

Senior School Curriculum

English Language Arts



MINISTRY OF EDUCATION

Bermuda

2000

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Bermuda

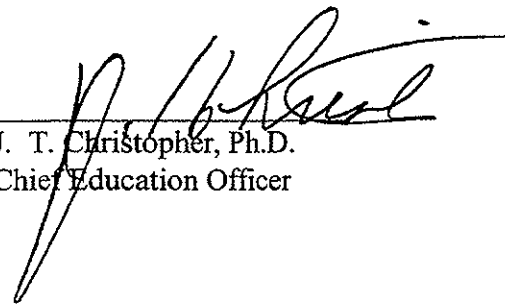
FOREWORD

Quality curriculum is basic to any educational programme. The written curriculum must provide the structure and substance of what is taught to all students. The written curriculum is a guide to teachers to ensure that the knowledge, skills, competencies and resources students need in order to learn are provided during instruction.

In particular, it is acknowledged that knowledge is virtually infinite in that it is continually changing and expanding as “new” knowledge is developed and “old” knowledge is refined. In addition the skills and competencies that students need change as the environment in the total community changes. It is important therefore that a school system has a structure for the instructional programme that provides direction, focus, flexibility and state-of-the-art thinking about each content area.

Because of its strategic geographical position, Bermuda has been influenced continuously by the changes in the relationship between the continents bordering the Atlantic -- North and South America, Africa and Europe. The current interest in the globalization of the world community allows Bermuda to build on its strength in international relations. It is essential that our students become accustomed to viewing the entire world as the area in which they must live and grow. They must integrate knowledge across all subjects in preparation for their adult life. Our curriculum guides must be viewed from this perspective.

A team of teachers, education officers and other persons within the school system and community, drawing from their collective experience in working with young people, has developed this curriculum guide. Input from community representatives on each Curriculum Advisory Committee has assisted us in Bermudianizing the curriculum. All of the contributors share both the pride and the responsibilities of authorship. This guide represents the essential elements of education in Bermuda’s senior schools.



J. T. Christopher, Ph.D.
Chief Education Officer

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OVERVIEW

The aim of the senior school is to provide for the academic achievement and personal development necessary to prepare students for work, further education and productive citizenry in the 21st Century. In keeping with this aim, the senior school curriculum builds on the middle level programme and is organized around four (4) career pathways: arts and communications, applied technologies, health & human services and international business and tourism.

The senior school curriculum, composed of a rigorous programme of study, sets high expectations for students by emphasizing mastery of complex academic and technical concepts. The programme is based on the belief that all students make every effort to succeed when in an environment that fosters and encourages success, regardless of their background or previous level of achievement.

The curriculum guide contains three (3) sections beginning with the Introduction. The stated twelve goals of education direct instructional outcomes in all senior school subjects and programmes. Specifically, a curriculum framework has been approved for each subject and is to be used as the basis for the subject specific philosophy, goals and subgoals, performance indicators and scope and sequence. Effective utilization of this framework will establish continuity and progression of instruction throughout all year levels.

The second section of this guide delineates the senior school programme of instruction and contains the following: subject's rationale, course description, requirements and outline, correlation matrix and modules for each course offered. It is expected that all teachers will focus instruction on the established curriculum objectives outlined in the modules. The final section of this guide contains an appendix of valuable resources for teachers.

GOALS OF EDUCATION

In Bermuda, the Goals of Education provide the direction for senior level education. These twelve (12) goals enable senior level students to:

- develop responsiveness to the dynamic process of learning
- develop resourcefulness, adaptability and creativity in learning and living
- acquire the basic knowledge and skills needed to comprehend and express ideas through words, numbers and other symbols
- develop a wellness approach to life
- gain satisfaction from participating in and appreciating the various forms of artistic expression
- develop a feeling of self-worth
- develop values related to personal and ethical beliefs and to the common welfare of society
- develop an understanding of the role of the individual within a family unit, the role of the family within society and the role of our society in a global context
- develop a sense of personal responsibility in society at the national and international levels
- acquire skills that contribute to self-reliance in solving practical problems in everyday life
- acquire skills and attitudes that will lead to satisfaction and productivity in a career
- develop respect for the environment and a commitment to the wise use of resources.

CAREER PATHWAYS

The curriculum at the senior level will be organized around four (4) career pathways: arts and communications, applied technologies, health and human services and international business and tourism. Career pathways are clusters of occupations/careers that are grouped because many of the people in them share similar interests and strengths. All pathways include a variety of occupations that require different levels of education and training. Career pathways help students focus on and prepare for the future. In addition, teachers, counsellors and other adults can better support students as they direct their energies toward their established goal.

The senior school graduation requirements are subsumed within each pathway and include four years of English language arts and three years of mathematics, science and social studies. Students also are required to take physical education, health education, computer studies, business studies, family studies or design and technology and at least one of the arts.

Additionally, information technology, library information, career education, learning support and other student service programmes will be offered to all senior level students. It is expected that the implemented curriculum will be based on the premise that all students can learn and that instruction should be differentiated to meet the unique needs of the learner. Further, it is expected that the senior school curriculum will be implemented from a Bermudianized and multicultural perspective as much as is feasible.

BERMUDA SCHOOL CERTIFICATE (BSC)

From September 1999 all students who successfully complete the graduation requirements will be awarded the Bermuda School Certificate (BSC). Students must acquire 116 credits; the 70 required credits from the chart below and an additional 46 credits from student selected courses.

SUBJECTS	COURSE LEVELS				Total Requirements
	100	200	300	400	
English Language Arts	4	4	4	4	16
Mathematics	4	4	4	-	12
Science	4	4	4	-	12
Social Studies	4	4	4	-	12
Physical Education	2	2	2	-	6
Health Education	2	-	-	2	4
The Arts*	2	-	-	-	2
Business Studies	2	-	-	-	2
Computer Studies	2	-	-	-	2
EITHER: Family Studies OR Design Technology	2 or 2	-	-	-	2 or 2
TOTALS	28	18	18	6	70

*A further two credits will be required in the Arts when the new facility at The Berkeley Institute is completed.

How will the courses be organized?

All 100 level courses will be mandatory.
200-400 level courses will be organized under broad career pathways:

- Applied Technologies**
- Arts and Communications**
- Health and Human Services**
- International Business and Tourism**

Within each Career Pathway students will choose courses in line with their intended career choice.

How are course grades obtained?

A variety of assessments, including written tests, portfolios and practical assignments will be used to indicate achievement of course objectives. Each assessment instrument is detailed in the curriculum document. Students need a pass grade (D) in each course to be awarded credit.

What do the grades mean?

GRADE	% SCORES	MEANING OF GRADE	GRADE POINT
A	90 and above	Outstanding	4.0
B	80 -89	Good	3.0
C	70 -79	Satisfactory	2.0
D	60 - 69	Pass	1.0
F	59 and below	Failing Grade	0.0

What is a Grade Point Average (GPA)?

The GPA is the total of grade points achieved in all courses taken by the student divided by the number of courses taken.

$$\text{GPA} = \frac{\text{grade points for all courses}}{\text{number of courses taken}}$$

Can students graduate and go directly to College or University?

Students will be able to enter the Bermuda College or another college or university directly from the senior school programme provided they meet that college's or university's entry requirements. Admission will depend upon the courses the student has taken, the grades obtained and overall grade point average.

Will students who enter the system from abroad or from a local private institution be given credit towards the BSC?

Students coming from a recognized institution will be given credit for course work successfully completed at that institution.

SENIOR SCHOOL COURSES AT A GLANCE

English Language Arts (EL)	Mathematics (MT)
<p>English Language & Literature I (R) English Language & Literature II (R)</p> <p>English Language & Literature III English Language & Literature IV Journalism & Publications Literature of Africa, Bermuda & the Caribbean Reading & Study Skills Speech & Debate Writer's Workshop</p>	<p>Foundations of Mathematics (R) Mathematics Laboratory (no credit)</p> <p>Advanced Mathematics Applied Mathematics I Applied Mathematics II Applied Mathematics IIIA Applied Mathematics IIIB Business Mathematics I Business Mathematics II Integrated Mathematics I Integrated Mathematics II Introductory Calculus</p>
Science (SC)	Social Studies (SS)
<p>Science I (R) Science II (R)</p> <p>Applied Biology & Chemistry Applied Physics Biology I Biology II Chemistry I Chemistry II Earth Science Environmental Science I Environmental Science II Human Biology Introduction to Horticulture Marine Science Physics I Physics II</p>	<p>Bermuda Social Science: An Overview (R) Politics & Law in Action (R)</p> <p>Comparative Religion and Ethics Introduction to African History Introduction to American History Preserving our Heritage Physical and Human Geography I Physical and Human Geography II Physical and Human Geography III World History</p>

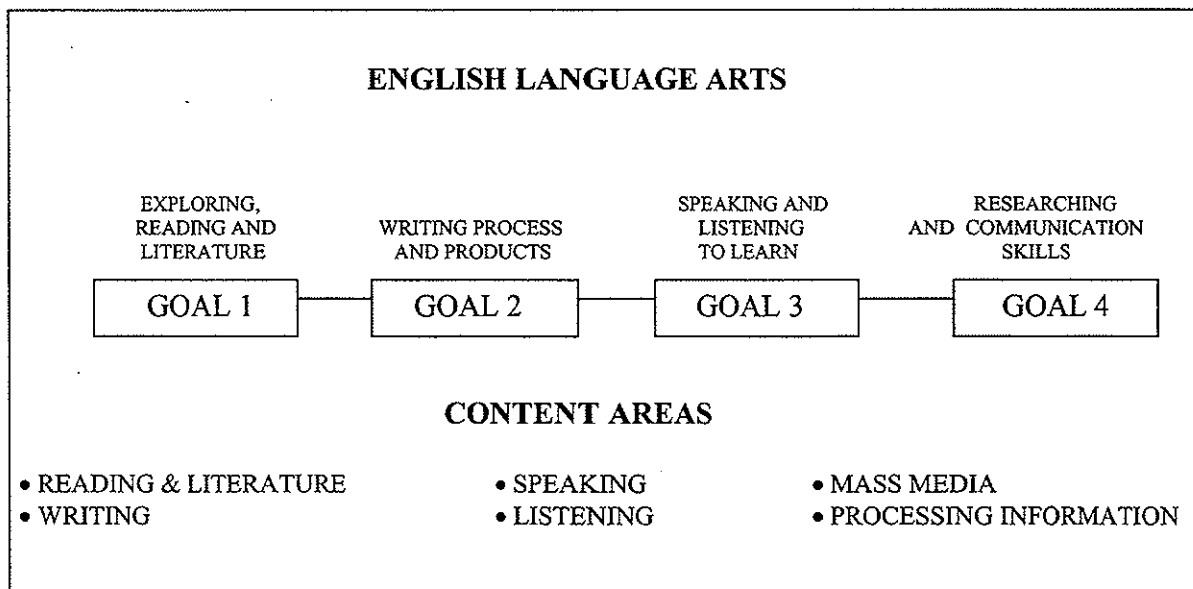
Business Studies (BS)	Computer Science (CS)
<p>Business Essentials I (R)</p> <p>Accounts I Accounts II Business & Personal Law Business Essentials II Computer Keyboarding & Business Applications Economics Insurance International Business Marketing Office Technology Office Technology & Business Application Small Business Management Travel & Tourism</p>	<p>Computer Science I (R)</p> <p>Computer Science II Computer Programming I Computer Programming II Information Technology Projects Inside the Computer Multimedia Network Technology Presentation Tools Web-Page Design</p>
Design & Technology (DT)	Family Studies (FM)
<p>Design & Technology</p> <p>Design & Realization I Design & Realization II Design & Realization III Electronics Technology I Electronics Technology II Electronics Technology III Graphic Communication I Graphic Communication II Graphic Communication III Transportation Technology I Transportation Technology II Transportation Technology III</p>	<p>Exploring Family Living</p> <p>Child Care & Development I Child Care as a Profession II Discovering Food & Nutrition Exploring Careers in Design & Textiles Exploring Careers in Nutrition & Hospitality Fashion & Textile Design Interior Decorating Meal Management & Hospitality Personal Care I Personal Care II Textile Design</p>

Health (HE)	Physical Education (PE)
<p>Health & Wellness (R) Health Issues(R)</p> <p>Tobacco, Alcohol & Other Drugs (A)* First Aid CPR (A)* Relationships & Human Sexuality (B)** Diseases, Prevention & Control (B)** Health Occupations</p> <p>***Courses labeled A or B will run consecutively as a pair.</p>	<p>Physical Education I (R) Physical Education II (R) Physical Education III (R)</p> <p>Physical Education IV</p>
Foreign Languages (FL)	Functional Skills (FC)
<p>French/Spanish/Portuguese I French/Spanish/Portuguese II French/Spanish/Portuguese III French/Spanish/Portuguese IV Foreign Languages for International Business</p>	<p>Functional Skills I Functional Skills II Functional Skills III Functional Skills IV</p>

Music (MU)	Visual Art (VA)
<p>Music in Society</p> <p><u>Instrumental Music</u> Instrumental Ensemble Instrumental Independent Study Jazz Band Keyboard Lab Music Technology Show Band Ensemble</p> <p><u>Vocal Music</u> Concert Choir Vocal Independent Study Vocal Ensemble</p>	<p>Visual Art in Society</p> <p>Ceramics Drawing & Painting Drawing, Painting & Printed Works Photography Three Dimensional Visual Art</p>
Dance (DN)	Theatre (TH)
<p>Dance in Society</p> <p>Ballet, Modern, Tap & Jazz I Ballet, Modern, Tap & Jazz II Dance & Sports Dance Production Popular & Social Dance Dance Company World Dance Forms</p>	<p>Theatre in Society</p> <p>Acting I Acting II General Communication Play Directing Play Production Scriptwriting Technical Theatre Video Arts</p>

ENGLISH LANGUAGE ARTS PHILOSOPHY

The English Language Arts programme is designed to have students develop the knowledge, attitudes and skills necessary for literary competency and fluency in expressive and receptive communication: in reading, writing, speaking, listening and viewing. These communication modes are best taught through an integrated balanced literacy approach. The ability of students to communicate effectively - to read and write for information and pleasure - is the foundation. English language arts development takes place in school environments which emphasize students becoming effective communicators and critical and creative thinkers as they construct meaning from print and non-print sources using multimedia and technology.



**ENGLISH LANGUAGE ARTS
GOALS AND SUBGOALS**

GOAL 1 READING AND LITERATURE

STUDENTS WILL USE APPROPRIATE READING STRATEGIES IN ORDER TO UNDERSTAND, REFLECT, EVALUATE AND ENJOY A VARIETY OF TEXT.

- Subgoal 1.1** Students will experience reading by having exposure to a variety of reading selections, including choosing materials based on personal interests, engaging in recreational reading both within and outside the classroom and participating in reading orally.
- Subgoal 1.2** Students for whom standard English is a second language or who may communicate through a variety of media, will use the understanding of their first language to develop competency in reading and literature.
- Subgoal 1.3** Students will demonstrate competence in the general skills and strategies of the reading process.
- Subgoal 1.4** Students will demonstrate competence in general skills and strategies for reading literature and applying the reading process to specific types of literary genres.
- Subgoal 1.5** Students will demonstrate competence in the general skills and strategies for reading information and applying the reading process to specific types of informational texts.
- Subgoal 1.6** Students will demonstrate competence in using different information sources, including those of a technical nature to accomplish specific tasks.

