareness (SR), 01.01.2. Social Awareness (SR) 01.01.2. Flexibility (SA), 01.01.2. Flexibility (SR), 01.01.2. Flexibility (SR) 01.01.2. Independence (SA), 01.01.2. Independence (SR), 01.01.2. Independence (SR) 01.01.2. Patience (SA), 01.01.2. Patience (SR), 01.01.2. Patience (SR) 01.01.2. Healthy Living (SA), 01.01.2. Healthy Living (SR), 01.01.2. Healthy Living (SR) 01.01.2. Responsibility (SA), 01.01.2. Responsibility (SR), 01.01.2. Responsibility (SR)	01.01.1. Self-Assessment (SA), 01.01.2. 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AI Literacy	May 18 The Commemoration of Shuhui, Health and Sports Day	May 24 Labor Day	Expectation Objective: To talk about futuristic films in English by using the target vocabulary and target grammar. Objective: To help students understand 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 32 May 24 May 31	4	THEME 6: LIFE IN THE UNIVERSE/FUTURE	Target Vocabulary in Use (both restricted vocabulary) National and religious days, festivals and celebrations Local Culture, Social and Moral Considerations of the Theme Target Language Communicative in Use Functions of Target Language Communicative in Use Target Social Language Expressions in Use Target Phonological Sounds in Use	FL102. Vocabulary: Selection and Use ENR. A.1.1. Students can select and use target vocabulary efficiently, effectively, and accurately, based on the current content about "Life in the universe and future with time, the games, futuristic films with futuristic ideas, and technology" after recognizing them in context and developing their receptive and inductive vocabulary learning skills. FL103. Spelling Expressions ENR. A.1.2. Students can analyze and understand the model content related to "Life in the universe and future with time, the games, futuristic films with futuristic ideas, and technology" to support the production of spoken language. FL101. Examining: Selection and Use ENR. A.1.4. Students can select and use target grammar(s) of language items efficiently, effectively, and accurately, based on the current content about "Life in the universe and future with time, the games, futuristic films with futuristic ideas, and technology", after recognizing them in context and developing their receptive and inductive grammar(s) skills through consciousness-raising and discovery. FL104. Writing Expressions ENR. A.1.5. Students can construct new written content on "Life in the universe and future with time, the games, futuristic films with futuristic ideas, and technology" based on their understanding of the model(s) provided. ENR. A.1.6. Students can practice producing written content based on the current theme "Life in the universe and future with time, the games, futuristic films with futuristic ideas, and technology". ENR. A.1.7. Students can construct meaningful spoken content about "Life in the universe and future with time, the games, futuristic films with futuristic ideas, and technology" through efficient and meaningful practice. ENR. A.1.8. Students can reflect on the information about "Life in the universe and future with time, the games, futuristic films with futuristic ideas, and technology" when communicating with others.	Using <i>Kilay-petir-kin tembakala apin pahlida dajihon gikimotokidok</i> (Creek about Temu T'a Indus).	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.	01.01.1. Self-Assessment (SA), 01.01.2. Self-Regulation (SR), 01.01.3. Self-Reflection (SR) 01.01.2. Communication (SA), 01.01.2. Communication (SR), 01.01.2. Communication (SR) 01.01.2. Social Awareness (SA), 01.01.2. Social Awareness (SR), 01.01.2. Social Awareness (SR) 01.01.2. Flexibility (SA), 01.01.2. Flexibility (SR), 01.01.2. Flexibility (SR) 01.01.2. Independence (SA), 01.01.2. Independence (SR), 01.01.2. Independence (SR) 01.01.2. Patience (SA), 01.01.2. Patience (SR), 01.01.2. Patience (SR) 01.01.2. Healthy Living (SA), 01.01.2. Healthy Living (SR), 01.01.2. Healthy Living (SR) 01.01.2. Responsibility (SA), 01.01.2. Responsibility (SR), 01.01.2. Responsibility (SR)	01.01.1. Self-Assessment (SA), 01.01.2. Self-Regulation (SR), 01.01.3. Self-Reflection (SR) 01.01.2. Communication (SA), 01.01.2. Communication (SR), 01.01.2. Communication (SR) 