

PHASE E
HIGH SCHOOL Y10

HIGH SCHOOL - B1 CEFR (threshold preliminary): AS
COMMON REFERENCE LEVEL
Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes & ambitions and briefly give reasons and explanations for opinions and plans. <https://www.cambridgeenglish.org/images/126011-using-cefr-principles-of-good-practice.pdf>
<https://rm.coe.int/CoERMPublicCommonSearchServices/DisplayDCTMContent?documentId=090000168045b15e>

*Note: A good ATP must consist of:
1. Kompetensi. Apa kompetensi/kemampuan yang dapat didemonstrasikan oleh peserta didik, atau ditunjukkan dalam bentuk produk, yang menunjukkan peserta didik telah berhasil mencapai tujuan pembelajaran?
o Gunakan kata kerja operasional yang dapat diamati (observable skills). Contoh: Peserta didik dapat menyajikan solusi utk menangani perubahan kondisi alam di permukaan bumi akibat faktor manusia
2. Pemahaman bermakna. Apa ilmu pengetahuan inti atau konsep utama yang perlu dipahami di akhir satu unit pembelajaran? Pertanyaan apa yang perlu dapat dijawab siswa setelah mempelajari unit tersebut? o Contoh: perubahan kondisi alam di permukaan bumi akibat faktor manusia.
3. Variasi. Keterampilan berpikir apa saja yg perlu dikuasai siswa untuk dapat mencapai tujuan pembelajaran? Gunakan keterampilan berpikir yang bervariasi terutama HOTS. o Contoh: Menganalisis hubungan antara kegiatan manusia dengan perubahan alam di permukaan bumi dan menarik kesimpulan penyebab-penyebab utamanya."
Order of writing: Kata kerja yang menunjukkan keterampilan/ aksi - Konten yang dipelajari - Luaran yang dihasilkan

PHASE E Y10	YEAR 10 (CP Breakdown)	Proposed ATP
<p>Listening and Speaking</p> <p>By the end of Phase E, students use English to communicate with teachers, peers and others in a range of settings and for a range of purposes. They use and respond to questions and use strategies to initiate and sustain conversations and discussion. They understand and identify the main ideas and relevant details of discussions or presentations on youth-related topics. They use English to express opinions on youth-related issues and to discuss youth-related interests. They give and make comparisons. They use nonverbal elements such as gestures, speed and pitch to be understood in some contexts.</p>	<ul style="list-style-type: none"> - use English to communicate with teachers, peers and others in a range of settings and for a range of purposes. - use and respond to questions and use strategies to initiate and sustain conversations and discussion. - understand and identify the main ideas and relevant details of discussions or presentations on youth-related topics. - use English to express opinions on youth-related issues and to discuss youth-related interests. - give and make comparisons. - use nonverbal elements such as gestures, speed and pitch to be understood in some contexts. 	<p>E.1 Mengidentifikasi konteks, gagasan utama, dan informasi terperinci dari ragam teks deskripsi, recount, dan narative lisan maupun tulisan yang disajikan dalam bentuk multimoda dalam lingkup minat remaja.</p> <p>E.2 Menjelaskan karakteristik, rangkaian penyusunan dan pengembangan gagasan secara sederhana dari ragam teks deskripsi, recount, dan narative lisan dan tulisan dalam bentuk multimoda dalam lingkup minat remaja.</p> <p>E.3 Menganalisa makna tersurat dari ragam teks deskripsi, recount, dan narative lisan dan tulisan dalam bentuk multimoda dalam lingkup minat remaja.</p> <p>E.4 Menguraikan gagasan dan pendapat disertai dengan alasan sederhana terhadap ragam teks deskripsi, recount, dan narative yang disajikan dalam bentuk multimoda dalam lingkup minat remaja.</p>
<p>Reading</p> <p>By the end of Phase E, students read and respond to a variety of texts, such as narratives, descriptions, procedures, expositions, recount and report. They read to learn or to find information. They locate and evaluate specific details and main idea of a variety of texts. These texts may be in the form print or digital texts, including visual, multimodal or interactive texts. They are developing understanding of main idea, issues or plot development in a variety of texts. They identify the author's purposes and are developing simple inferential skills to help them understand implied information from the texts.</p>	<ul style="list-style-type: none"> - read and respond to a variety of texts, such as narratives, descriptions, procedures, expositions, recount and report. - read to learn or to find information. - locate and evaluate specific details and main idea of a variety of texts. These texts may be in the form print or digital texts, including visual, multimodal or interactive texts. - developing understanding of main idea, issues or plot development in a variety of texts. - identify the author's purposes and are developing simple inferential skills to help them understand implied information from the texts. 	<p>E.5 Mendemonstrasikan komunikasi yang efektif dalam penyampaian gagasan dan pendapat secara sederhana di berbagai diskusi, kegiatan kolaborasi, dan presentasi untuk berbagai tujuan.</p> <p>E.6 Mengimplementasikan penggunaan kosakata dan tata bahasa sederhana yang tepat dan sesuai saat menulis atau berbicara dalam berbagai konteks.</p> <p>E.7 Merancang beragam teks deskripsi, recount, dan narative tulisan melalui proses menulis dengan memperhatikan tujuan penulisan dan minat pembaca dalam lingkup minat remaja.</p>
<p>Writing and Presenting</p> <p>By the end of phase E, students write a variety of fiction and non-fiction texts, through guided activities, showing an awareness of purpose and audience. They plan, write, review and redraft a range of text types with some evidence of self-correction strategies, including punctuation and capitalization. They express ideas and use common/daily vocabulary and verbs in their writing. They present information using different modes of presentation to suit different audiences and to achieve different purposes, in print and digital forms.</p>	<ul style="list-style-type: none"> - write a variety of fiction and non-fiction texts, through guided activities, showing an awareness of purpose and audience. - plan, write, review and redraft a range of text types with some evidence of self-correction strategies, including punctuation and capitalization. - express ideas and use common/daily vocabulary and verbs in their writing. - present information using different modes of presentation to suit different audiences and to achieve different purposes, in print and digital forms. 	<p>E.8 Memproduksi beragam teks deskripsi, recount, dan narative tulisan yang sesuai dengan konteks, tujuan penulisan dan minat pembaca dalam lingkup minat remaja.</p>