GOAL 2 WRITING

STUDENTS WILL DEMONSTRATE THE ABILITY TO WRITE FLUENTLY AND ACCURATELY TO EXPRESS PERSONAL IDEAS, TO INFORM AND TO PERSUADE.

- Subgoal 2.1** Students will experience writing as a way of knowing and communicating; students will use the composing process flexibly.
- Subgoal 2.2** Students for whom standard English is a second language or who may communicate through a variety of media, will use the understanding of their first language to develop competency in writing.
- Subgoal 2.3** Students will use appropriate conventions of usage, mechanics and grammar to write effectively.
- Subgoal 2.4** Students will apply reflective, critical and creative thinking when writing for an identified audience.

Subgoal 2.5 Students will gather and use technology information effectively for research purposes.

GOAL 3 SPEAKING AND LISTENING

STUDENTS WILL ADJUST THEIR ORAL, EXPRESSIVE AND RECEPTIVE LANGUAGE TO COMMUNICATE EFFECTIVELY WITH A VARIETY OF AUDIENCES AND FOR DIFFERENT PURPOSES.

Subgoal 3.1 Students will use oral language with sensitivity to audience, purpose and occasion; listen courteously and attentively.

Subgoal 3.2 Students for whom standard English is a second language or who may communicate through a variety of media, will use the understanding of their first language to develop competency in oral language.

Subgoal 3.3 Students will develop language and acquire information through listening and responding.

GOAL 4 PROCESSING INFORMATION AND MASS MEDIA

STUDENTS WILL USE MASS MEDIA AND INFORMATION PROCESSING EFFECTIVELY AS BOTH ENTERTAINMENT MEDIUM AND A SOURCE OF INFORMATION.

Subgoal 4.1 Students will use mass media selectively and critically to locate, retrieve, evaluate and apply information in the solution of (language related) problems.

Subgoal 4.2 Students for whom standard English is a second language or who may communicate through a variety of media, will use the understanding of their first language to develop competency in using mass media and information processing.

Subgoal 4.3 Students will use a variety of technological and informational resources to locate, gather and synthesize information and communicate knowledge.

• **Students with Diverse Needs**

Teachers of students with some types of special needs are encouraged to use the English Language Arts (ELA) framework flexibly to validate that communication may be expressed or received by students in a variety of ways.

Not all students can read, write, speak and listen in the traditional sense or at the level expected for their grade. Teachers will need to be sensitive to this reality and accommodate individual needs by adapting instruction and assessment or using alternative communications media (e.g. voice-activated computer, sign language and interpreters, Braille, communication boards, audio). When words such as *speak*, *write* or *read* are used in this document, they should be broadly interpreted to include such adaptations.

GOAL 1	READING AND LITERATURE Students will use appropriate reading strategies to read in order to understand, reflect, evaluate and enjoy a variety of texts.			
ENGLISH LANGUAGE ARTS	PERFORMANCE INDICATORS			
Sub Goals	PS - P3 Learning Phase A	P4 - P6 Learning Phase B	M1 - M3 Learning Phase C	S1 - S4 Learning Phase D
1.1 Students will experience reading by having exposure to a variety of reading selections, including choosing materials based on personal interests, engaging in recreational reading both within and outside the classroom and participating in reading orally	<ul style="list-style-type: none"> • understand that reading is a way of gaining information about the world • create mental pictures for concrete information they have read • use picture clues and picture captions as an aid to comprehension • decode unknown words using basic elements of phonetic analysis (e.g. common letter/sound relationships) and structural analysis (e.g. syllables, basic prefixes and suffixes) 	<ul style="list-style-type: none"> • make and confirm predictions about what will be found in a text • effectively decode unknown words using a glossary and dictionary • adjust speed of reading to suit purpose and difficulty of the material • recognize when a text is primarily intended to persuade • decode words not recognized immediately using phonetic and structural analysis techniques, the syntactic structure in which the word appears and the semantic context surrounding the word 	<ul style="list-style-type: none"> • generate interesting questions to be answered while reading • reflect on what has been learned after reading • identify specific devices an author is using to persuade readers • use specific strategies to clear up confusing parts of a text e.g. re-reads the text, consults another source, asks for help • represent abstract information (e.g. concepts, generalizations) as explicit mental pictures 	<ul style="list-style-type: none"> • independently apply the reading process and strategies to works that are of substantial length, developmentally appropriate with regard to complexity of topic(s), hierarchical structure and conceptually appropriate • understand the defining features and structure of genre • demonstrate an understanding of literary works considered classics or works of enduring quality and substance • demonstrate a familiarity with a variety of classic American, British and world literature and their

GOAL 1 cont'd	READING AND LITERATURE Students will use appropriate strategies to read in order to understand, reflect, evaluate and enjoy a variety of texts.			
ENGLISH LANGUAGE ARTS	PERFORMANCE INDICATORS			
Sub Goals	PS - P3 Learning Phase A	P4 - P6 Learning Phase B	M1 - M3 Learning Phase C	S1 - S4 Learning Phase D
1.1	<ul style="list-style-type: none"> • comprehend the basic plot of simple stories and articles • make simple inferences regarding “what will happen next” or “how things could have turned out differently” • comprehend the main idea of simple expository information • recognize characteristic sounds and rhythms of language • make valid observations about the use of words 	<ul style="list-style-type: none"> • recognize when they are confused by a section of text • represent concrete information (e.g. persons, places, things, and events) as explicit mental pictures • are aware of the geographic information important to the stories they read • use specific aspects of a piece of literature to better understand the actions of others in their lives • share responses to literature with peers 	<ul style="list-style-type: none"> • understand stories and expository texts from the perspective of the attitudes and values of the time period in which they were written • accurately identify author’s purpose • accurately identify author’s point of view • understand that people respond differently to literature • identify specific interests and the literature that will satisfy those interests 	<ul style="list-style-type: none"> • authors • identify the plots, characters and significance of selected works of ancient literature, including selected works of philosophy, poetry and drama • demonstrate an understanding of the Bible as literature • relate personal response to the text with that intended by the author. • identify the simple and complex actions between main and subordinate characters in texts containing complex character structures

GOAL 1 cont'd	READING AND LITERATURE Students will use appropriate strategies to read in order to understand, reflect, evaluate and enjoy a variety of texts.			
ENGLISH LANGUAGE ARTS	PERFORMANCE INDICATORS			
Sub Goals	PS - P3 Learning Phase A	P4 - P6 Learning Phase B	M1 - M3 Learning Phase C	S1 - S4 Learning Phase D
1.1	<ul style="list-style-type: none"> • make valid observations about the use of language at home as opposed to the use of language in school. • when prompted by the teacher recite the texts of a variety of familiar rhymes • demonstrate a knowledge of the plots and major characters of selected classic fairy tales, folktales, legends and fables from around the world • identify the characters and simple story lines in selected classical myths. 	<ul style="list-style-type: none"> • identify the main characters in works containing only a few basic characters • explain how characters or simple events in a work are like people or events in one's own lives • understand simple dialogues and how they relate to a story • use chapter and section headings, topic sentences and summary sentences to construct the main ideas • independently apply the reading process and strategies to passages from fantasies, fables, and 	<ul style="list-style-type: none"> • identify the main and subordinate characters in works containing complex character structures • explain how the motives of characters or the causes for complex events in texts are similar to and different from those in one's own life • understand extended dialogues and how they relate to a story • recognize the use of specific literary devices (e.g., foreshadowing, flashback, progressive time, and digressive time) 	<ul style="list-style-type: none"> • make abstract connection between one's own life and the characters, events, motives and causes of conflict in texts • understand complex dialogues and analyzes the stylistic effect of those dialogues on a story • analyze the effects of complex literary devices on the overall quality of a work • analyze the effectiveness of complex elements of plot • students will experience reading by having exposure to a variety of reading selections, including choosing materials based on

GOAL 1 cont'd	READING AND LITERATURE Students will use appropriate strategies to read in order to understand, reflect, evaluate and enjoy a variety of texts.			
ENGLISH LANGUAGE ARTS	PERFORMANCE INDICATORS			
Sub Goals	PS - P3 Learning Phase A	P4 - P6 Learning Phase B	M1 - M3 Learning Phase C	S1 - S4 Learning Phase D
1.1	<ul style="list-style-type: none"> • demonstrate a basic familiarity with selected fiction and poetry • demonstrate a basic familiarity with selected works of nonfiction 	<p style="margin-left: 20px;">fairy tales, mysteries, realistic fiction, adventure stories and humorous stories that are relatively short and developmentally appropriate</p> <ul style="list-style-type: none"> • demonstrate a basic familiarity with a variety of selected classic fiction, folktales and poetry. • demonstrate a familiarity with a variety of selected nonfiction • independently apply the reading process and strategies to passages from myths and historical fiction, biographic and autobiographic passages that are 	<ul style="list-style-type: none"> • recognize complex elements of plot (e.g., setting, major events, problems, conflicts, and resolutions) • identify the defining characteristics of classic literature. • demonstrate a familiarity with the plots and characters from selected. classical mythology • demonstrate an understanding of selected works of fiction, drama and nonfiction. • demonstrate an understanding of a variety of selected contemporary fiction 	<p style="margin-left: 20px;">personal interests, engaging in recreational reading both within and outside the classroom and participating in reading orally</p>

GOAL 1 cont'd	READING AND LITERATURE Students will use appropriate strategies to read in order to understand, reflect, evaluate and enjoy a variety of texts.			
ENGLISH LANGUAGE ARTS	PERFORMANCE INDICATORS			
Sub Goals	PS - P3 Learning Phase A	P4 - P6 Learning Phase B	M1 - M3 Learning Phase C	S1 - S4 Learning Phase D
1.1		<p>relatively short and developmentally appropriate</p> <ul style="list-style-type: none"> • independently apply the reading process to letters and diaries • independently apply the reading process and strategies to passages about social studies and general science that are relatively short, developmentally appropriate • apply the reading process and strategies to directions or procedures for information 	<ul style="list-style-type: none"> • demonstrate a familiarity with selected poets and poetry • understand the defining features and structure of myths at this developmental level • understand the defining features and structure of mysteries, realistic fiction, adventure stories and humorous pieces at this developmental level • understand the defining features and structure of biographies and autobiographies at this developmental level 	

GOAL 1 cont'd	READING AND LITERATURE Students will use appropriate strategies to read in order to understand, reflect, evaluate and enjoy a variety of texts.			
ENGLISH LANGUAGE ARTS	PERFORMANCE INDICATORS			
Sub Goals	PS - P3 Learning Phase A	P4 - P6 Learning Phase B	M1 - M3 Learning Phase C	S1 - S4 Learning Phase D
			<ul style="list-style-type: none"> understand the defining features and structure of letters and diaries at this developmental level 	
1.2 Students for whom standard English is a second language or who may communicate through a variety of media, will use the understanding of their first language to develop competency in reading and literature	<ul style="list-style-type: none"> students for whom standard English is a second language or who may communicate through a variety of media, will use the understanding of their first language to develop competency in reading and literature 	<ul style="list-style-type: none"> students for whom standard English is a second language or who may communicate through a variety of media, will use the understanding of their first language to develop competency in reading and literature 	<ul style="list-style-type: none"> students for whom standard English is a second language or who may communicate through a variety of media, will use the understanding of their first language to develop competency in reading and literature 	<ul style="list-style-type: none"> students for whom standard English is a second language or who may communicate through a variety of media, will use the understanding of their first language to develop competency in reading and literature
1.3 Students will demonstrate competence in the general skills and strategies of the reading process	<ul style="list-style-type: none"> understand and apply how print is organized and read and use a variety of word attack and comprehension skills 	<ul style="list-style-type: none"> apply skills and strategies in word attack, vocabulary and comprehension 	<ul style="list-style-type: none"> extend comprehension vocabulary development and apply critical reading skills 	<ul style="list-style-type: none"> demonstrate competence in the general skills and strategies of the reading process

<p>GOAL 1 cont'd</p>	<p>READING AND LITERATURE Students will use appropriate strategies to read in order to understand, reflect, evaluate and enjoy a variety of texts.</p>			
<p>ENGLISH LANGUAGE ARTS</p>	<p>PERFORMANCE INDICATORS</p>			
<p>Sub Goals</p>	<p>PS - P3 Learning Phase A</p>	<p>P4 - P6 Learning Phase B</p>	<p>M1 - M3 Learning Phase C</p>	<p>S1 - S4 Learning Phase D</p>
<p>1.4 Students will demonstrate competence in general skills and strategies for reading literature and applying the reading process to specific types of literary genres</p>	<ul style="list-style-type: none"> • apply comprehension strategies before, during and after listening, viewing and reading to achieve meaning • include main idea and supporting details, paraphrasing a story (beginning, middle, ending), identifying setting and characters and differentiating narrative/expository prose 	<ul style="list-style-type: none"> • incorporate reading into their personal value system by developing their own purposes for reading, identifying and reading specific literature and • effectively use various resources to locate literature and other printed media that relates to their enjoyment and information needs • understand literary terms. These include, but are not limited to plot analysis (inciting incident, exposition, rising action, climax, falling action, resolution), 	<ul style="list-style-type: none"> • read and demonstrate awareness of the following literary genre, their structure and characteristics: fiction, nonfiction, poetry, drama. • extend knowledge of figurative language, including metaphor, simile, personification, hyperbole, onomatopoeia • apply appropriate study skills, including taking notes, outlining and using memory devices • develop personal learning goals through the use of a daily planner and by managing long term projects and the 	<ul style="list-style-type: none"> • students will demonstrate competence in general skills and strategies for reading literature, applying the reading process to specific types of literary genres

GOAL 1 cont'd	READING AND LITERATURE Students will use appropriate strategies to read in order to understand, critically evaluate and appreciate a variety of texts.			
ENGLISH LANGUAGE ARTS	PERFORMANCE INDICATORS			
Sub Goals	PS - P3 Learning Phase A	P4 - P6 Learning Phase B	M1 - M3 Learning Phase C	S1 - S4 Learning Phase D
1.4		flashback, character (protagonist, antagonist) and theme	language arts portfolio	
1.5 Students will demonstrate competence in the general skills and strategies for reading information and applying the reading process to specific types of informational texts	<ul style="list-style-type: none"> students will comprehend the main idea of simple expository information and grade level reading materials 	<ul style="list-style-type: none"> use the characteristics of information texts as an aid to comprehension and begin to apply critical reading skills to these sources 	<ul style="list-style-type: none"> understand the defining features and structures of content area textbooks and apply the reading process to passages of moderate length 	<ul style="list-style-type: none"> independently apply the reading process and strategies to social studies texts, history texts, science, economics texts and primary source historical documents that are of substantial length, developmentally appropriate with regard to complexity of topic(s), structure and are conceptually appropriate