01.01.2. Social Awareness (SA), 01.01.2. Social Awareness (SR), 01.01.2. Social Awareness (SR) 01.01.2. Flexibility (SA), 01.01.2. Flexibility (SR), 01.01.2. Flexibility (SR) 01.01.2. Independence (SA), 01.01.2. Independence (SR), 01.01.2. Independence (SR) 01.01.2. Patience (SA), 01.01.2. Patience (SR), 01.01.2. Patience (SR) 01.01.2. Healthy Living (SA), 01.01.2. Healthy Living (SR), 01.01.2. Healthy Living (SR) 01.01.2. Responsibility (SA), 01.01.2. Responsibility (SR), 01.01.2. Responsibility (SR)	1.01. Information Literacy, 1.02. Digital Literacy, 1.03. Financial Literacy, 1.04. Visual Literacy, 1.05. Cultural Literacy, 1.06. Civic Literacy, 1.07. Data Literacy, 1.08. Sustainability Literacy, 1.09. AI Literacy	May 24 The Commemoration of Shuhui, Health and Sports Day	May 31 Labor Day	Expectation Objective: To talk about futuristic films in English by using the target vocabulary and target grammar. Objective: To help students understand 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 33 May 31 June 7	4	THEME 6: LIFE IN THE UNIVERSE/FUTURE	Target Vocabulary in Use (both restricted vocabulary) National and religious days, festivals and celebrations Local Culture, Social and Moral Considerations of the Theme Target Language Communicative in Use Functions of Target Language Communicative in Use Target Social Language Expressions in Use Target Phonological Sounds in Use	FL102. Vocabulary: Selection and Use ENR. A.1.1. Students can select and use target vocabulary efficiently, effectively, and accurately, based on the current content about "Life in the universe and future with time, the games, futuristic films with futuristic ideas, and technology" after recognizing them in context and developing their receptive and inductive vocabulary learning skills. FL103. Spelling Expressions ENR. A.1.2. Students can analyze and understand the model content related to "Life in the universe and future with time, the games, futuristic films with futuristic ideas, and technology" to support the production of spoken language. FL101. Examining: Selection and Use ENR. A.1.4. Students can select and use target grammar(s) of language items efficiently, effectively, and accurately, based on the current content about "Life in the universe and future with time, the games, futuristic films with futuristic ideas, and technology", after recognizing them in context and developing their receptive and inductive grammar(s) skills through consciousness-raising and discovery. FL104. Writing Expressions ENR. A.1.5. Students can construct new written content on "Life in the universe and future with time, the games, futuristic films with futuristic ideas, and technology" based on their understanding of the model(s) provided. ENR. A.1.6. Students can practice producing written content based on the current theme "Life in the universe and future with time, the games, futuristic films with futuristic ideas, and technology". ENR. A.1.7. Students can construct meaningful spoken content about "Life in the universe and future with time, the games, futuristic films with futuristic ideas, and technology" through efficient and meaningful practice. ENR. A.1.8. Students can reflect on the information about "Life in the universe and future with time, the games, futuristic films with futuristic ideas, and technology" when communicating with others.	Using <i>Kilay-petir-kin tembakala apin pahlida dajihon gikimotokidok</i> (Creek about Temu T'a Indus).	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.	01.01.1. Self-Assessment (SA), 01.01.2. Self-Regulation (SR), 01.01.3. Self-Reflection (SR) 01.01.2. Communication (SA), 01.01.2. Communication (SR), 01.01.2. Communication (SR) 01.01.2. Social Awareness (SA), 01.01.2. Social Awareness (SR), 01.01.2. Social Awareness (SR) 01.01.2. Flexibility (SA), 01.01.2. Flexibility (SR), 01.01.2. Flexibility (SR) 01.01.2. Independence (SA), 01.01.2. Independence (SR), 01.01.2. Independence (SR) 01.01.2. Patience (SA), 01.01.2. Patience (SR), 01.01.2. Patience (SR) 01.01.2. Healthy Living (SA), 01.01.2. Healthy Living (SR), 01.01.2. Healthy Living (SR) 01.01.2. Responsibility (SA), 01.01.2. Responsibility (SR), 01.01.2. Responsibility (SR)	01.01.1. Self-Assessment (SA), 01.01.2. Self-Regulation (SR), 01.01.3. Self-Reflection (SR) 01.01.2. Communication (SA), 01.01.2. Communication (SR), 01.01.2. Communication (SR) 01.01.2. Social Awareness (SA), 01.01.2. Social Awareness (SR), 01.01.2. Social Awareness (SR) 01.01.2. Flexibility (SA), 01.01.2. Flexibility (SR), 01.01.2. Flexibility (SR) 01.01.2. Independence (SA), 01.01.2. Independence (SR), 01.01.2. Independence (SR) 01.01.2. Patience (SA), 01.01.2. Patience (SR), 01.01.2. Patience (SR) 01.01.2. Healthy Living (SA), 01.01.2. Healthy Living (SR), 01.01.2. Healthy Living (SR) 01.01.2. Responsibility (SA), 01.01.2. Responsibility (SR), 01.01.2. Responsibility (SR)	1.01. Information Literacy, 1.02. Digital Literacy, 1.03. Financial Literacy, 1.04. Visual Literacy, 1.05. Cultural Literacy, 1.06. Civic Literacy, 1.07. Data Literacy, 1.08. Sustainability Literacy, 1.09. AI Literacy	June 7 The Commemoration of Shuhui, Health and Sports Day	June 14 Labor Day	Expectation Objective: To talk about futuristic films in English by using the target vocabulary and target grammar. Objective: To help students understand 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 20 May 27	4	THEME 6: LIFE IN THE UNIVERSE/FUTURE	Target Vocabulary in Use (both restricted vocabulary) National and religious days, festivals and celebrations Local Culture, Social and Moral Considerations of the Theme Target Language Communicative in Use Functions of Target Language Communicative in Use Target Social Language Expressions in Use Target Phonological Sounds in Use	FL102. Vocabulary: Selection and Use ENR. A.1.1. Students can select and use target vocabulary efficiently, effectively, and accurately, based on the current content about "Life in the universe and future with time, the games, futuristic films with futuristic ideas, and technology" after recognizing them in context and developing their receptive and inductive vocabulary learning skills. FL103. Spelling Expressions ENR. A.1.2. Students can analyze and understand the model content related to "Life in the universe and future with time, the games, futuristic films with futuristic ideas, and technology" to support the production of spoken language. FL101. Examining: Selection and Use ENR. A.1.4. Students can select and use target grammar(s) of language items efficiently, effectively, and accurately, based on the current content about "Life in the universe and future with time, the games, futuristic films with futuristic ideas, and technology", after recognizing them in context and developing their receptive and inductive grammar(s) skills through consciousness-raising and discovery. FL104. Writing Expressions ENR. A.1.5. Students can construct new written content on "Life in the universe and future with time, the games, futuristic films with futuristic ideas, and technology" based on their understanding of the model(s) provided. ENR. A.1.6. Students can practice producing written content based on the current theme "Life in the universe and future with time, the games, futuristic films with futuristic ideas, and technology". ENR. A.1.7. Students can construct meaningful spoken content about "Life in the universe and future with time, the games, futuristic films with futuristic ideas, and technology" through efficient and meaningful practice. ENR. A.1.8. Students can reflect on the information about "Life in the universe and future with time, the games, futuristic films with futuristic ideas, and technology" when communicating with others.	Using <i>Kilay-petir-kin tembakala apin pahlida dajihon gikimotokidok</i> (Creek about Temu T'a Indus).	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.	01.01.1. Self-Assessment (SA), 01.01.2. Self-Regulation (SR), 01.01.3. Self-Reflection (SR) 01.01.2. Communication (SA), 01.01.2. Communication (SR), 01.01.2. Communication (SR) 01.01.2. Social Awareness (SA), 01.01.2. Social Awareness (SR), 01.01.2. Social Awareness (SR) 01.01.2. Flexibility (SA), 01.01.2. Flexibility (SR), 01.01.2. Flexibility (SR) 01.01.2. Independence (SA), 01.01.2. Independence (SR), 01.01.2. Independence (SR) 01.01.2. Patience (SA), 01.01.2. Patience (SR), 01.01.2. Patience (SR) 01.01.2. Healthy Living (SA), 01.01.2. Healthy Living (SR), 01.01.2. Healthy Living (SR) 01.01.2. Responsibility (SA), 01.01.2. Responsibility (SR), 01.01.2. Responsibility (SR)	01.01.1. Self-Assessment (SA), 01.01.2. Self-Regulation (SR), 01.01.3. Self-Reflection (SR) 01.01.2. Communication (SA), 01.01.2. Communication (SR), 01.01.2. Communication (SR) 01.01.2. Social Awareness (SA), 01.01.2. Social Awareness (SR), 01.01.2. Social Awareness (SR) 01.01.2. Flexibility (SA), 01.01.2. Flexibility (SR), 01.01.2. Flexibility (SR) 01.01.2. Independence (SA), 01.01.2. Independence (SR), 01.01.				

