

# RAFFLES WORLD ACADEMY



**RAFFLES**  
WORLD ACADEMY

**ENGLISH - VIEWING AND PRESENTING  
RWA SCOPE AND SEQUENCE**



## RWA Scope and Sequence - English - Viewing and Presenting

### MISSION AND CORE VALUES

Raffles World Academy (RWA) was founded in September 2008. It is an independent co-educational private international day school operated by Innoventures Educational Investments LLC (aka Innoventures Education). The school began its history as Raffles International School (West Campus) and changed its name to Raffles World Academy in September 2012. The Academy is authorised to provide IBPYP in KG1-G5, IBMYP curriculum in G6-10 and IB Diploma and Courses to G11-12. It is an IB World School and a centre for Cambridge International Examinations. The school also provides other programmes including College Board PSAT and SAT, Trinity, and Mother Tongue language programmes including CNED and DELF for French. Raffles World Academy is regulated by the Dubai Knowledge and Human Development Authority (KHDA).

#### Our Guiding Statements

##### Our Vision

Providing world class education.

##### Our Mission

To empower students with a rigorous, holistic and international education for success in an ever-changing world.

##### Our Philosophy

To be recognized by the success of our students in achieving their personal goals

To make student development the centre of all school decisions

To aspire to the highest internationally recognized performance standards

To build and celebrate a culture based on internationalism

To enable the staff to become life-long learners through the development of their professional practice

##### Our Core Values

Achievement | Collaboration | Integrity | Respect | Responsibility

##### The RWA Motto

Towards Excellence

##### The RWA Mascot

Arabian Stallion

#### The RWA definition of International-Mindedness:

International Mindedness begins when we are open to and curious about the world in which we live, respect our own culture and want to know about the culture of others. We progress to acknowledge our common humanity and to recognize and value diversity existing within our communities, whether local, national or global. We exercise our individual and collective responsibilities as world citizens to safeguard the planet we share, promote peace, challenge injustice and engage in improving welfare for all, especially the disadvantaged. We seek to develop a deep understanding of the complexity, diversity and motives that underpin human actions and interactions. We strive to foster mutual respect, dialogue and cooperation through being open and willing to see the world through the lens of all those who share it with us.

As an IB school, international-mindedness is embodied in our implementation of the IB Learner Profile, which challenges students to be communicators in multiple languages, principled in their promotion of international justice, risk-takers in the spirit of exploring new cultures, knowledgeable about world issues, thinkers about complex problems, caring and committed to service, inquirers about the world, open-minded toward other perspectives, balanced in their approach to life, and reflective about their own personal development.

### IB MISSION STATEMENT

IB mission statement The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment. These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

#### IB Learner Profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

IB learners strive to be:

**Inquirers:** They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.

**Knowledgeable:** They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.

**Thinkers:** They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.

**Communicators:** They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.

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**Principled:** They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.

**Open-minded:** They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.

**Caring:** They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.

**Risk-takers:** They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.

**Balanced:** They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.

**Reflective:** They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

Phase 1

**Overall Expectation Phase 1:** Learners show an understanding that the world around them is full of visual language that conveys meaning. They are able to interpret and respond to visual texts. Although much of their own visual language is spontaneous, they are extending and using visual language in more purposeful ways

**PYP Conceptual Understanding:**

- Visual language is all around us.
- The pictures, images, and symbols in our environment have meaning.
- We can enjoy and learn from visual language.

**Learning Objectives:**

**Viewing and Presenting**

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|------------------------------------|--|
| <p>Learning Standard (P1 - P8)</p> | <ul style="list-style-type: none"> <li>• use gestures, actions, body language and/or words to communicate needs and to express ideas</li> <li>• listen and respond to picture books, showing pleasure, and demonstrating their understanding through gestures, expression and/or words</li> <li>• name classmates, teachers</li> <li>• familiar classroom and playground objects</li> <li>• interact effectively with peers and adults in familiar social settings</li> <li>• tell their own stories using words, gestures, and objects/ artifacts</li> <li>• repeat/echo single words • use single words and two- word phrases in context</li> <li>• join in with poems, rhymes, songs and repeated phrases in shared books</li> <li>• understand simple questions and respond with actions or words</li> <li>• follow classroom directions and routines, using context cues</li> <li>• realize that people speak different languages use the mother tongue (with translation, if necessary) to express needs and explain ideas</li> <li>• realize that word order can change from one language to another</li> <li>• use own grammar style as part of the process of developing grammatical awareness</li> </ul> |
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## RWA Scope and Sequence - English - Viewing and Presenting

**Overall Expectation Phase 2:** Learners identify, interpret and respond to a range of visual text prompts and show an understanding that different types of visual texts serve different purposes. They use this knowledge to create their own visual texts for particular purposes.