GOAL 1 cont'd	READING AND LITERATURE Students will use appropriate strategies to read in order to understand, critically evaluate and appreciate a variety of texts.			
ENGLISH LANGUAGE ARTS	PERFORMANCE INDICATORS			
Sub Goals	PS - P3 Learning Phase A	P4 - P6 Learning Phase B	M1 - M3 Learning Phase C	S1 - S4 Learning Phase D
		<ul style="list-style-type: none"> • understand the use of the various parts of a book (index, table of contents, glossary, appendix) • attempt to identify the author's purpose and point of view when reading expository information • identify simple hierarchic structures in informational texts (e.g. one main idea or concept) • recognize when a text is primarily intended to persuade 	<ul style="list-style-type: none"> • seek peer help to understand information. • identify information-organizing strategies that are personally most useful • Read for a variety of purposes including to answer a specific question, to form an opinion and to skim for facts • identify complex, explicit hierarchic structures in informational texts (e.g., two or more explicit main ideas or concepts with supporting or illustrative detail) 	<ul style="list-style-type: none"> • independently apply the reading process and strategies to editorials and news stories that are at least 1,500 words in length, developmentally appropriate with regard to complexity of topic(s) and are conceptually appropriate • understand the defining features and structure of essays at this developmental level. • accurately interpret information from and detect inconsistencies in a data matrix • follow basic linear paths in organizational charts

GOAL 1 cont'd	READING AND LITERATURE Students will use appropriate strategies to read in order to understand, critically evaluate and appreciate a variety of texts.			
ENGLISH LANGUAGE ARTS	PERFORMANCE INDICATORS			
Sub Goals	PS - P3 Learning Phase A	P4 - P6 Learning Phase B	M1 - M3 Learning Phase C	S1 - S4 Learning Phase D
1.5			<ul style="list-style-type: none"> • generate implied generalizations from informational texts along with the specific information that supports these generalizations • recognize when information presented in a text is new knowledge and describe how it can be used • understand common technical terms used in informational text • use the various parts of a text (index, table of contents, glossary) to locate specific information 	<ul style="list-style-type: none"> • identify major sections in schematic diagrams • demonstrate competence in the general skills and strategies for reading information and applying the reading process to specific types of informational texts

GOAL 2	WRITING Students will demonstrate the ability to write fluently and accurately to express personal ideas, to inform and to persuade.			
ENGLISH LANGUAGE ARTS	PERFORMANCE INDICATORS			
Sub Goals	PS - P3 Learning Phase A	P4 - P6 Learning Phase B	M1 - M3 Learning Phase C	S1 - S4 Learning Phase D
2.1 Students will experience writing as a way of knowing and communicating; students will use the composing process flexibly	<ul style="list-style-type: none"> • dictate or write stories or essays based on their own experience, with a sequence of events that make sense • dictate or write stories or essays that have some evidence of a beginning, middle and ending • write detailed descriptions of familiar persons, places or objects • revise writing by improving sequence, providing more descriptive detail or adding more variety of sentence types 	<ul style="list-style-type: none"> • demonstrate competence in expository writing and persuasive writing • demonstrate competence in writing essays that speculate on causes and effects • demonstrate competence in expressive writing, autobiographical writing and narrative writing • write legibly 	<ul style="list-style-type: none"> • draft, revise, edit and proofread written work • demonstrate competence in expository writing • demonstrate competence in writing essays that speculate on problem/solutions, causes and effects, autobiographical incidents and biographical sketches • demonstrate competence in writing persuasive essays. • demonstrate competence in writing narratives 	<ul style="list-style-type: none"> • use personal response to text as a basis for writing • write compositions that clearly fulfill different purposes, including narratives to entertain and to stimulate emotion • demonstrate competence in writing expository essays • demonstrate competence in writing persuasive essays, including evaluation, interpretation, and speculation about problem/solution and causes and effects • demonstrate competence in writing descriptive essays

GOAL 2 cont'd	WRITING Students will demonstrate the ability to write fluently and accurately to express personal ideas, to inform and to persuade.			
ENGLISH LANGUAGE ARTS	PERFORMANCE INDICATORS			
Sub Goals	PS - P3 Learning Phase A	P4 - P6 Learning Phase B	M1 - M3 Learning Phase C	S1 - S4 Learning Phase D
2.1			<ul style="list-style-type: none"> • write compositions that show clear evidence of descriptive language that clarifies and enhances ideas • write compositions that have some explicit transitional devices • write compositions that use a variety of sentence structures • make limited but appropriate use of technical terms and notations in writing 	<ul style="list-style-type: none"> • demonstrate competence in writing fictional, biographical, autobiographical and observational narrative essays • make effective use of a variety of techniques for providing supportive details

GOAL 2 cont'd	WRITING Students will demonstrate the ability to write fluently and accurately to express personal ideas, to inform and to persuade.			
ENGLISH LANGUAGE ARTS	PERFORMANCE INDICATORS			
Sub Goals	PS - P3 Learning Phase A	P4 - P6 Learning Phase B	M1 - M3 Learning Phase C	S1 - S4 Learning Phase D
2.1				<ul style="list-style-type: none"> • use vocabulary that stimulates the imagination of the reader • make effective use of technical terms and notations in writing • write compositions that have no significant errors in punctuation, capitalization and usage of personal, relative, demonstrative, reflexive and indefinite pronouns and collective nouns

GOAL 2 cont'd	WRITING Students will demonstrate the ability to write fluently and accurately to express personal ideas, to inform and to persuade.			
ENGLISH LANGUAGE ARTS	PERFORMANCE INDICATORS			
Sub Goals	PS - P3 Learning Phase A	P4 - P6 Learning Phase B	M1 - M3 Learning Phase C	S1 - S4 Learning Phase D
2.2 Students for whom standard English is a second language or who may communicate through a variety of media, will use the understanding of their first language to develop competency in writing	<ul style="list-style-type: none"> students for whom standard English is a second language or who may communicate through a variety of media, will use the understanding of their first language to develop competency in writing 	<ul style="list-style-type: none"> students for whom standard English is a second language or who may communicate through a variety of media, will use the understanding of their first language to develop competency in writing 	<ul style="list-style-type: none"> students for whom standard English is a second language or who may communicate through a variety of media, will use the understanding of their first language to develop competency in writing 	<ul style="list-style-type: none"> Students for whom standard English is a second language or who may communicate through a variety of media, will use the understanding of their first language to develop competency in writing.
2.3 Students will use appropriate conventions of usage, mechanics and grammar to write effectively	<ul style="list-style-type: none"> write compositions that contain complete sentences write compositions that make effective use of very general, frequently used words to convey basic ideas 	<ul style="list-style-type: none"> write compositions that have few significant errors in the use of pronouns, adjectives and adverbs and conjunctions 	<ul style="list-style-type: none"> write compositions that contain complete sentences and use correct paragraph structure to convey their ideas 	<ul style="list-style-type: none"> write compositions that use a variety of transitional devices write compositions with a variety of sentence structures and lengths

GOAL 2 cont'd	WRITING Students will demonstrate the ability to write fluently and accurately to express personal ideas, to inform and to persuade.			
ENGLISH LANGUAGE ARTS	PERFORMANCE INDICATORS			
Sub Goals	PS - P3 Learning Phase A	P4 - P6 Learning Phase B	M1 - M3 Learning Phase C	S1 - S4 Learning Phase D
2.3	<ul style="list-style-type: none"> • write compositions that show some attention to the proper use of pronouns, adjectives and adverbial forms • write compositions that show some attention to the proper use of coordinating conjunctions • write compositions that show some evidence of correctly spelling common, frequently used words 	<ul style="list-style-type: none"> • Write compositions that have few significant errors in the spelling of common, frequently used words • write compositions that have no significant errors in the capitalization of words that begin sentences and few significant errors in the capitalization of proper nouns, titles, ending punctuation marks and shows some attention to the common uses of commas 	<ul style="list-style-type: none"> • write compositions that have no significant errors in the use of nouns, pronouns, adjectives, adverbial forms and coordinating conjunctions • write compositions that have no significant errors in the spelling of frequently used words and shows some attention to the correct spelling of commonly misspelled words and less common words 	<ul style="list-style-type: none"> • write for specific purposes- for business or professional communication • use appropriate conventions of usage, mechanics and grammar to write effectively

GOAL 2 cont'd	WRITING Students will demonstrate the ability to write fluently and accurately to express personal ideas, to inform and to persuade.			
ENGLISH LANGUAGE ARTS	PERFORMANCE INDICATORS			
Sub Goals	PS - P3 Learning Phase A	P4 - P6 Learning Phase B	M1 - M3 Learning Phase C	S1 - S4 Learning Phase D
2.4 Students will apply reflective, critical and creative thinking when writing for an identified audience.	<ul style="list-style-type: none"> • give some attention to the use of the question mark • write compositions that have few significant errors in the formation of verb tenses and plurals • dictate or write personal and descriptive compositions • make an attempt to self-edit • students will dictate or write personal and descriptive compositions 	<ul style="list-style-type: none"> • write narrative, descriptive, expository and persuasive compositions • make some attempt to identify strengths and weaknesses in own writing • seek help from others to improve writing • write stories or essays that show an awareness of an intended purpose • write compositions that show some attempt to use descriptive language that clarifies and enhances ideas 	<ul style="list-style-type: none"> • use direct feedback from peers to revise content of a composition • write for public and private audiences 	<ul style="list-style-type: none"> • use appropriate conventions of usage mechanics and grammar to write effectively. • write compositions that are clearly focused for different audiences • write compositions that have strong overall sense of cohesion • write compositions that exhibit a clear personal style and voice • apply reflective, critical and creative thinking when writing for an identified audience

GOAL 2 cont'd	WRITING Students will demonstrate the ability to write fluently and accurately to express personal ideas, to inform and to persuade.			
ENGLISH LANGUAGE ARTS	PERFORMANCE INDICATORS			
Sub Goals	PS - P3 Learning Phase A	P4 - P6 Learning Phase B	M1 - M3 Learning Phase C	S1 - S4 Learning Phase D
2.4 Students will apply reflective, critical and creative thinking when writing for an identified audience.	<ul style="list-style-type: none"> • give some attention to the use of the question mark • write compositions that have few significant errors in the formation of verb tenses and plurals • dictate or write personal and descriptive compositions • make an attempt to self-edit • students will dictate or write personal and descriptive compositions 	<ul style="list-style-type: none"> • write narrative, descriptive, expository and persuasive compositions • make some attempt to identify strengths and weaknesses in own writing • seek help from others to improve writing • write stories or essays that show an awareness of an intended purpose • write compositions that show some attempt to use descriptive language that clarifies and enhances ideas 	<ul style="list-style-type: none"> • use direct feedback from peers to revise content of a composition • write for public and private audiences 	<ul style="list-style-type: none"> • use appropriate conventions of usage mechanics and grammar to write effectively. • write compositions that are clearly focused for different audiences • write compositions that have strong overall sense of cohesion • write compositions that exhibit a clear personal style and voice • apply reflective, critical and creative thinking when writing for an identified audience

GOAL 2 cont'd	WRITING Students will demonstrate the ability to write fluently and accurately to express personal ideas, to inform and to persuade.			
ENGLISH LANGUAGE ARTS	PERFORMANCE INDICATORS			
Sub Goals	PS - P3 Learning Phase A	P4 - P6 Learning Phase B	M1 - M3 Learning Phase C	S1 - S4 Learning Phase D
2.4	<ul style="list-style-type: none"> • dictate or write personal and descriptive compositions • make an attempt to self-edit and to help edit classmates' writing 			<ul style="list-style-type: none"> • understand personal writing strengths and weaknesses and use strategies to enhance strengths and overcome weaknesses • write compositions that demonstrate effective use of descriptive language that clarifies and enhances ideas
2.5 Students will gather and use technology information effectively for research purposes.	<ul style="list-style-type: none"> • use familial resources for writing personal narratives 	<ul style="list-style-type: none"> • utilize secondary sources when writing compositions 	<ul style="list-style-type: none"> • utilize primary and secondary sources when writing compositions 	<ul style="list-style-type: none"> • students will gather and use technology information effectively for research purposes

GOAL 3	SPEAKING AND LISTENING Students will adjust their oral, expressive and receptive language to communicate effectively with a variety of audiences and for different purposes.			
ENGLISH LANGUAGE ARTS	PERFORMANCE INDICATORS			
Sub Goals	PS - P3 Learning Phase A	P4 - P6 Learning Phase B	M1 - M3 Learning Phase C	S1 - S4 Learning Phase D
3.1 Students will use oral language with sensitivity to audience, purpose and occasion; listen courteously and attentively.	<ul style="list-style-type: none"> • when prompted, make relevant contributions in class and group discussions • ask questions to help clear up personal confusion about a topic 	<ul style="list-style-type: none"> • actively contribute to group discussions • ask questions in class when he or she is confused • listen to classmates and adults without interrupting • read compositions to the class • make eye contact while giving oral presentations • compare the uses of language in the home, community and school 	<ul style="list-style-type: none"> • apply human relation skills in communicating with others for a variety of purposes • include listening, resolving conflicts, practicing etiquette, using appropriate nonverbal communication, conversing, practicing poise and using appropriate voice and rate of speech • develop ideas for an oral presentation by setting a purpose, identifying, maintaining and limiting a topic and organizing ideas for logical presentation 	<ul style="list-style-type: none"> • students will use oral language with sensitivity to audience, purpose, and occasion; listen courteously and attentively

GOAL 3	SPEAKING AND LISTENING Students will adjust their oral/expressive and receptive language to communicate effectively with a variety of audiences and for different purposes.			
ENGLISH LANGUAGE ARTS	PERFORMANCE INDICATORS			
Sub Goals	PS - P3 Learning Phase A	P4 - P6 Learning Phase B	M1 - M3 Learning Phase C	S1 - S4 Learning Phase D
3.2 Students for whom standard English is a second language or who may communicate through a variety of media, will use the understanding of their first language to develop competency in speaking and listening	<ul style="list-style-type: none"> students for whom standard English is a second language or who may communicate through a variety of media, will use the understanding of their first language to develop competency in speaking and listening 	<ul style="list-style-type: none"> students for whom standard English is a second language or who may communicate through a variety of media, will use the understanding of their first language to develop competency in speaking and listening 	<ul style="list-style-type: none"> students for whom standard English is a second language or who may communicate through a variety of media, will use the understanding of their first language to develop competency in speaking and listening 	<ul style="list-style-type: none"> students for whom standard English is a second language or who may communicate through a variety of media, will use the understanding of their first language to develop competency in speaking and listening
3.3 Students will develop language and acquire information through listening and responding	<ul style="list-style-type: none"> deliver ideas for an oral presentation. This includes, but is not limited to, maintaining logical sequence in an oral presentation and reading orally with expression when prompted, recount personal experiences or reports on personal knowledge about a topic 	<ul style="list-style-type: none"> deliver an oral presentation. This includes, but is not limited to, reciting a poetry selection and presenting a simple oral report, participating in creative dramatics, choral reading and storytelling. make some effort to have a clear main point when speaking to others 	<ul style="list-style-type: none"> read orally with appropriate expression and phrasing to convey meaning apply communication skills to respond to literature, engage in class discussions and participate in cooperative groups 	<ul style="list-style-type: none"> students will develop language and acquire information through listening and responding

