

















# ORANGE STAGE Term 2 - Week 1 to Week 6

## SHAPING MY KNOWLEDGE

| Week | SKILLS FOR LIFE  | SCIENCE  | SOCIAL STUDIES   | ARTS  |
|------|--|--|--|---|
| 1    | Can identify some practices to develop a positive mindset  | Can exemplify the law of universal gravitation   | Can understand what the scientific method is                     | Can define the concept of cinema as a form of art                           |
|      |  <b>LFS</b> Can use <b>Modals</b> ( <i>might, could, may, and can</i> ) in different tenses to express possibility, probability, annoyance, and concession  |  |  |   |
| 2    | Can exercise gratitude   | Can analyze gravitation and its role in explaining the movement of the planets and the falling of bodies (attraction) on Earth's surface | Can review the heliocentric model                                | Can understand and describe the characteristics of the silent era in cinema |
|      |  <b>LFS</b> Can use <b>Modals</b> ( <i>might, could, may, and can</i> ) in different tenses to express permission, offers, requests, certainty, ability, and criticism  |  |  |   |
| 3    | Can apply techniques to set goals  | Can explain the motion dynamics of celestial bodies in the Solar System  | Can compare and contrast the philosophers and their ideas        | Can categorize the different film genres in the Golden Age of Hollywood     |
|      |  <b>LFS</b> Can identify and use a variety of <b>Participle Clauses</b>   |  |  |   |
| 4    | Can distinguish the different types of motivation  | Can categorize celestial bodies in the Solar System  | Can compare and contrast how ideas were shared and how it is now | Can analyze how cinema documented war                                       |
|      |  <b>LFS</b> Can use advanced forms of <b>Inversion</b> with phrases with <i>not, only, no (on no account, under no circumstances), no sooner, hardly... when, little, and some frequency adverbs</i>              |  |  |   |
| 5    | Can describe what drives them to take action   | Can describe the generation of electromagnetic waves and their behavior  | Can understand the outbreak of the American Revolution           | Can reflect on the consequences of the war displayed in movies              |
|      |  <b>LFS</b> Can use <b>Conjunctions</b> to express reasons, results, contrast, concession, and time ( <i>otherwise, so as (not) to, whereas, whilst, once, until, etc.</i> )                                      |  |  |   |
| 6    | Can define what self-esteem is   | Can compare and contrast electromagnetic waves   | Can analyze the impact of the French Revolution                  | Can classify the film genres of the 1960s and 1970s                         |
|      |  <b>LFS</b> Can use <b>Linking Adverbials</b> to express reasons, results, contrast, concession, time, and addition ( <i>on account of this, likewise, nevertheless, beforehand, besides, furthermore, etc.</i> ) |  |  |   |

## ORANGE STAGE Term 2 - Week 7 to Week 12

### SHAPING MY KNOWLEDGE

| Week |  SKILLS FOR LIFE   |  SCIENCE |  SOCIAL STUDIES |  ARTS |
|------|---|---|--|--|
| 7    | Can categorize the different factors that influence self-esteem   | Can describe the difference between emission and absorption spectra                         | Can illustrate the fight for independence in Latin America   | Can compare and contrast the different film genres released in the 1980s and 1990s       |
|      |  <b>LFS</b> Can understand and use <b>Nominalization</b> to transform verbs or adjectives into nouns using suffixes  |   |  |  |
| 8    | Can analyze some strategies for building a healthy self-esteem  | Can describe how a spectograph works and what it determines                                 | Can link the innovations of the past with the ones in the present                                  | Can describe the characteristics of independent cinema                                   |
|      |  <b>LFS</b> Can understand and use <b>Verbing</b> to transform nouns into verbs  |   |  |  |
| 9    | Can understand the importance of setting boundaries   | Can distinguish between stars and other celestial bodies                                    | Can reflect on the social consequences of the Industrial Revolution                                | Can examine the use of technology in cinema as form of art                               |
|      |  <b>LFS</b> Can use different forms of <b>Conditional</b> structures to express imaginary or unlikely situations ( <b>2nd, 3rd, and Mixed</b> )  |   |  |  |
| 10   | Can recognize what autonomy is  | Can explain the composition of galaxies   | Can mind-map the characteristics of WWI  | Can recognize the importance of female directors throughout the history of film making   |
|      |  <b>LFS</b> Can use other forms of <b>Conditionals</b> ( <i>unless, provided, providing, as long as, if so/not, if + were to, so long as, or, otherwise, supposing, and Inversions</i> ) |   |  |  |
| 11   | Can distinguish how to exercise their autonomy responsibly  | Can explain the development of the universe   | Can correlate the legacy of WWI  | Can compare and contrast the characteristics of international cinema                     |
|      |  <b>LFS</b> Can identify and use <b>Homonyms</b> and <b>Homophones</b> correctly   |   |  |  |
| 12   | Can reflect on the importance of having a support system  | Can assess most relevant scientific advances related to the study of space                  | Can contrast the Great Depression with current economic crisis                                     | Can distinguish the social features portrayed in Latin American cinema                   |
|      |  <b>LFS</b> Can identify and use <b>Homographs</b> correctly, with and without pronunciation differences   |   |  |  |