				Language of Instruction						
WEEK 35 June 1-5	4	THEME 6: LIFE IN THE UNIVERSITY & FUTURE	Target Vocabulary in Use (with contextual vocabulary) National and religious days, festivals and celebrations Local Cultural, Social and Moral Considerations of the Theme Functions of Target Language Grammar in Use Target Social Language Expressions in Use Target Phonological Sounds in Use	FL/FL2: Reading Comprehension ENG: A.8.8.1. Students can prepare for reading the content on "Life in the universe and future with film, the genres, futuristic film, with futuristic ideas, and technology" efficiently and effectively. ENG: A.8.8.2. Students can bring information together about the current content on "Life in the universe and future with film, the genres, futuristic film, with futuristic ideas, and technology" through listening, scanning and detailed reading. ENG: A.8.8.3. Students can make sense of and derive meaning from the current content on "Life in the universe and future with film, the genres, futuristic film, with futuristic ideas, and technology". ENG: A.8.8.4. Students can reflect on the information, experiences, thoughts, ideas, and feelings related to the reading passage about the current content on "Life in the universe and future with film, the genres, futuristic film, with futuristic ideas, and technology" in relation to themselves or others, both individually and/or with others. FL/FL2: Speaking Expressions ENG: A.8.8.5. Students can reconstruct the information about "Life in the universe and future with film, the genres, futuristic film, with futuristic ideas, and technology" when communicating with others. ENG: A.8.8.6. Students can reflect on their experiences, thoughts, ideas, and feelings related to the speaking passage about the current content on "Life in the universe and future with film, the genres, futuristic film, with futuristic ideas, and technology" in relation to themselves or others, both individually and/or with others. FL/FL2: Writing Expressions ENG: A.8.8.7. Students can practice producing written content based on the current theme "Life in the universe and future with film, the genres, futuristic film, with futuristic ideas, and technology". ENG: A.8.8.8. Students can engage in the process of writing related to the content on "Life in the universe and future with film, the genres, futuristic film, with futuristic ideas, and technology".	Using video and film to introduce topics related to the future in English	PERFORMANCE ASSESSMENT: They write and design the content of a futuristic film script and then they present and apply it as a film shooting event in class by inviting other students as actors, actresses, directors etc. The assignment will be evaluated by using rubrics.	SEL: 1.1. Self-Management SEL: 1.1.2. Self-Regulation SEL: 1.1.3. Self-Motivation SEL: 1.2. Communication SEL: 1.2.2. Communication Skills SEL: 1.2.3. Social Awareness SEL: 1.2.4. Adaptability SEL: 1.2.5. Flexibility SEL: 1.3. Responsible Decision-Making	SEL: 1.1. Self-Management SEL: 1.1.2. Self-Regulation SEL: 1.1.3. Self-Motivation SEL: 1.2. Communication SEL: 1.2.2. Communication Skills SEL: 1.2.3. Social Awareness SEL: 1.2.4. Adaptability SEL: 1.2.5. Flexibility SEL: 1.3. Responsible Decision-Making	SEL: 1.1. Self-Management SEL: 1.1.2. Self-Regulation SEL: 1.1.3. Self-Motivation SEL: 1.2. Communication SEL: 1.2.2. Communication Skills SEL: 1.2.3. Social Awareness SEL: 1.2.4. Adaptability SEL: 1.2.5. Flexibility SEL: 1.3. Responsible Decision-Making	Expectation Objective: To talk about futuristic film, 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 discuss 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.