GOAL 3 cont'd	LANGUAGE STUDY Students will adjust their oral/expressive and receptive language to communicate effectively with a variety of audiences and for different purposes.			
ENGLISH LANGUAGE ARTS	PERFORMANCE INDICATORS			
Sub Goals	PS - P3 Learning Phase A	P4 - P6 Learning Phase B	M1 - M3 Learning Phase C	S1 - S4 Learning Phase D
		<ul style="list-style-type: none"> • make observations about specific uses of own language • ask and seek to answer questions regarding the characteristics of various places outside the local community and the people who live in those places • ask and seek to answer questions about people and places in one's local community (e.g. school, neighbourhood) • use encyclopedias to gather information for research topics • use key words, indexes, cross references and letters on volumes to find information for research topics 	<ul style="list-style-type: none"> • develop and deliver formal and informal presentations. These include, but are not limited to providing directions or instructions, conducting an interview, presenting an informative speech 	

GOAL 3 cont'd	LANGUAGE STUDY Students will adjust their oral/expressive and receptive language to communicate effectively with a variety of audiences and for different purposes.			
ENGLISH LANGUAGE ARTS	PERFORMANCE INDICATORS			
Sub Goals	PS - P3 Learning Phase A	P4 - P6 Learning Phase B	M1 - M3 Learning Phase C	S1 - S4 Learning Phase D
3.3		<ul style="list-style-type: none"> • use multiple representations of information (e.g., maps, charts, photos) to find information for research topics • have a basic understanding of the concept of a primary source 		

GOAL 4	PROCESSING INFORMATION AND MASS MEDIA Students will use mass media and information processing effectively as both an entertainment medium and a source of information.			
ENGLISH LANGUAGE ARTS	PERFORMANCE INDICATORS			
Sub Goals	PS - P3 Learning Phase A	P4 - P6 Learning Phase B	M1 - M3 Learning Phase C	S1 - S4 Learning Phase D
4.1 Students will use mass media selectively and critically to locate, retrieve, evaluate and apply information in the solution of (language related) problems	<ul style="list-style-type: none"> • formulate questions about family or background that would require consulting family artifacts and other family records of the past • use encyclopedias to gather information. Use dictionaries and references to gather information • use key words, indexes, cross references and letters on volumes to find information for researching information • access information sources using mass media print and non-print (video, television, Internet) 	<ul style="list-style-type: none"> • use encyclopedias, dictionaries and reference materials to gather information for research topics • use key words, indexes, cross references and letters on volumes to find information for research topics • use multiple representations of information (e.g., maps, charts, photos) to find information for research topics • have a basic understanding of concept of a primary source • access information sources using mass media print and non-print (video, television, Internet) 	<ul style="list-style-type: none"> • gather and synthesize data for research topics from interviews and field surveys • gather information for research topics using note taking • separate information gathered for a research topic into major components based on appropriate criteria • examine critical relationships between and among elements of a research topic • be able to use library resources • access information sources using mass media print and non-print (video, television, Internet) 	<ul style="list-style-type: none"> • accurately interpret information from and detect inconsistencies in a data matrix. • follow basic linear paths in organizational charts. • identify information in schematic diagrams. • use library to gather information for research purposes. • synthesize a variety of types of visual information including pictures and symbols when researching a topic • access information sources using mass media print and non-print (video, television, Internet)

GOAL 4 cont'd	PROCESSING INFORMATION AND MASS MEDIA Students will use mass media and information processing effectively as both an entertainment medium and a source of information.			
ENGLISH LANGUAGE ARTS	PERFORMANCE INDICATORS			
Sub Goals	PS - P3 Learning Phase A	P4 - P6 Learning Phase B	M1 - M3 Learning Phase C	S1 - S4 Learning Phase D
4.1			<ul style="list-style-type: none"> • use references to gather information for research topics • interpret political and social messages of political cartoons • apply the reading process and strategies to directions or procedures • form explicit conclusions regarding appropriate language use based on observation • understand those factors that commonly affect the use of language 	<ul style="list-style-type: none"> • make extensive use of primary sources when researching a topic and make careful consideration of the motives and perspectives of the authors of those sources • make in-depth analysis of the validity and reliability of primary source information and use information accordingly in reporting on a research topic • identify and use "likely informants" to gather information for research topic

<p>GOAL 4 cont'd</p>	<p>PROCESSING INFORMATION AND MASS MEDIA Students will use mass media and information processing effectively as both an entertainment medium and a source of information.</p>			
<p>ENGLISH LANGUAGE ARTS</p>	<p>PERFORMANCE INDICATORS</p>			
<p>Sub Goals</p>	<p>PS - P3 Learning Phase A</p>	<p>P4 - P6 Learning Phase B</p>	<p>M1 - M3 Learning Phase C</p>	<p>S1 - S4 Learning Phase D</p>
<p>4.1</p>			<ul style="list-style-type: none"> • use a computer to gather information for research topics • use magazines, visuals newspapers, dictionaries, schedules and journals to gather information for research topics • make limited but effective use of primary sources when researching topics • consider the importance of primary sources from the perspective of the validity and reliability of the information 	<ul style="list-style-type: none"> • conduct research using data from in-depth field studies • synthesize information from multiple research studies to draw conclusions that go beyond those found in any of the individual studies • identify and defend research questions and topics that will be important in the future • create bibliographies for research topics. • use cross referencing while gathering information for a research topic

GOAL 4 cont'd	PROCESSING INFORMATION AND MASS MEDIA Students will use mass media and information processing effectively as both an entertainment medium and a source of information.			
ENGLISH LANGUAGE ARTS	PERFORMANCE INDICATORS			
Sub Goals	PS - P3 Learning Phase A	P4 - P6 Learning Phase B	M1 - M3 Learning Phase C	S1 - S4 Learning Phase D
4.1			<ul style="list-style-type: none"> • take photographs or make short videos or sketches as a way of collecting field data for a research project • create bibliographies for research topics 	<ul style="list-style-type: none"> • write a basic description of events to record information for research purposes • summarize dialogues for the purpose of collecting information for research purposes • use government publications to gather information for research purposes • use microfiche to gather information for research purposes • use a variety of news sources to gather information for research purposes

GOAL 4 cont'd	PROCESSING INFORMATION AND MASS MEDIA Students will use mass media and information processing effectively as both an entertainment medium and a source of information.			
ENGLISH LANGUAGE ARTS	PERFORMANCE INDICATORS			
Sub Goals	PS - P3 Learning Phase A	P4 - P6 Learning Phase B	M1 - M3 Learning Phase C	S1 - S4 Learning Phase D
4.1				<ul style="list-style-type: none"> • identify and defend research questions and topics that will be important in the future
4.2 Students for whom standard English is a second language or who may communicate through a variety of media, will use the understanding of their first language to develop competency in writing	<ul style="list-style-type: none"> • students for whom standard English is a second language or who may communicate through a variety of media, will use the understanding of their first language to develop competency in writing 	<ul style="list-style-type: none"> • students for whom standard English is a second language or who may communicate through a variety of media, will use the understanding of their first language to develop competency in writing 	<ul style="list-style-type: none"> • students for whom standard English is a second language or who may communicate through a variety of media, will use the understanding of their first language to develop competency in writing • communicate effectively in more than one language or dialect 	<ul style="list-style-type: none"> • students for whom standard English is a second language or who may communicate through a variety of media, will use the understanding of their first language to develop competency in writing • communicate effectively in more than one language or dialect

<p>GOAL 4 cont'd</p>	<p>PROCESSING INFORMATION AND MASS MEDIA Students will use mass media and information processing effectively as both an entertainment medium and a source of information.</p>			
<p>ENGLISH LANGUAGE ARTS</p>	<p>PERFORMANCE INDICATORS</p>			
<p>Sub Goals</p>	<p>PS - P3 Learning Phase A</p>	<p>P4 - P6 Learning Phase B</p>	<p>M1 - M3 Learning Phase C</p>	<p>S1 - S4 Learning Phase D</p>
<p>4.3 Students will use a variety of technological and informational resources to locate, gather and synthesize information and communicate knowledge</p>	<ul style="list-style-type: none"> • apply available technology to process and complete product. Use skills to research and document information on a topic of interest • access technology 	<ul style="list-style-type: none"> • organize and analyze information. This includes, but is not limited to, using graphic organizers to show text features, organizing, recalling and restating information and developing strategies for spelling correctly • generate, test and evaluate solutions 	<ul style="list-style-type: none"> • apply research skills to gather information, using parts of a book index, locating word or topic in an alphabetically arranged source, identifying and using sources best suited to provide needed information (encyclopedia, dictionary, atlas and thesaurus) 	<ul style="list-style-type: none"> • use a variety of technological and informational resources to locate, gather and synthesize information and to create and communicate knowledge

GOAL 1	READING AND LITERATURE Students will use appropriate reading strategies in order to understand, reflect, evaluate and enjoy a variety of text.			
	SCOPE AND SEQUENCE			
	PS - P3 Learning Phase A	P4- P6 Learning Phase B	M1 - M3 Learning Phase C	S1 - S4 Learning Phase D
<p>Subgoal 1.1</p> <p>Students will experience reading by having exposure to a variety of reading selections including choosing materials based on personal interests, engaging in recreational reading both within and outside the classroom and participating in reading orally.</p>	<ul style="list-style-type: none"> • apply knowledge of how print is organized and read • read from left to right and top to bottom • match spoken words with print • identify letters, words and sentences • apply phonetic principles to reading. • use beginning and ending consonants in decoding single-syllable words. • use vowel sounds in decoding single-syllable words. • blend beginning, middle and ending sounds to recognize and read words • use word patterns 	<ul style="list-style-type: none"> • read and comprehend a variety of fiction and nonfiction selections • relate previous experiences to what is read • make predictions about content • ask and answer critical thinking questions about what is read • identify characters and setting • retell stories and events, using beginning, middle and end • identify the theme or main ideas • write about what is read • talk about characters, setting and events 	<ul style="list-style-type: none"> • compare the use of fact and fantasy in historical fiction with other forms of literature • explain how knowledge of the lives and experiences of individuals in history can relate to individuals who have similar goals or face similar challenges • demonstrate comprehension of a variety of literary forms • use text organizers such as type, headings and graphics to predict and categorize information • formulate questions that might be answered in the selection • make inferences using information from texts 	<ul style="list-style-type: none"> • read and critique literary works from a variety of eras in a variety of cultures • explain similarities and differences of structures and images as represented in the literature of different cultures • identify universal themes prevalent in the literature of all cultures • describe cultural archetypes in short stories, novels, poems and plays across several cultures • read a variety of fiction, nonfiction and poetry • describe setting, plot structure and theme or conflict

GOAL 1 cont'd	READING AND LITERATURE Students will use appropriate reading strategies in order to understand, reflect, evaluate and enjoy a variety of text.			
	SCOPE AND SEQUENCE			
	PS - P3 Learning Phase A	P4- P6 Learning Phase B	M1 - M3 Learning Phase C	S1 - S4 Learning Phase D
Subgoal 1.1 cont'd	<ul style="list-style-type: none"> • identify main idea and supporting detail • identify what an author does and what an illustrator does • use meaning clues when reading • use pictures when reading • use knowledge of the story and topic to read works • use language structure when reading • use knowledge of sentence structure to read works • integrate phonetic strategies, meaning clues and language structure when reading 	<ul style="list-style-type: none"> • use story language in discussions and retellings • identify what an author does and what an illustrator does • describe how author's choice of vocabulary and style contribute to the quality and enjoyment of selections • read with accuracy and self-correct when necessary • read familiar stories, poems or passages with fluency and expression • recognize words that signal transitions to determine sequence and its contribution to the meaning of a text 	<ul style="list-style-type: none"> • paraphrase content of selection, identifying important ideas and providing details for each important idea • describe relationship between content and previously learned concepts or skills • write about what is read • read a variety of poetry • Identify the sensory words used and their effect on the reader • read a variety of fiction(realistic, fantasy, historical and biographical) and nonfiction (expository and argumentative) 	<ul style="list-style-type: none"> • analyze relationship between author's style, literary form and intended impact on reader • synthesize connections between historical and cultural influences and literary selections • evaluate word choice and language structure to convey an author's viewpoint in newspaper and magazine articles and critical reviews • experience reading by having exposure to a variety of reading selections including choosing materials based on personal interests, engaging in recreational reading both within and

GOAL 1 cont'd	READING AND LITERATURE Students will use appropriate reading strategies in order to understand, reflect, evaluate and enjoy a variety of text.			
	SCOPE AND SEQUENCE			
	PS - P3 Learning Phase A	P4 - P6 Learning Phase B	M1 - M3 Learning Phase C	S1 - S4 Learning Phase D
Subgoal 1.1 cont'd	<ul style="list-style-type: none"> • preview the selection. • set a purpose for reading • read with accuracy and self-correct when necessary • read familiar stories, poems, or passages with fluency and expression 	<ul style="list-style-type: none"> • use syntactic cues • use punctuation to guide reading with correct phrasing and emphasis • recognize how text structure, paragraphing and punctuation contribute to meaning • develop a reading vocabulary • determine contextually appropriate meanings of multiple meaning words: homonyms, synonyms and antonyms • determine meaning of new words • read aloud frequently 	<ul style="list-style-type: none"> • demonstrate automaticity in decoding • read primarily in meaningful phrase groups rather than word-by-word • read with expression, interjecting a sense of feeling, anticipation or characterization • read aloud fluently • appreciate cultural contributions and artistic expressions • use appropriate strategies to refine meaning • read and understand materials at an increasingly higher level • use appropriate technology • demonstrate reading fluency 	<p>outside the classroom and participating in reading orally</p>

GOAL 1 cont'd	READING AND LITERATURE Students will use appropriate reading strategies in order to understand, reflect, evaluate and enjoy a variety of text.			
	SCOPE AND SEQUENCE			
	PS - P3 Learning Phase A	P4 - P6 Learning Phase B	M1 - M3 Learning Phase C	S1 - S4 Learning Phase D
			<ul style="list-style-type: none"> • read primarily in meaningful phrase groups rather than word-by word 	
<p>Subgoal 1.2</p> <p>Students for whom standard English is a second language or who may communicate through a variety of media, will use the understanding of their first language to develop competency in reading and literature</p>	<ul style="list-style-type: none"> • use knowledge of common vowel patterns • use pictures and diagrams • use information in the story to read words • use titles and headings • read aloud frequently 	<ul style="list-style-type: none"> • use pictures, phonics, meaning clues and language structure • reread and self-correct when necessary • develop a reading vocabulary • read for meaning frequently in and out of school • read aloud frequently 	<ul style="list-style-type: none"> • identify known words and figure out unknown words through knowledge of letter combinations and word families • read high frequency words fluently • use self-correction strategies when the meaning of a word or passage is not clear 	<ul style="list-style-type: none"> • read frequently in and out of school • read a variety of genres: fiction, poetry and informational text • reread familiar materials • study an author's craft by reading several books by the same author • build a personal reading vocabulary by encountering words from the environment and in varied contexts • read materials at an increasingly higher level

GOAL 1 cont'd	READING AND LITERATURE Students will use appropriate reading strategies in order to understand, reflect, evaluate and enjoy a variety of text.			
	SCOPE AND SEQUENCE			
	PS - P3 Learning Phase A	P4 - P6 Learning Phase B	M1 - M3 Learning Phase C	S1 - S4 Learning Phase D
Subgoal 1.2			<ul style="list-style-type: none"> • read and understand materials at an increasingly higher level. • use appropriate technology • demonstrate reading fluency • read primarily in meaningful phrase groups rather than word-by-word 	<ul style="list-style-type: none"> • share ideas from reading • refine reading skills and develop positive attitudes • participate in a print-rich and technologically appropriate environment • communicate through a variety of media, using the understanding of their first language to develop competency in reading and literature