### PYP Conceptual Understandings:

- People use static and moving images to communicate ideas and information.
- Visual texts can immediately gain our attention.
- Viewing and talking about the images others have created helps us to understand and create our own presentations.

### Learning Objectives:

Viewing and Presenting	
Learning Ladder Band (1C-3B)	<ul style="list-style-type: none"><li>• listen and respond in small or large groups for increasing periods of time</li><li>• listen to and enjoy stories read aloud; show understanding by responding in oral, written or visual form</li><li>• memorize and join in with poems, rhymes and songs</li><li>• follow classroom • instructions, showing understanding</li><li>• describe personal experiences</li><li>• obtain simple information from accessible spoken texts</li><li>• distinguish beginning, medial and ending sounds of words with increasing accuracy</li><li>• follow two-step directions</li><li>• predict likely outcomes when listening to texts read aloud use language to address their needs, express feelings and opinions</li><li>• ask questions to gain information and respond to inquiries directed to themselves or to the class</li><li>• use oral language to communicate during classroom activities, conversations and imaginative play</li><li>• talk about the stories, • writing, pictures and models they have created</li><li>• begin to communicate in more than one language</li><li>• use grammatical rules of the language(s) of instruction (learners may overgeneralize at this stage).</li></ul>

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**Overall Expectation Phase 3:** Learners show an understanding that visual text may represent reality or fantasy. They recognize that visual text resources can provide factual information and increase understanding. They use visual text in a reflective way to enrich their storytelling or presentations, and to organize and represent information.

### PYP Conceptual Understandings:

- Visual texts can expand our database of sources of information.
- Visual texts provide alternative means to develop new levels of understanding.
- Selecting the most suitable forms of visual presentation enhances our ability to express ideas and images.
- Different visual techniques produce different effects and are used to present different types of information.

### Learning Objectives

Viewing and Presenting	
<b>Learning Ladder Band (3B-5B)</b>	<ul style="list-style-type: none"> <li>• listen attentively and speak • appropriately in small and large group interactions</li> <li>• listen to a variety of oral presentations including stories, poems, rhymes and reports and respond with increasing confidence and detail</li> <li>• pick out main events and relevant points in oral texts</li> <li>• follow multi-step directions retell familiar stories in sequence</li> <li>• anticipate and predict when listening to text read aloud</li> <li>• use language for a variety of personal purposes, for example, invitations</li> <li>• express thoughts, ideas and opinions and discuss them, respecting contributions from others</li> <li>• participate in a variety of dramatic activities, for example, role play, puppet theatre, dramatization of familiar stories and poems</li> <li>• use language to explain, inquire and compare</li> <li>• recognize patterns in language(s) of instruction and use increasingly accurate grammar</li> <li>• begin to understand that • language use is influenced by its purpose and the audience</li> <li>• understand and use specific vocabulary to suit different purposes</li> <li>• hear and appreciate differences between languages.</li> </ul>
Viewing and Presenting	
<b>Learning Ladder Band (5B-6B)</b>	<ul style="list-style-type: none"> <li>• listen attentively and speak • appropriately in small and large group interactions</li> <li>• listen to a variety of oral presentations including stories, poems, rhymes and reports and respond with increasing confidence and detail</li> <li>• pick out main events and relevant points in oral texts</li> <li>• follow multi-step directions retell familiar stories in sequence</li> <li>• anticipate and predict when listening to text read aloud</li> <li>• use language for a variety of personal purposes, for example, invitations</li> <li>• express thoughts, ideas and opinions and discuss them, respecting contributions from others</li> <li>• participate in a variety of dramatic activities, for example, role play, puppet theatre, dramatization of familiar stories and poems</li> <li>• use language to explain, inquire and compare</li> <li>• recognize patterns in language(s) of instruction and use increasingly accurate grammar</li> <li>• begin to understand that • language use is influenced by its purpose and the audience</li> <li>• understand and use specific vocabulary to suit different purposes</li> <li>• hear and appreciate differences between languages.</li> </ul>

Phase 4

**Overall Expectation Phase 4:** Learners show an open-mindedness about the use of a range of visual text resources to access information. They think critically, and are articulate about the use of visual text to influence the viewer. They are able to use visual imagery to present factual information, or to tell a story

**PYP Conceptual Understandings:**

- Visual texts have the power to influence thinking and behaviour.
- Interpreting visual texts involves making an informed judgment about the intention of the message.
- To enhance learning we need to be efficient and constructive users of the internet.