			Target Vocabulary in Use (with contextual vocabulary) National and religious days, festivals and celebrations Local Cultural, Social and Moral Considerations of the Theme Functions of Target Language Grammar in Use Target Social Language Expressions in Use Target Phonological Sounds in Use	FL/FL2: Writing Expressions ENG: A.8.8.9. Students can prepare for writing efficiently and accurately based on the current content about "Life in the universe and future with film, the genres, futuristic film, with futuristic ideas, and technology". ENG: A.8.8.10. Students can analyze 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 film, the genres, futuristic film, with futuristic ideas, and technology". ENG: A.8.8.11. Students can construct new written content on "Life in the universe and future with film, the genres, futuristic film, with futuristic ideas, and technology" based on their understanding of the model provided. ENG: A.8.8.12. Students can practice producing written content based on the current theme "Life in the universe and future with film, the genres, futuristic film, with futuristic ideas, and technology". ENG: A.8.8.13. Students can engage in the process of writing related to the content on "Life in the universe and future with film, the genres, futuristic film, with futuristic ideas, and technology". ENG: A.8.8.14. Students can reconstruct their writing about the current theme on "Life in the universe and future with film, the genres, futuristic film, with futuristic ideas, and technology" to communicate effectively about it. ENG: A.8.8.15. Students can reflect on their experiences, thoughts, ideas, and feelings related to the writing passage about the current content on "Life in the universe and future with film, the genres, futuristic film, with futuristic ideas, and technology" in relation to themselves or others, both individually and/or with others.	Using video and film to introduce topics related to the future in English	PERFORMANCE ASSESSMENT: They write and design the content of a futuristic film script and then they present and apply it as a film shooting event in class by inviting other students as actors, actresses, directors etc. The assignment will be evaluated by using rubrics.	SEL: 1.1. Self-Management SEL: 1.1.2. Self-Regulation SEL: 1.1.3. Self-Motivation SEL: 1.2. Communication SEL: 1.2.2. Communication Skills SEL: 1.2.3. Social Awareness SEL: 1.2.4. Adaptability SEL: 1.2.5. Flexibility SEL: 1.3. Responsible Decision-Making	SEL: 1.1. Self-Management SEL: 1.1.2. Self-Regulation SEL: 1.1.3. Self-Motivation SEL: 1.2. Communication SEL: 1.2.2. Communication Skills SEL: 1.2.3. Social Awareness SEL: 1.2.4. Adaptability SEL: 1.2.5. Flexibility SEL: 1.3. Responsible Decision-Making	SEL: 1.1. Self-Management SEL: 1.1.2. Self-Regulation SEL: 1.1.3. Self-Motivation SEL: 1.2. Communication SEL: 1.2.2. Communication Skills SEL: 1.2.3. Social Awareness SEL: 1.2.4. Adaptability SEL: 1.2.5. Flexibility SEL: 1.3. Responsible Decision-Making	Expectation Objective: To talk about futuristic film, 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 discuss 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 37 June 15-18	SCHOOL-BASED PLANNING									
WEEK 38 June 23-26	SCHOOL ACTIVITY									

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