GOAL 1 cont'd	READING AND LITERATURE Students will use appropriate reading strategies in order to understand, reflect, evaluate and enjoy a variety of text.			
	SCOPE AND SEQUENCE			
	PS - P3 Learning Phase A	P4 - P6 Learning Phase B	M1 - M3 Learning Phase C	S1 - S4 Learning Phase D
Subgoal 1.3 Students will demonstrate competence in the general skills and strategies of the reading process.	<ul style="list-style-type: none"> • use phonetic strategies when reading and writing • use knowledge of consonants and consonant blends in words • use language structure when reading • use knowledge of prefixes and suffixes • use knowledge of contractions and singular possessives • use knowledge of simple abbreviations • use knowledge of sentence structure. • use knowledge of story structure and sequence 	<ul style="list-style-type: none"> • read and learn the meanings of unfamiliar words • use knowledge of root words, prefixes and suffixes • use knowledge of words origins; synonyms, antonyms and homonyms and multiple meanings of words • use word-reference materials including the glossary, dictionary and thesaurus • make, confirm, or revise predictions as needed • summarize what is read • analyze selections to answer comprehension questions 	<ul style="list-style-type: none"> • read and understand information from varied sources • use knowledge of text structures to aid comprehension • distinguish fact from opinion in newspapers, magazines and other print media • read and learn the meanings of unfamiliar words • use knowledge of word origins and derivations • explain the relationships between and among elements of literature: characters, plot, setting, tone, point of view and theme 	<ul style="list-style-type: none"> • read and analyze a variety of literature • identify the characteristics that distinguish literary forms • use literary terms in describing and analyzing selections • explain the relationships between and among elements of literature: characters, plot, setting, tone, point of view and theme • apply knowledge of word origins, derivations and idioms and use analogies, metaphors and similes to extend vocabulary development

GOAL 1 cont'd	READING AND LITERATURE Students will use appropriate reading strategies in order to understand, reflect, evaluate and enjoy a variety of text.			
	SCOPE AND SEQUENCE			
	PS - P3 Learning Phase A	P4- P6 Learning Phase B	M1 - M3 Learning Phase C	S1 - S4 Learning Phase D
Subgoal 1.3 cont'd		<ul style="list-style-type: none"> • organize and synthesize information for use in written and oral presentations. 	<ul style="list-style-type: none"> • read dramatic selections • compare and contrast the elements of character, setting and plot in one-act plays and full-length plays • describe how stage directions help the reader understand a play's setting, mood, characters, plot and theme 	<ul style="list-style-type: none"> • synthesize, evaluate and reflect on what has been read • demonstrate competence in the general skills and strategies of the reading process • demonstrate competence in the general skills and strategies of the reading process

GOAL 1 cont'd	READING AND LITERATURE Students will use appropriate reading strategies in order to understand, reflect, evaluate and enjoy a variety of text.			
	SCOPE AND SEQUENCE			
	PS - P3 Learning Phase A	P4 - P6 Learning Phase B	M1 - M3 Learning Phase C	S1 - S4 Learning Phase D
Subgoal 1.4 Students will demonstrate competence in general skills and strategies for reading literature and applying the reading process to specific types of literary genres.	<ul style="list-style-type: none"> • preview the selection. • set purpose for reading • compare and contrast settings, characters and events • organize information or events logically • use information to learn about new topics • write about what is read 	<ul style="list-style-type: none"> • describe character development in fiction and poetry selections • describe the development of plot and explain how conflicts are resolved • describe the characteristics of free verse, rhymed and patterned poetry • compare and contrast the lives of two persons as described in biographies and/or autobiographies 	<ul style="list-style-type: none"> • read a variety of poetry • compare and contrast the use of a speaker and the impact on the reader • describe the impact of specific word choices, such as jargon, dialect, multiple meanings, invented words, concrete or abstract terms and sensory or figurative language • explain how sentence structure, line length and punctuation convey mood or meaning of a poem • describe how rhythm contributes to the purpose or theme of a poem • compare and contrast the rhythm of poems with similar or dissimilar themes 	<ul style="list-style-type: none"> • explain how imagery and figures of speech (personification, simile, metaphor) appeal to the reader's senses and experience. • compare and contrast traditional and contemporary works of poets from many cultures. • read and critique dramatic selections from a variety of authors. • describe the conflict, plot, climax and setting • compare and contrast ways in which dialogue and staging contribute to the theme

<p>GOAL 1 cont'd</p>	<p>READING AND LITERATURE Students will use appropriate reading strategies in order to understand, reflect, evaluate and enjoy a variety of text.</p>			
	<p align="center">SCOPE AND SEQUENCE</p>			
<p>Subgoal 1.4 cont'd</p>	<p align="center">PS - P3 Learning Phase A</p>	<p align="center">P4 - P6 Learning Phase B</p>	<p align="center">M1 - M3 Learning Phase C</p>	<p align="center">S1 - S4 Learning Phase D</p> <ul style="list-style-type: none"> • identify the most effective elements of selected plays • compare and contrast dramatic elements of selected plays from American, British and other cultures • demonstrate competence in general skills and strategies for reading literature and applying the reading process to specific types of literary genres

GOAL 1 cont'd	READING AND LITERATURE Students will use appropriate reading strategies in order to understand, reflect, evaluate and enjoy a variety of text.			
	SCOPE AND SEQUENCE			
Subgoal 1.5 Students will demonstrate competence in the general skills and strategies for reading information and applying the reading process to specific types of informational texts.	PrS - P3 Learning Phase A <ul style="list-style-type: none"> • relate previous experiences to the topic • read to confirm predictions • locate information to answer questions • paraphrase information found in nonfiction materials • describe characters and setting in fiction selections and poetry • identify the characteristics of folk tales 	P4 - P6 Learning Phase B <ul style="list-style-type: none"> • use knowledge of less common vowel patterns • use knowledge of homophones • preview and use text formats • set a purpose for reading • apply meaning clues, language structure and phonetic strategies • reread and self-correct when necessary 	M1 - M3 Learning Phase C <ul style="list-style-type: none"> • apply knowledge of the characteristics and elements of various literary forms, including short stories, essays, speeches, lyric and narrative poems, plays and novels • explain the use of symbols and figurative language • describe inferred main ideas or themes 	S1 - S4 Learning Phase D <ul style="list-style-type: none"> • read and write a variety of poetry • describe the visual images created by language • describe how word choice, speaker and imagery elicit a response from the reader • compare and contrast plot and character development in narrative poems, short stories and longer fiction selections • comprehend what is read from a variety of sources

GOAL 1 cont'd	READING AND LITERATURE Students will use appropriate reading strategies in order to understand, reflect, evaluate and enjoy a variety of text.			
	SCOPE AND SEQUENCE			
	PS - P3 Learning Phase A	P4 - P6 Learning Phase B	M1 - M3 Learning Phase C	S1 - S4 Learning Phase D
Subgoal 1.5 cont'd	<ul style="list-style-type: none"> • identify the characteristics of biographies and autobiographies • compare and contrast the lives of two persons as described in biographies and/or autobiographies • paraphrase information found in nonfiction materials • describe characters and setting in fiction selections 	<ul style="list-style-type: none"> • make connections between previous experiences • make, confirm or revise predictions. • Ask and answer questions • compare and contrast the characters described in two folk tales 	<ul style="list-style-type: none"> • describe cause-effect relationships and their impact on plot • describe how authors' use characters, point of view and tone to create meaning 	<ul style="list-style-type: none"> • draw on background knowledge and knowledge of text structure to understand selections • analyze details for relevance and accuracy • read and follow instructions to assemble a model or simple structure • evaluate and synthesize information to apply in written and oral presentations • demonstrate competence in the general skills and strategies for reading information and applying the reading process to specific types of informational texts

GOAL 1 cont'd	READING AND LITERATURE Students will use appropriate reading strategies in order to understand, reflect, evaluate and enjoy a variety of text.			
	SCOPE AND SEQUENCE			
	PS - P3	P4 - P6	M1 - M3	S1 - S4
	Learning Phase A	Learning Phase B	Learning Phase C	Learning Phase D
Subgoal 1.6 Students will demonstrate competence in using different information sources, including those of a technical nature to accomplish specific task.	<ul style="list-style-type: none"> • Explain the problem, solution or central idea. • Write about what is read. • Locate information to support opinions, predictions and conclusions. • Identify cause-and-effect relationships. • Prioritize information according to purpose of reading. 	<ul style="list-style-type: none"> • Comprehend what is read from a variety of sources. • Draw on background knowledge and knowledge of text structure to understand selections • Analyze details for relevance and accuracy. • Read and follow instructions to assemble a model or simple structure. • Use text organizers such as type, headings and graphics to predict and categorize informational texts. • Read and critique a variety of poetry. 	<ul style="list-style-type: none"> • Comprehend what is read from a variety of sources. • Draw on background knowledge and knowledge of text structure to understand selections. • Analyze details for relevance and accuracy. • Read and follow instructions to assemble a model or simple structure. • Use text organizers such as type, headings and graphics to predict and categorize informational texts. • Read and critique a variety of poetry. 	<ul style="list-style-type: none"> • Analyze the development of British literature and literature of other cultures. • Recognize the major literary forms and techniques. • Read and critique a variety of poetry. • Recognize the characteristics of major chronological eras. • Relate literary works and authors to major themes and issues of their eras. • Read a variety of print material. • Identify information needed to conduct a laboratory experiment or product evaluation.

GOAL 1 cont'd	READING AND LITERATURE Students will use appropriate reading strategies in order to understand, reflect, evaluate and enjoy a variety of text.			
	SCOPE AND SEQUENCE			
	PrS - P3 Learning Phase A	P4 - P6 Learning Phase B	M1 - M3 Learning Phase C	S1 - S4 Learning Phase D
Subgoal 1.6 cont'd				<ul style="list-style-type: none"> • draw conclusions regarding the quality of a product based on analysis of the accompanying text. • evaluate the quality of informational texts and technical manuals. • demonstrate competence in using different information sources, including those of a technical nature to accomplish specific task.

GOAL 2	WRITING Students will demonstrate the ability to write fluently and accurately to express personal ideas, to inform and to persuade.			
	SCOPE AND SEQUENCE			
	PS - P3 Learning Phase A	P4 - P6 Learning Phase B	M1 - M3 Learning Phase C	S1 - S4 Learning Phase D
Subgoal 2.1 Students will experience writing as a way of knowing and communicating; students will use the composing process flexibly	<ul style="list-style-type: none"> • print legibly • form letters • space words and sentences • write descriptive sentences and paragraphs • develop a plan for writing • focus on a central idea • group related ideas • include descriptive details that elaborate the central ideas • revise writing for clarity • edit final copies for grammar, capitalization, punctuation and spelling 	<ul style="list-style-type: none"> • print legibly • form letters • write legibly in cursive • space words and sentences • write for a variety of purposes: to describe, to inform, to entertain and to explain • choose planning strategies for various writing purposes • organize information. • Apply the writing process • use vocabulary effectively • edit final copies for grammar, capitalization, punctuation and spelling 	<ul style="list-style-type: none"> • write for a variety of purposes to describe, to inform, to entertain and to explain • choose planning strategies for various writing purposes • organize information • demonstrate the writing process • use vocabulary effectively • vary sentence structure • revise writing for clarity • edit final copies for grammar, capitalization, spelling and punctuation, especially the use of possessives and quotation marks • present work attractively 	<ul style="list-style-type: none"> • develop narrative, literary expository and technical writings to inform, explain, analyze or entertain • plan and organize using the writing process. • communicate clearly the purposes of the writing • write clear, varied sentences • use specific vocabulary and information • arrange paragraphs into a logical progression • revise writing for clarity. • experience writing as a way of knowing and communicating; students will use the composing process flexibly

GOAL 2 cont'd	WRITING Students will demonstrate the ability to write fluently and accurately to express personal ideas, to inform and to persuade.			
	SCOPE AND SEQUENCE			
	PS - P3 Learning Phase A	P4 - P6 Learning Phase B	M1 - M3 Learning Phase C	S1 - S4 Learning Phase D
Subgoal 2.2 Students for whom standard English is a second language or who may communicate through a variety of media, will use the understanding of their first language to develop competency in communication.	<ul style="list-style-type: none"> • communicate ideas • generate ideas • focus on one topic • use description when communicating about people, places, things and events • share communication with others • use available appropriate technology • recognize conventions of grammar and spelling 	<ul style="list-style-type: none"> • communicate ideas • generate ideas • focus on one topic • use description when communicating about people, places, things and events • share communication with others • use available appropriate technology • apply basic conventions of grammar and spelling 	<ul style="list-style-type: none"> • communicate effective narratives and explanations • focus on one aspect of a topic • develop a plan for writing • organize ideas to convey a central concept • communicate ideas in related paragraphs on the same topic • develop style, including word choice, tone, voice and sentence variation • extend conventions of grammar and spelling • use available and appropriate technology 	<ul style="list-style-type: none"> • communicate effective narratives, descriptions, arguments and explanations • focus on one aspect of a topic • develop a plan for writing. • organize writing to convey a central idea • communicate perspective in related paragraphs on the same topic • utilize elements of style, including word choice, tone, voice and sentence variation • Edit final copies for grammar, capitalization, punctuation and spelling

GOAL 2 cont'd	WRITING Students will demonstrate the ability to write fluently and accurately to express personal ideas, to inform and to persuade.			
	SCOPE AND SEQUENCE			
Subgoal 2.2 cont'd	PS - P3 Learning Phase A	P4 - P6 Learning Phase B	M1 - M3 Learning Phase C	S1 - S4 Learning Phase D <ul style="list-style-type: none"> • use available and appropriate technology • communicate through a variety of media, using the understanding of their first language to develop competency in communication
<p>*Students With Diverse Needs</p> <p>Teachers of students with some types of special needs are encouraged to use the ELA framework flexibly to validate that communication may be expressed or received by students in a variety of ways.</p> <p>Not all students can read, write, speak and listen in the traditional sense or at the level expected for their grade. Teachers will need to be sensitive to this reality and accommodate individual needs by adapting instruction and assessment or using alternative communications media (e.g., voice-activated computer, sign language and interpreters, Braille, communication boards, audio). When words such as <i>speaks</i>, <i>writes</i> or <i>reads</i> are used in this document, they should be broadly interpreted to include such adaptations.</p>				