**Learning Objectives:**

Viewing and Presenting	
<p><b>Learning Leader Band (6B-8B)</b></p>	<ul style="list-style-type: none"> <li>• listen appreciatively and responsively, presenting their own point of view and respecting the views of others</li> <li>• listen for a specific purpose in a variety of situations</li> <li>• identify and expand on main ideas in familiar oral texts</li> <li>• listen reflectively to stories read aloud in order to identify story structures and ideas</li> <li>• understand that ideas and opinions can be generated, developed and presented through talk; they work in pairs and groups to develop oral presentations</li> <li>• argue persuasively and defend a point of view</li> <li>• explain and discuss their own writing with peers and adults</li> <li>• begin to paraphrase and summarize</li> <li>• organize thoughts and feelings before speaking</li> <li>• use a range of specific • vocabulary in different situations, indicating an awareness that language is influenced by purpose, audience and context</li> <li>• realize that grammatical • structures can be irregular and begin to use them appropriately and consistently</li> <li>• use oral language appropriately, confidently and with increasing accuracy</li> <li>• verbalize their thinking and explain their reasoning</li> <li>• recognize that different forms of grammar are used in different contexts</li> <li>• appreciate that language is not always used literally; understand and use the figurative language of their own culture.</li> </ul>
Viewing and Presenting	
<p><b>Learning Leader Band (8B-9B)</b></p>	<ul style="list-style-type: none"> <li>• listen appreciatively and responsively, presenting their own point of view and respecting the views of others</li> <li>• listen for a specific purpose in a variety of situations</li> <li>• identify and expand on main ideas in familiar oral texts</li> <li>• listen reflectively to stories read aloud in order to identify story structures and ideas</li> <li>• understand that ideas and opinions can be generated, developed and presented through talk; they work in pairs and groups to develop oral presentations</li> <li>• argue persuasively and defend a point of view</li> <li>• explain and discuss their own writing with peers and adults</li> <li>• begin to paraphrase and summarize</li> <li>• organize thoughts and feelings before speaking</li> <li>• use a range of specific • vocabulary in different situations, indicating an awareness that language is influenced by purpose, audience and context</li> <li>• realize that grammatical • structures can be irregular and begin to use them appropriately and consistently</li> <li>• use oral language appropriately, confidently and with increasing accuracy</li> <li>• verbalize their thinking and explain their reasoning</li> <li>• recognize that different forms of grammar are used in different contexts</li> <li>• appreciate that language is not always used literally; understand and use the figurative language of their own culture</li> </ul>



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### Phase 5

**Overall Expectation Phase 5:** Through inquiry, learners engage with an increasing range of visual text resources. As well as exploring the viewing and presenting strategies that are a part of the planned learning environment, they select and use strategies that suit their learning styles. They are able to make connections between visual imagery and social commentary. They show more discernment in selecting information they consider reliable. They are able to use visual imagery to support a position.

#### PYP Conceptual Understandings:

- The aim of commercial media is to influence and persuade viewers.
- Individuals respond differently to visual texts, according to their previous experiences, preferences and perspectives.
- Knowing about the techniques used in visual texts helps us to interpret presentations and create our own visual effects.
- Synthesizing information from visual texts is dependent upon personal interpretation and leads to new understanding

#### Learning Objectives:

#### Listening and Speaking

- |                               |  |
|-------------------------------|--|
| Learning Ladder Band (9B-11B) | <ul style="list-style-type: none"><li>• participate appropriately as listener and speaker, in discussions, conversations, debates and group presentations</li><li>• generate, develop and modify ideas and opinions through discussion</li><li>• listen and respond appropriately to instructions, questions and explanations</li><li>• infer meanings, draw conclusions and make judgments about oral presentations</li><li>• use an increasing vocabulary and more complex sentence structures with a high level of specificity</li><li>• argue persuasively and justify a point of view</li><li>• show open-minded attitudes when listening to other points of view</li><li>• paraphrase and summarize • when communicating orally</li><li>• understand and use figurative language such as simile, personification and metaphor</li><li>• use oral language to formulate and communicate possibilities and theories</li><li>• use standard grammatical structures competently in appropriate situations</li><li>• use register, tone, voice level and intonation to enhance meaning</li><li>• appreciate that people speak • and respond according to personal and cultural perspectives</li><li>• use speech responsibly to inform, entertain and influence others</li><li>• reflect on communication to monitor and assess their own learning.</li></ul> |
|-------------------------------|--|