

## ENGLISH VERTICAL PLANNING: ATL SKILLS AND THE LEARNER PROFILE

	Grade 9	Grade 10	Grade 11	Grade 12
<b>Communication:</b> <b>Through Interaction</b> Expressing ideas clearly Awareness of type of medium/audience Expressive use of Language		All Units Unit Questions Socratic Seminar Reflections (written and verbal) Reading Groups in class (with each text) Oral Assignment (Spring)	GOPs (groups of 4/5 for <i>Hamlet</i> , groups of 2/3 for <i>Essays by Thoreau</i> ), IOPs for Part 4 (three works freely chosen), IOs for WIT paper second semester	All year: seminars
<b>Communication:</b> <b>Through Language</b>	All Units – Summative Writing	Writing assignments: Creative-Vignettes and Suspense Stories (Fall) Personal Response (Winter) Persuasive Writing (Fall, Winter, Spring) Analysis (Spring-after poetry unit)	IOs for WIT paper Essays and reflection papers	Essays and practice orals (minimum one each month)
<b>Collaboration</b> Working in Groups Accepting and analyzing others' viewpoints Negotiating differences with respect	Group Research Projects ( <i>The Odyssey</i> in Fall; <i>The Hiding Place</i> in Winter)	All Units Socratic Seminar (pre-unit/post reading) Class discussions after reading assignments Group Assignments (Mini and Major)	Group Oral Presentations (GOPs) for <i>Hamlet</i> and <i>Essays by Thoreau</i> . Interactive Orals (IO) for all Works in Translation (WIT). Discussion Directors for IOs and WIT. Socratic seminar rubric with criteria for active listening, consideration, making new connections and	October/November; March/April: Group presentations over sonnets and poetry

			knowledge.	
<b>Organization: Self-Management</b> Time Management	-All Units (Unit Overviews) -Weekly and Daily Calendars (Fall)	All Units Notebook Checks (weekly) Deadlines/due dates	Novel / reading guides schedules provided at beginning of units. Technology assessment at beginning of school year. Use of ManageBac for assessment schedule. Daily agenda provided through school space. After-school tutoring / make up work.	September: Class Policies offer advice for self-management and time management, and they establish expectations for both.
<b>Organization: Affective Skills</b>	Engage in conferencing to direct reactions to failures and set-backs.	Engage in conferencing to direct reactions to failures and set-backs.	One-on-one conferencing with students to discuss setbacks, failures and dealing with adversity	Self-evaluation of orals, engage in conferencing to direct reactions to failures and set-backs.
<b>Reflection</b> Self-Awareness Self-Evaluation	All Units (Students self-reflect on summative writing.) SEM 1 and SEM 2 Surveys	All Units: Each writing assignment has a self-evaluation (pre-evaluation). Reflections (written and verbal) Reading Groups in class (with each text	Reflection essays after each IO. Self-evaluation for GOPs and IOPs.	October/November; March/April: reflections after group presentations May/June: Learner Profile Portfolio
<b>Information Literacy</b> Accessing information Selecting and organizing information Referencing	Group Research Projects ( <i>The Odyssey</i> in Fall; <i>The Hiding Place</i> in Winter; PP in Spring)	Personal Project continued from 9 <sup>th</sup> grade (fall) Research/outlining writing	Preparation for Discussion Directors (DDs). Research for WIT. MLA research and documentation.	October/November; March/April: Group presentations over sonnets and poetry Referencing is a requirement on all essays done outside of class in addition to the study guide for the group presentation.

<b>Media Literacy Skills</b>	Personal Project: Select and evaluate various media sources.	Personal Project: Select and evaluate various media sources.	Extended Essay: Analyze information from various media sources and evaluate for use in essay IOP: Select and evaluate various media sources for use in oral presentations	Extended Essay: Analyze information from various media sources and evaluate for use in essay
<b>Thinking</b> Creative thinking Critical thinking Analytical Generating Ideas Planning Identifying problems/Problem Solving Creating novel solutions Applying knowledge	All Units (Summative Writing - Personal Epic, Speech, Fairy Tale, Analytical Paper, Poetry Booklet)	All Units Vignettes and Suspense Story (Fall) Personal Project Paper (Fall) Analysis Essay (after poetry unit-Spring)	IOPs, Color-coding motifs in literature, WIT paper thesis proposals, WIT paper, develop and evaluate arguments	Daily Analysis of poetry requires both creative and critical thinking. They have to generate ideas for discussion and create novel solutions for answering thorny questions about texts. October/November; March/April: Planning is required for group projects. September-January: development of planning skills for the Oral Commentary portion of the oral assessment. (20 minute planning time) February-May: Paper 1 requires application of knowledge from previous study to the analysis of unseen texts.
<b>Transfer</b> Making connections Inquiring in different contexts	Guiding Questions in each unit (Connect IB Learner	Formal Assessments (writing) Text Discussions Writing texts in various perspectives	Cultural connections within WIT, applying literary theories to different works.	November: <i>Gatsby</i> film interpretations offering different interpretive visions of the text. February-May: Paper 2 requires

	Profile, principles, traits of a good friend, etc... to personal life and text.			making connections between two poets and at least two poems from each poet. All year: since there are essentially four assessments in 12 <sup>th</sup> grade (commentary, interview, paper 1 and paper 2), students must continually inquire for different purposes.
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