GOAL 2 cont'd	WRITING Students will demonstrate the ability to write fluently and accurately to express personal ideas, to inform and to persuade.			
	SCOPE AND SEQUENCE			
	PS - P3 Learning Phase A	P4 - P6 Learning Phase B	M1 - M3 Learning Phase C	S1 - S4 Learning Phase D
Subgoal 2.3 Students will use appropriate conventions of usage, mechanics and grammar to write effectively.	<ul style="list-style-type: none"> • edit final copies for grammar, capitalization, punctuation and spelling • use declarative, interrogative and exclamatory sentences • capitalize all proper nouns and words at the beginning of sentences • use correct spelling for frequently used words 	<ul style="list-style-type: none"> • use subject-verb agreement. • avoid double negatives • use pronoun "I" correctly in compound subjects • use commas in series, dates and addresses. • write legibly in cursive • demonstrate appropriate use of parts of speech in writing • analyze writing for relevance and coherence 	<ul style="list-style-type: none"> • write narratives, descriptions and explanations • use a variety of planning strategies to generate and organize ideas • establish central idea, organization, elaboration and unity • select vocabulary and information to enhance the central idea, tone and voice • plan and write friendly and business letter formats 	<ul style="list-style-type: none"> • develop a focus for writing • evaluate and cite applicable information • organize ideas in a logical manner • elaborate ideas clearly and accurately • adapt content, vocabulary, voice and tone to audience, purpose and situation • revise writing for accuracy and depth of information • edit final copies for correct use of language, spelling, punctuation and capitalization

GOAL 2 cont'd	WRITING Students will demonstrate the ability to write fluently and accurately to express personal ideas, to inform and to persuade.			
	SCOPE AND SEQUENCE			
	PS - P2 Learning Phase A	P3 - P6 Learning Phase B	M1 - M3 Learning Phase C	S1 - S4 Learning Phase D
Subgoal 2.3 cont'd		<ul style="list-style-type: none"> • select and develop a topic sentence and supporting detail 	<ul style="list-style-type: none"> • revise writing for clarity • edit final copies for correct use of language • edit final copies for writing mechanics: format, capitalization, punctuation and spelling 	<ul style="list-style-type: none"> • write, revise and edit personal and business correspondence to a standard acceptable in the workplace and higher education • apply a variety of planning strategies to generate and organize ideas • organize information to support the purpose of the writing • present information in a logical manner • edit final copies for correct use of language, spelling, punctuation and capitalization

GOAL 2 cont'd	WRITING Students will demonstrate the ability to write fluently and accurately to express personal ideas, to inform and to persuade.			
	SCOPE AND SEQUENCE			
	PS - P2 Learning Phase A	P3 - P6 Learning Phase B	M1 - M3 Learning Phase C	S1 - S4 Learning Phase D
				<ul style="list-style-type: none"> • Use appropriate conventions of usage, mechanics and grammar to write effectively.
Subgoal 2.4 Students will apply reflective, critical and creative thinking when writing for an identified audience	<ul style="list-style-type: none"> • write creative stories, letters and formulate simple explanations • generate ideas before writing • organize writing to include a beginning, middle and end • choose words appropriate to process and convey intentions • revise writing for clarity • articulate information for a specific purpose 	<ul style="list-style-type: none"> • use writing as a tool in all subjects • create lists or categorize information • develop study skills • process information. • apply new solutions • think critically and creatively • analyze information sources • use problem solving for problem-based learning 	<ul style="list-style-type: none"> • use writing as a tool for learning in all subjects • manipulate information • paraphrase what is heard or read • summarize what is heard or read • hypothesize • connect knowledge within and across disciplines • synthesize information to construct new concepts • credit the sources of both quoted and paraphrased ideas 	<ul style="list-style-type: none"> • interpret printed informational materials • identify essential information needed for practical application • analyze technical information • skim manuals or texts to locate and apply information in creative ways • apply metacognitive skills

GOAL 2 cont'd	WRITING Students will demonstrate the ability to write fluently and accurately to express personal ideas, to inform and to persuade.			
	SCOPE AND SEQUENCE			
	PS - P3 Learning Phase A	P4 - P6 Learning Phase B	M1 - M3 Learning Phase C	S1 - S4 Learning Phase D
Subgoal 2.4 cont'd	<ul style="list-style-type: none"> • use reflection techniques 		<ul style="list-style-type: none"> • distinguish one's own ideas from information created or discovered by others 	<ul style="list-style-type: none"> • apply reflective, critical and creative thinking when writing for an identified audience
Subgoal 2.5 Students will gather and use technology information effectively for research purposes.	<ul style="list-style-type: none"> • use available technology • select and use print and electronic sources to locate books and articles 	<ul style="list-style-type: none"> • develop basic technology skills • use print and electronic sources to locate books and articles 	<ul style="list-style-type: none"> • select the best sources for a given purpose • use available technology • apply knowledge of resources in preparing written and oral presentations • use print and electronic sources to locate books and articles • use a thesaurus to select more exact descriptive, specific or effective vocabulary for writing 	<ul style="list-style-type: none"> • compare and contrast advertisements with product information • use available technology • analyze mass media messages • apply printed audio or video information to complete simulated or real-world tasks • identify the persuasive technique being used • describe the possible cause-effect relationships between mass media coverage and public opinion trends

GOAL 2 cont'd	WRITING Students will demonstrate the ability to write fluently and accurately to express personal ideas, to inform and to persuade.			
	SCOPE AND SEQUENCE			
	PS - P3 Learning Phase A	P4 - P6 Learning Phase B	M1 - M3 Learning Phase C	S1 - S4 Learning Phase D
Subgoal 2.5 cont'd		<ul style="list-style-type: none"> • select and use technology appropriate to tasks 	<ul style="list-style-type: none"> • use graphic organizers to organize information • credit secondary reference sources • use local and worldwide network communication systems 	<ul style="list-style-type: none"> • evaluate advertisements, editorials and feature stories for relationships between intent and factual content • create documents using technology • use local and worldwide network communication systems • gather and use technology information effectively for research purposes

GOAL 3	SPEAKING AND LISTENING Students will adjust their oral, expressive and receptive language to communicate effectively with a variety of audiences and for different purposes.			
	SCOPE AND SEQUENCE			
	PS - P3 Learning Phase A	P4 - P6 Learning Phase B	M1 - M3 Learning Phase C	S1 - S4 Learning Phase D
Subgoal 3.1 Students will use oral language with sensitivity to audience, purpose and occasion; listen courteously and attentively	<ul style="list-style-type: none"> • demonstrate an understanding of oral language structure • create oral stories to share with others • create and participate in oral dramatic activities • explain what has been learned • present brief oral reports • speak clearly • use appropriate volume and pitch • speak at an understandable rate • use clear and specific vocabulary to communicate ideas 	<ul style="list-style-type: none"> • listen, draw conclusions and share responses in subject-related group learning activities • participate in and contribute to discussions across content areas • organize information to present reports of group activities. • summarize information gathered in group activities • organize ideas sequentially or around major points of information • present brief oral reports • speak clearly • use appropriate volume and pitch 	<ul style="list-style-type: none"> • present and critique dramatic readings of literary form • choose literary form for presentation, such as poems, monologues, scenes from plays or stories • articulate and enunciate • adapt presentation techniques to fit literary form • use verbal and nonverbal techniques for presentation • evaluate impact of presentation • make planned oral presentations • include definitions to increase clarity • use relevant details to support main ideas 	<ul style="list-style-type: none"> • make a 5-10 minute formal oral presentation • choose the purpose of the presentation: to defend a position, to entertain an audience or to explain information • use a well-structured narrative or logical argument • use details, illustrations, statistics, comparisons and analogies to support purposes • use visual aids or technology to support presentation • articulate and enunciate • use oral language with sensitivity to audience, purpose and occasion; listen courteously and attentively

GOAL 3	SPEAKING AND LISTENING Students will adjust their oral/expressive and receptive language to communicate effectively with a variety of audiences and for different purposes.			
	SCOPE AND SEQUENCE			
	PS - P3	P4 - P6	M1 - M3	S1 - S4
Subgoal 3.1 cont'd	Learning Phase A	Learning Phase B	Learning Phase C	Learning Phase D
		<ul style="list-style-type: none"> • speak at an understandable rate • choose literary form for presentation, such as poems, monologues scenes from plays or stories 	<ul style="list-style-type: none"> • illustrate main ideas through anecdotes and examples • cite information sources • respond to impromptu questions about presentation • begin to use evidence to support opinions • make and listen to oral presentations and reports • use subject-related information and vocabulary 	

GOAL 3	SPEAKING AND LISTENING Students will adjust their oral/expressive and receptive language to communicate effectively with a variety of audiences and for different purposes.			
	SCOPE AND SEQUENCE			
	PS - P3 Learning Phase A	P4 - P6 Learning Phase B	M1 - M3 Learning Phase C	S1 - S4 Learning Phase D
<p>Subgoal 3.2</p> <p>Students for whom standard English is a second language or who may communicate through a variety of media, will use the understanding of their first language to develop competency in oral language</p>	<ul style="list-style-type: none"> • expand listening and speaking vocabularies • use words that reflect a growing range of interests and knowledge • clarify and explain words and ideas orally • give and follow oral directions with three or four steps 	<ul style="list-style-type: none"> • use effective nonverbal communication skills • maintain eye contact with listeners • use gestures to support, accentuate or dramatize verbal messages • use facial expressions to support or dramatize verbal message • use posture appropriate for communication setting • adapt or change oral language to fit the situation • initiate conversation with peers and adults 	<ul style="list-style-type: none"> • use effective appropriate oral communication skills in a variety of settings • present information to individuals and small groups • contribute to group discussions • seek the ideas and opinions of others • begin to use evidence to support opinions • make and listen to oral presentations and reports • use subject-related information and vocabulary • listen to and record information 	<ul style="list-style-type: none"> • use effective, appropriate oral communication skills in a variety of settings • use subject-related information and vocabulary • listen to and record information • organize information for clarity • communicate through a variety of media, using the understanding of their first language to develop competency in oral language

GOAL 3	SPEAKING AND LISTENING Students will adjust their oral/expressive and receptive language to communicate effectively with a variety of audiences and for different purposes.			
	SCOPE AND SEQUENCE			
	PS - P3 Learning Phase A	P4 - P6 Learning Phase B	M1 - M3 Learning Phase C	S1 - S4 Learning Phase D
Subgoal 3.3 Students will develop language and acquire information through listening and responding	<ul style="list-style-type: none"> • identify and use synonyms and antonyms in oral communication • begin to use compound words in oral communication • tell and retell stories and events in logical order • participate in a variety of oral language activities • be able to express ideas orally in complete sentences. • increase oral descriptive vocabulary • begin to ask for clarification and explanation of words and ideas 	<ul style="list-style-type: none"> • follow rules for conversation • use appropriate voice level in small-group settings • ask and respond to questions in small-group settings 	<ul style="list-style-type: none"> • organize information for clarity 	<ul style="list-style-type: none"> • evaluate formal presentations • critique relationships among purposes, audience and content of presentations • critique effectiveness of presentations • develop language and acquire information through listening

GOAL 3	SPEAKING AND LISTENING Students will adjust their oral/expressive and receptive language to communicate effectively with a variety of audiences and for different purposes.			
	SCOPE AND SEQUENCE			
	PS - P3 Learning Phase A	P4 - P6 Learning Phase B	M1 - M3 Learning Phase C	S1 - S4 Learning Phase D
Subgoal 3.3	<ul style="list-style-type: none"> • use oral communication skills • use oral language for different purposes: to inform, to persuade and to entertain • share stories or information orally with an audience • participate as a contributor and leader in a group • paraphrase information shared orally by others 	<ul style="list-style-type: none"> • make planned oral presentations • determine appropriate content for audience • organize content sequentially around major ideas • summarize main points before or after presentation • incorporate visual aids to support the presentation 	<ul style="list-style-type: none"> • use interviewing techniques to gain information • prepare and ask relevant questions for an interview • make notes of responses • compile and report responses • evaluate the effectiveness of the interview 	

GOAL 4	PROCESSING INFORMATION AND MASS MEDIA Students will use mass media and information processing effectively as both entertainment medium and a source of information.			
	SCOPE AND SEQUENCE			
	PS - P3 Learning Phase A	P4 - P6 Learning Phase B	M1 - M3 Learning Phase C	S1 - S4 Learning Phase D
Subgoal 4.1 Students will use mass media selectively and critically to locate, retrieve, evaluate and apply information in the solution of language related problems	<ul style="list-style-type: none"> • locate information in reference materials • use a table of contents. • examine pictures and charts • use dictionaries and indices • use available and appropriate technology 	<ul style="list-style-type: none"> • develop basic keyboarding skills • operate peripheral devices • apply technologies to strategies for problem solving and critical thinking • process, store, retrieve and transmit electronic information • use search strategies to retrieve electronic information via databases, CD-ROMs, videodiscs and telecommunications 	<ul style="list-style-type: none"> • synthesize information from a variety of resources • skim materials to develop a general overview of content or to locate specific information • develop notes that include important concepts, paraphrases, summaries and identification of information sources • organize and record information on charts, maps and graphs • use available electronic databases to access information • credit secondary reference sources 	<ul style="list-style-type: none"> • develop a plan for research • collect information to support a thesis • evaluate quality and accuracy of information • synthesize information in a logical sequence • document sources of information using a style sheet format, such as MLA or APA • use mass media selectively and critically to locate, retrieve, evaluate and apply information in the solution of language related problems

<p>GOAL 4 cont'd</p>	<p>PROCESSING INFORMATION AND MASS MEDIA Students will use mass media and information processing effectively as both entertainment medium and a source of information.</p>			
	<p>SCOPE AND SEQUENCE</p>			
	<p>PS - P3 Learning Phase A</p>	<p>P4 - P6 Learning Phase B</p>	<p>M1 - M3 Learning Phase C</p>	<p>S1 - S4 Learning Phase D</p>
<p>Subgoal 4.2 Students for whom standard English is a second language or who may communicate through a variety of media, will use the understanding of their first language to develop competency in using mass media and information processing</p>	<ul style="list-style-type: none"> • comprehend and record information from print and non-print resources • use electronic dictionaries, encyclopedias and reference books • use videos, interviews and cassette recordings • use appropriate and available technology 	<ul style="list-style-type: none"> • comprehend and record information from print and non-print resources • use electronic dictionaries, encyclopedias and reference books • use videos, interviews and cassette recordings • use appropriate and available technology 	<ul style="list-style-type: none"> • use print and non-print to evaluate, appreciate and utilize information sources • use appropriate available technology to produce a product to communicate information 	<ul style="list-style-type: none"> • use print and non-print to evaluate, appreciate and utilize information sources • use appropriate available technology to produce a product to communicate information • communicate through a variety of media, using the understanding of their first language to develop competency in using mass media and information processing

GOAL 4 cont'd	PROCESSING INFORMATION AND MASS MEDIA Students will use mass media and information processing effectively as both entertainment medium and a source of information.			
	SCOPE AND SEQUENCE			
	PS - P3 Learning Phase A	P4 - P6 Learning Phase B	M1 - M3 Learning Phase C	S1 - S4 Learning Phase D
Subgoal 4.3 Students will use a variety of technological informational resources to locate, gather and synthesize information and communicate knowledge	<ul style="list-style-type: none"> • use information resources to research a topic • construct questions about a topic • collect information, using the resources of the media centre • evaluate and synthesize information for use in writing • use available and appropriate technology • develop basic technology skills • develop a basic technology vocabulary that includes cursor, software, memory, disk drive, hard-drive and CD-ROM 	<ul style="list-style-type: none"> • synthesize information from a variety of resources • skim materials to develop a general overview of content or to locate specific information • develop notes that include important concepts, paraphrases, summaries and identification of information sources • organize and record information on charts, maps and graphs • use available electronic databases to access information • extend keyboarding skills 	<ul style="list-style-type: none"> • select and use technology appropriate to tasks • extend basic keyboarding skills • apply technologies to strategies for problem solving and critical thinking • communicate through application software • create a 1-2 page document using word processing skills, writing process steps and publishing programmes • use simple computer graphics and integrate graphics into word processed documents 	<ul style="list-style-type: none"> • communicate through application software • compose and edit a multi-page document at the keyboard, using word processing skills and the writing process steps • access information using technology • publish a 5-7 page document using word processing skills and writing process steps • create computer graphics and integrate graphics into word processed documents

GOAL 4 cont'd	PROCESSING INFORMATION AND MASS MEDIA Students will use mass media and information processing effectively as both entertainment medium and a source of information.			
	SCOPE AND SEQUENCE			
	PS - P3 Learning Phase A	P4 - P6 Learning Phase B	M1 - M3 Learning Phase C	S1 - S4 Learning Phase D
Subgoal 4.3 cont'd				<ul style="list-style-type: none"> • use a variety of technological informational resources to locate, gather and synthesize information and communicate knowledge

REFERENCES

Glatthorn, Allan A. Developing A Quality Curriculum. ASCD, 1994.

Kendall, John S. and Robert J. Marzano. Content Knowledge: A Compendium of Standards and Benchmarks for K – 12 Education. Mid-continental Regional Educational Laboratory, Inc. 1996.

Curriculum Documents Consulted

Adelai E. Stevenson High School “Course Description for Freshman English”. Lincolnshire, Illinois. 1997.

Bermuda Secondary School Certificate “English Curriuculum Common Core Level Three”. Bermuda Ministry of Education, 1997.

“English Language Arts 8 – 10 Integrated Resource Package”. British Columbia Ministry of Education, 1996.

INTRODUCTION TO SENIOR SCHOOL CURRICULUM

The senior school curriculum (S1 - S4) recognizes the distinct needs of the middle to late adolescent learner (14 to 18 years) and is based on the necessity of working consciously with the many developmental changes of students during this phase. It is a time to build on the foundation laid in the middle school by preparing students for work, further education and productive citizenry in the 21st Century.

As members of the senior school community, students have an opportunity to choose from a number of options and to participate in a variety of activities. The more involved students become in the life of the school, the more meaning school will have. Students will get the most from their educational experiences if their choices reflect their personal needs, interests, and talents. Students should select carefully those courses which offer the greatest opportunity for learning and which serve to better individual education and career goals.

Following are some of the characteristics of senior school students:

- intellectual habits increase
- thought processes become more abstract
- awareness of complexity of issues increases; rejection of simplistic explanations
- thought becomes more comprehensive
- ability to hypothesize and analyze increases
- thought becomes less egocentric
- interest in laws that regulate society increases
- ability to focus attention for long periods, increases (i.e. on topics of interest)

The senior school curriculum is a written guide that identifies the goals and curriculum objectives which teachers establish for students to achieve. It makes visible the articulation necessary for preschool through senior level programmes so that students do not have large gaps in their understanding, skills and competencies. Its scope and sequence also allows teachers to plan linkages across the curriculum so those cross-curricular connections can be made more easily between and among various subjects.

Given the above characteristics, the senior school curriculum is intended to provide students opportunities to:

- discuss, explore, investigate and hypothesize
- find solutions to real problems
- utilize both concrete and abstract reasoning skills
- process information at formal operations level

The following section outlines the curriculum to be taught in Bermuda's senior schools.

SENIOR LEVEL EDUCATION

GOAL:

To ensure students become critical and analytical readers, logical and insightful thinkers, and concise users of visual, written and oral language.

SENIOR SCHOOL ENGLISH LANGUAGE ARTS RATIONALE

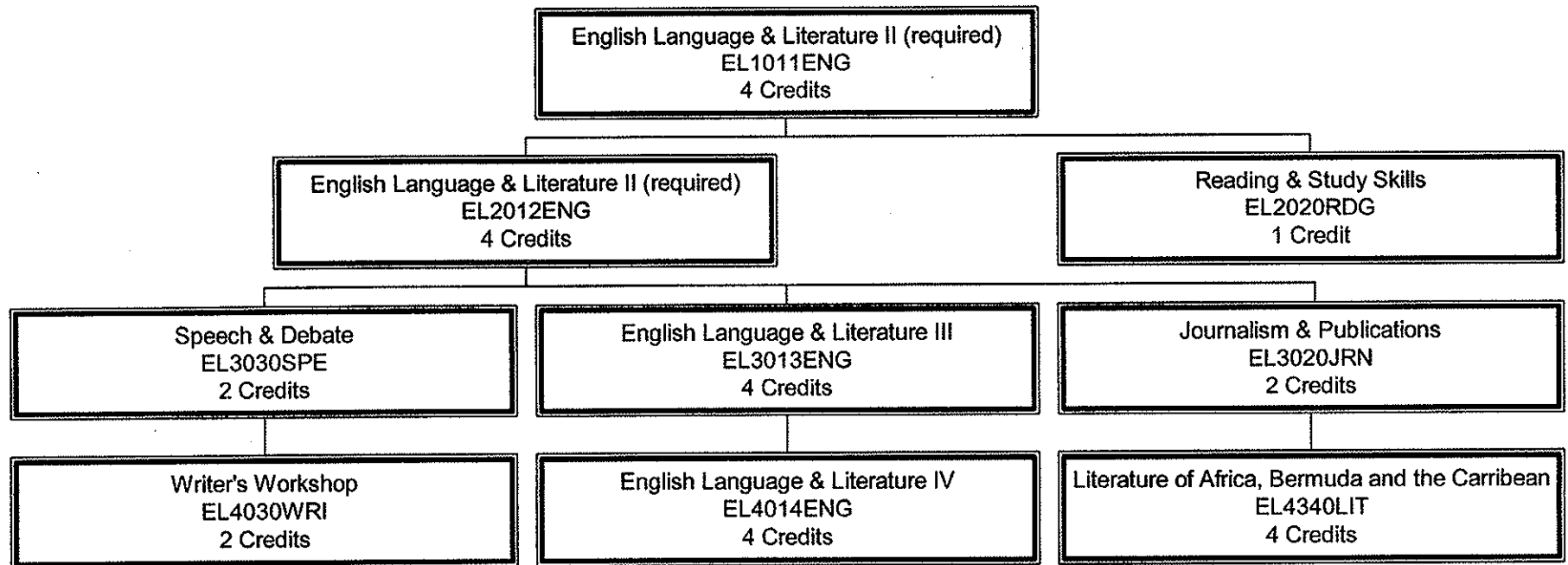
In the senior school, English Language Arts is designed to promote academic and practical skills necessary for competency and fluency in expressive and receptive communication. This is achieved through listening, reading, thinking, speaking and writing.

The instructional programme is based on the system-wide approval language arts philosophy, outcomes, goals and subgoals. The English Language Arts programme serves as an extension to the English Language Arts programme begun in the primary school. Students will extend the skills developed in the middle school, and begin to use their skills to analyze and respond to the adult literary world.

In addition to knowledge about English Language Arts related issues, senior school students need to develop knowledge skills and attitudes necessary to continue in the process of life-long learning. Students graduating from the senior secondary school will be equipped to evaluate information presented to them through diverse media.

An appropriate English Language Arts programme will enable students to reach their maximum potential and become responsible, contributing members of society who will meet the challenges of the future.

SENIOR SCHOOL ENGLISH LANGUAGE ARTS COURSES



COURSE DESCRIPTIONS

English Language Arts (EL)

English Language & Literature I (required course)
Prerequisite: None

EL1011 ENG
4 credit (s)

S1 level (s)

Students will continue to develop English skills - reading, writing, speaking, listening, and viewing - which enable essential communication. Students will study a variety of literary genre and related literary terms when writing a range of formal and informal papers. They will practice the language skills needed for effective expression and participate in individual and interpersonal oral presentations. Study skills and test-taking skills apply to all coursework. The literature component focuses on Bermuda literature - local writers and their contribution to literature internationally.

English Language & Literature II (required course)
Prerequisite: English I

EL2012 ENG
4 credit (s)

S2 level (s)

In this course the study of language, composition and literature is combined in various units. Communication skills, such as tracing word origins, research and study techniques and development of proper grammar usage are emphasized. Composition units develop paragraph structure, outline skills, expository and critical writing. In addition, students research a topic and produce a documented report. Units in literature emphasize the short story, novels, drama, poetry and biography from many cultures and historical periods.

English Language & Literature III
Prerequisite: English II

EL3013 ENG
4 credit (s)

S3 level (s)

This course is designed for senior three students and involves reading of modern American and British literature. Language skills are developed separately and in conjunction with the study of literature. Various short stories, poems, novels and other literary genre are read, evaluated and analyzed in written and oral form. Specific skills, such as critical analysis, essays, group discussion, creative writing, grammar and vocabulary are developed.

English Language & Literature IV
Prerequisite: English III

EL4014 ENG
4 credit (s)

S4 level (s)

Through a comprehensive study of *World Literature*, students will develop increasingly more sophisticated skills of literary analysis, critical thinking, and written expression and vocabulary enrichment. Students are expected to assume greater responsibility toward the completion of long-term assignments. Students in this course investigate the historical background of *World Literature*. The influence of writers is defined through oral and written work. Specific skills are developed in research writing and a research paper is a requirement of this course. Student writing is developed through critical and creative responses to the selection.

Literature of Africa, Bermuda and the Caribbean

Prerequisite: English III

EL4340 LIT

2 credit (s)

S4 level (s)

Student will read works written by authors clearly connecting social studies, the arts, and literature. An emphasis will be placed on experiencing literature as a mirror of society linking historical events and geographical regions. Developing and practicing research skill, making oral presentations, viewing films, attending productions, interviewing artists and writers are language activities. In this course, students will practice language arts skills in critical thinking and reading, comprehension, narrative and expository writing and summary techniques.

Journalism and Publications

Prerequisite: English II

EL3020 JRN

2 credit (s)

S3-S4 level (s)

This course provides “hands-on” experience in writing, designing and editing publications. Students will experience the responsibility of producing the yearbook or newspaper, including solicitation of advertising space, adequate to offset the school’s publication costs. Students must assume roles of leadership in planning for total coverage of news and reporting events related to the school community. Participants gain proficiency in desktop publishing technology, as they create layouts, and organize text-using multimedia. Writing for a variety of purposes is enhanced, as students research, publish and edit. The importance of teamwork, cooperation, and dependability are stressed and each student is expected to meet deadlines. After-school work is expected.

Reading and Study Skills

Prerequisite: None

EL2020 RDG

1 credit (s)

S2-S4 level (s)

Students who wish to improve their reading skills may enroll in this class. After initial tests to determine existing reading skills, an individual programme of reading development is arranged for each student. Students work to improve comprehension, vocabulary, study skills and reading rates.

Speech and Debate

Prerequisite: English II

EL3030 SPE

2 credit (s)

S3-S4 level (s)

Students learn the fundamentals of giving formal and informal speeches. They learn how to prepare speeches and how to feel comfortable facing an audience. Students build self-confidence in giving oral presentations more easily in speech classes and all other courses. Students investigate interests and talents in the performing arts areas of drama, debate and contest speaking.

Writer’s Workshop

Prerequisite: English III

EL4030 WRI

2 credit (s)

S4 level (s)

Students study and practice the techniques and skills of different writing types, as original exposition, short story, narration, argumentation and poetry. The student may elect to concentrate on one type of writing or to study and write in several modes. During class time there will be a free exchange of ideas concerning student work.

English Language & Literature I

Course Code: EL1011ENG



MINISTRY OF EDUCATION

Bermuda

2000

**SENIOR SCHOOL ENGLISH LANGUAGE ARTS
COURSE OVERVIEW**

Title: English Language & Literature I

**4 credit (s)
120 hour (s)**

Prerequisite (s): None

S1 level (s)

Course Code: EL1011ENG

required or **elective**

Course Description

Students will continue to develop English skills - speaking, listening, reading, writing and viewing - that enable effective communication. Students will study a variety of literary genre and related terms, write a range of formal and informal papers, practice the language skills needed for effective expression, participate in individual and interpersonal oral presentations and apply study and test-taking skills to all coursework. The literature component focuses on Bermuda literature - our writers and their contribution to literature internationally.

Course Requirements

The requirements for this course are as follows:

Performance Assessments: - one Shakespearean play or collections of works - two formal speaking occasions - one recitation from original response - debate - role play	35%
Product Assessments: - one independent study - one research paper - book report	40%
Written Assessments: unit tests language unit tests literature quizzes, language and literature	25%
Total	100%

Course Resources

Timeless Voices, Timeless Themes, Prentice Hall.

Course Outline

Module Title	# Double Periods	Module Title	# Double Periods
A. Getting it “Right” I 10 <i>Language Skills</i> - structured sentences - effective written communication, - language skills: usage grammar vocabulary - language skills through literature		B. Getting it “Right” II 15 <i>Language Skills</i> - powerful paragraphs - effective written communication - research skills - language skills through literature - comprehension	
C. Getting it “Right” III 25 <i>Language Skills</i> - narrative, descriptive, expository and persuasive writing - effective oral and written communication - language skills (review) - language skills through literature - comprehension - summary - precis - debate		D. Writing for Personal Expression 50 - writing skills for a variety of genre - oral presentation skills - creative writing and publication using technological applications - portfolio compilation of original pieces - research skills	
E. Exploring Literature 20 - readings of and by Bermudian writers: prose drama poetry - components of literature - enjoyment of literature		F. Creating Literature 20 - writings based on Bermudian themes: prose drama poetry - enjoyment of reading Bermudian literature - enjoyment of creative writing	
G. Appreciating Literature 10 - literature as a mirror of Bermudian society - literature as a catalyst for valuing “Bermudian things”			

Subtotal	75
Optional days	<u>15</u>
Total	90

SENIOR SCHOOL ENGLISH LANGUAGE ARTS

check one: S1 S2 S3 S4

English Language & Literature I

GOALS		SUBGOALS		MODULE & CURRICULUM CORRELATION MATRIX						
1	Reading and Literature	1.1	Pleasure	x	x	x	x	x	x	x
		1.2	Comprehension	x	x	x	x	x	x	x
		1.3	Strategies	x	x	x	x	x	x	x
		1.4	Selections	x	x	x	x	x	x	x
		1.5	Information	x	x	x	x	x	x	x
		1.6	Technical	x	x	x	x	x	x	x
2	Writing Process And Products	2.1	Fluency	x	x	x	x	x	x	x
		2.2	Competence	x	x	x	x	x	x	x
		2.3	Usage	x	x	x	x	x	x	x
		2.4	Audience	x	x	x	x	x	x	x
		2.5	Research	x	x	x	x	x	x	x
3	Speaking and Listening to Learn	3.1	Oral	x	x	x	x	x	x	x
		3.2	Oracy Skills	x	x	x	x	x	x	x
		3.3	Active Listening	x	x	x	x	x	x	x
4	Researching and Communication Skills	4.1	Application	x	x	x	x	x	x	x
		4.2	Media	x	x	x	x	x	x	x
		4.3	Communication	x	x	x	x	x	x	x
CONTENT STRUCTURE		Reading		x	x	x	x	x	x	x
		Writing		x	x	x	x	x	x	x
		Speaking		x	x	x	x	x	x	x
		Listening		x	x	x	x	x	x	x
		Thinking		x	x	x	x	x	x	x
		Viewing		x	x	x	x	x	x	x
		MODULES		A	B	C	D	E	F	G

MODULE KEY

- A - Getting it "Right" I - *Language Skills*
- B - Getting it "Right" II - *Language Skills*
- C - Getting it "Right" III - *Language Skills*
- D - Writing for Personal Expression

- E - Exploring Literature
- F - Creative Literature
- G - Appreciating Literature

ENGLISH LANGUAGE ARTS

Course Title: ENGLISH LANGUAGE & LITERATURE I Module Title: Getting It Right I <i>Language Skills</i> Number of Periods: 10 double periods	Sequence Reference: EL1011ENG-A <div style="text-align: right;">Senior School Level</div> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <tr> <td style="text-align: center;">S1</td> <td style="text-align: center;">S2</td> <td style="text-align: center;">S3</td> <td style="text-align: center;">S4</td> </tr> <tr> <td style="text-align: center;"><input checked="" type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> </table>	S1	S2	S3	S4	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
S1	S2	S3	S4						
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						

Subgoal Emphasis: <ul style="list-style-type: none"> • 1.1 - 1.6 Reading and Literature • 2.1 - 2.5 Writing Process • 3.1 - 3.3 Speaking and Listening • 4.1 - 4.3 Researching and Communication 	Content Focus <ul style="list-style-type: none"> • Listening • Speaking • Reading • Writing • Viewing • Thinking
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Curriculum Objectives: At the end of this module, students will: <ul style="list-style-type: none"> • demonstrate pride and satisfaction in using language to create and express their thoughts, ideas and feelings • demonstrate a willingness to experiment with language and enjoy the ways in which language is used currently • create a variety of academic, technical and personal communications, including poems, stories, personal essays, oral and written reports, group presentations and informal dramatization 	Content Detail: <ul style="list-style-type: none"> • vocabulary development • subject, predicate and object • language usage • communication process • sentence development • reading for selected purpose • spelling: Latin/Greek roots • proof-reading • comprehension - recall, main idea, supporting detail, fact vs. fiction, context clues, sequencing, evaluating, interpreting, valuing, appraising various media • punctuation - end punctuation, commas, apostrophe quotation marks • research - topic, audiences, information searches
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Module Evaluation:
<ul style="list-style-type: none"> • Performance Assessments: - oral presentation (dialogue/dramatic reading or role play) • Product Assessments: - compositions: autobiographical sketches, narrative - log/journal (2 weeks) • Written Assessments: - language usage: e.g. subject-verb agreement; clauses; pronouns and antecedents; punctuation and capitalization - essays - comprehension passages - spelling

Prerequisite Skill Areas (if any): <ul style="list-style-type: none"> • N/A 	Special Resources (materials, equipment & community involvement): <ul style="list-style-type: none"> • dictionary • thesaurus • multimedia and print resources • text • computer • Internet • film, video
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GLOSSARY:

- refer to text

REFERENCES - TEACHER:

REFERENCES - STUDENT:

Computer Programme

ENGLISH LANGUAGE ARTS

Course Title: ENGLISH LANGUAGE & LITERATURE I

Sequence Reference: EL1011ENG-B

Module Title: Getting It Right II
Language Skills

Senior School Level

Number of Periods: 15 double periods

S1	S2	S3	S4
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Subgoal Emphasis:

- 1.1 - 1.6 Reading and Literature
- 2.1 - 2.5 Writing Process
- 3.1 - 3.3 Speaking and Listening
- 4.1 - 4.3 Researching and Communication

Content Focus

- Listening
- Speaking
- Reading
- Writing
- Viewing
- Thinking

Curriculum Objectives:

Content Detail:

At the end of this module, students will:

- read daily
- appraise and make suggestions for the revision of their own and others' presentations using predetermined and student-developed criteria (i.e. rubrics/lists)
- revise and edit their work to improve content, organization and effect to best suit their audience and purpose
- adjust their form, style and language for specific audiences and purposes
- practice, assess and offer feedback on oral presentations

- research - note taking
- vocabulary development
- etymology
- language usage
- paragraph development
- selective reading (for enjoyment/choice)
- spelling from context
- proof-reading, publishing and presenting
- comprehension and discussion
- punctuation - semi-colon, colon

Module Evaluation:

- **Performance Assessments:**
- **Product Assessments:**
 - book report
 - composition: letter format business & friendly
 - descriptive essay and narrative paragraph
 - set text or selection of short stories or children's books
- **Written Assessments:**
 - three (3) to five (5) paragraph essay

Prerequisite Skill Areas

Special Resources

(if any):

(materials, equipment & community involvement):

- N/A

- dictionary
- thesaurus
- multimedia and print resources
- text
- computer
- Internet
- film, video

GLOSSARY:

- refer to text

REFERENCES - TEACHER:

REFERENCES - STUDENT:

Computer Programme

ENGLISH LANGUAGE ARTS

Course Title: ENGLISH LANGUAGE & LITERATURE I Module Title: Getting It Right III <i>Language Skills</i>	Sequence Reference: EL1011ENG-C <div style="text-align: right;">Senior School Level</div> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 5px;"> <tr> <td style="width: 25%; text-align: center;">S1</td> <td style="width: 25%; text-align: center;">S2</td> <td style="width: 25%; text-align: center;">S3</td> <td style="width: 25%; text-align: center;">S4</td> </tr> <tr> <td style="text-align: center;"><input checked="" type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> </table>	S1	S2	S3	S4	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
S1	S2	S3	S4						
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						
Number of Periods: 25 double periods									

Subgoal Emphasis: <ul style="list-style-type: none"> • 1.1 - 1.6 Reading and Literature • 2.1 - 2.5 Writing Process • 3.1 - 3.3 Speaking and Listening • 4.1 - 4.3 Researching and Communication 	Content Focus <ul style="list-style-type: none"> • Listening • Speaking • Reading • Writing • Viewing • Thinking
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Curriculum Objectives:	Content Detail:
At the end of this module, students will: <ul style="list-style-type: none"> • formulate pertinent questions to help develop works for communication on a wide variety of topics • compose or create works of communication for specific audiences and purposes, including to entertain, persuade or inform • locate, access and select relevant information from a variety of sources (including technological) for defined purposes • identify gaps in information obtained • organize and structure information in a variety of literary, expository, persuasive and other forms • identify the purposes and audiences for communication • acknowledge sources in written work • use graphic organizers • use electronic technology to generate, gather and organize information and ideas 	<ul style="list-style-type: none"> • vocabulary development • language usage - figurative language • selective reading for information • spelling - 100 most commonly misspelled • proof-reading, editing and publishing • direct and reported speech • narrative, descriptive, expository and persuasive approaches to topics • thesis statement • introductory and concluding paragraphs • comprehension - paraphrasing, comparing contrasting • punctuation - dash, hyphen, parentheses, italic and underlining • outlines for structure • references for works cited

Module Evaluation:
<ul style="list-style-type: none"> • Performance Assessments: - observation of debate technique/participation in oral presentation • Product Assessments: - composition - personal experience, reflective journal, summary, processes of research, biographies/interviews, persuasive and expository pieces • Written Assessments: - language usage - vocabulary and spelling (language through literature)

Prerequisite Skill Areas (if any):	Special Resources (materials, equipment & community involvement):
<ul style="list-style-type: none"> • N/A 	<ul style="list-style-type: none"> • dictionary • thesaurus • multimedia and print resources • text • computer • Internet • film, video

GLOSSARY:

- refer to text

REFERENCES - TEACHER:

REFERENCES - STUDENT:

Computer Programme

ENGLISH LANGUAGE ARTS

<p>Course Title: ENGLISH LANGUAGE & LITERATURE I</p> <p>Module Title: Writing for Personal Expression</p> <p>Number of Periods: 50 double periods</p>	<p>Sequence Reference: EL1011ENG-D</p> <p style="text-align: center;">Senior School Level</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <th style="padding: 2px;">S1</th> <th style="padding: 2px;">S2</th> <th style="padding: 2px;">S3</th> <th style="padding: 2px;">S4</th> </tr> <tr> <td style="text-align: center; padding: 2px;"><input checked="" type="checkbox"/></td> <td style="text-align: center; padding: 2px;"><input type="checkbox"/></td> <td style="text-align: center; padding: 2px;"><input type="checkbox"/></td> <td style="text-align: center; padding: 2px;"><input type="checkbox"/></td> </tr> </table>	S1	S2	S3	S4	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
S1	S2	S3	S4						
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						
<p style="text-align: center;">Subgoal Emphasis:</p> <ul style="list-style-type: none"> • 1.1 - 1.6 Reading and Literature • 2.1 - 2.5 Writing Process • 3.1 - 3.3 Speaking and Listening • 4.1 - 4.3 Researching and Communication 	<p style="text-align: center;">Content Focus</p> <ul style="list-style-type: none"> • Listening • Reading • Thinking • Speaking • Writing • Viewing 								
Curriculum Objectives:	Content Detail:								
<p>At the end of this module, students will:</p> <ul style="list-style-type: none"> • generate original compositions • demonstrate correct structure, grammar and usage, appropriate to the purpose • demonstrate pride in presenting neat legible final drafts • value writing • evaluate issues and ideas gathered from a wide range of stimuli • respect the concepts of plagiarism and copyright • appreciate the applications to career opportunities • note examples of bias 	<ul style="list-style-type: none"> • personal narratives • research papers/reports • journals • autobiographies/biographies • newspaper/magazines /scrapbooks • poetry, prose, drama • practical communication - letter format • speeches/public speaking • interviewing • editing, proof-reading, desktop publishing • debating • reflection/ peer editing and coaching 								
Module Evaluation:									
<ul style="list-style-type: none"> • Performance Assessments: <ul style="list-style-type: none"> - debates • Product Assessments: <ul style="list-style-type: none"> - reflections as journal writing, critiques, expository writing - portfolio (5 final pieces selected from ongoing work) - letter (1), reading response (1), essay (2), original or creative piece (1) - research paper (350 words) - videotape of debate - project on topic of choice (1) • Written Assessments: 									
Prerequisite Skill Areas (if any):	Special Resources (materials, equipment & community involvement):								
<ul style="list-style-type: none"> • N/A 	<ul style="list-style-type: none"> • CD-ROM's • Internet, multimedia • home, school and community resources • library • film, photographs • visits • graphic organizers • archival material 								

GLOSSARY:

- refer to text

REFERENCES - TEACHER:

REFERENCES - STUDENT:

ENGLISH LANGUAGE ARTS

Course Title: ENGLISH LANGUAGE & LITERATURE I

Sequence Reference: EL1011ENG-E

Module Title: Exploring Literature

Senior School Level

Number of Periods: 20 double periods

S1	S2	S3	S4
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Subgoal Emphasis:

- 1.1 - 1.6 Reading and Literature
- 2.1 - 2.5 Writing Process
- 3.1 - 3.3 Speaking and Listening
- 4.1 - 4.3 Researching and Communication

Content Focus

- Listening
- Speaking
- Reading
- Writing
- Viewing
- Thinking

Curriculum Objectives:

At the end of this module, students will:

- read a variety of Bermudian literature
- evaluate the historical and social context of each work studied
- analyze the components of literature
- compare and contrast different styles and themes
- interpret situations and visualize events relative to problem solving
- develop value and pride in literature
- appraise the quality of the literature studied

Content Detail:

- elements of literature: plot, character, setting, theme
- read for comprehension
- drama, poetry, prose, film: summarizing, interpreting, comparing, contrasting, analyzing, evaluating, valuing, appraising
- using technology
- drawing conclusions
- interviewing

Module Evaluation:

- **Performance Assessments:**
 - interview
 - role play
 - debate/discussion
 - interact with reading selections by applying themes to a variety of works related to Bermuda
 - local myth, thematic poetry, dramatic reading, Bermudian social history
- **Product Assessments:**
 - video/film or other artifact
 - reading the stories of Shakespeare or one play
- **Written Assessments:**

Prerequisite Skill Areas

(if any):

- N/A

Special Resources

(materials, equipment & community involvement):

- use of library
- CD ROM's
- multimedia and print resources
- computer; Internet
- home, school and community resources
- guest speakers
- visits to theatre
- graphic organizers
- dictionary; thesaurus
- selection of Bermudian literature
- Likert scale
- video camera
- television

GLOSSARY:

- refer to text

REFERENCES - TEACHER:

REFERENCES - STUDENT:

ENGLISH LANGUAGE ARTS

Course Title: ENGLISH LANGUAGE & LITERATURE I	Sequence Reference: EL1011ENG-F								
Module Title: Creating Literature	Senior School Level <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <th style="padding: 2px;">S1</th> <th style="padding: 2px;">S2</th> <th style="padding: 2px;">S3</th> <th style="padding: 2px;">S4</th> </tr> <tr> <td style="text-align: center; padding: 2px;"><input checked="" type="checkbox"/></td> <td style="text-align: center; padding: 2px;"><input type="checkbox"/></td> <td style="text-align: center; padding: 2px;"><input type="checkbox"/></td> <td style="text-align: center; padding: 2px;"><input type="checkbox"/></td> </tr> </table>	S1	S2	S3	S4	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
S1	S2	S3	S4						
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						
Number of Periods: 20 double periods									
Subgoal Emphasis: <ul style="list-style-type: none"> • 1.1 - 1.6 Reading and Literature • 2.1 - 2.5 Writing Process • 3.1 - 3.3 Speaking and Listening • 4.1 - 4.3 Researching and Communication 	Content Focus <ul style="list-style-type: none"> • Listening • Speaking • Reading • Writing • Viewing • Thinking 								
Curriculum Objectives:	Content Detail:								
At the end of this module, students will: <ul style="list-style-type: none"> • create personal pieces from a synthesis of works studied • evaluate the historical and social context of literature studied • develop reading and writing skills based on literature studied 	<ul style="list-style-type: none"> • elements of literature: fiction/non-fiction, point of view, conflict, hero, alliteration • comprehension • drama, poetry, prose, film: summarizing, interpreting, comparing, contrasting, analyzing, evaluating, valuing, appraising • using technology • drawing conclusions • interviewing 								
Module Evaluation:									
<ul style="list-style-type: none"> • Performance Assessments: <ul style="list-style-type: none"> - compare two (2) different media on some theme - develop and perform drama/skit based on some local event • Product Assessments: <ul style="list-style-type: none"> - record guest lectures/visiting artists or authors and read (compare and contrast) the artists' work - portfolio - collect information on a specific situation or point of interest about Bermuda - study the work of an artist, writer, literary person connected to Bermuda to produce portfolio piece or artifact • Written Assessments: 									
Prerequisite Skill Areas (if any):	Special Resources (materials, equipment & community involvement):								
<ul style="list-style-type: none"> • N/A 	<ul style="list-style-type: none"> • use of library • CD ROM's • multimedia and print resources • computer • Internet • home, school and community resources • guests speakers • visits to theatre • graphic organizers • dictionary • thesaurus • selection of Bermudian literature • Likert scale • video camera • television 								

GLOSSARY:

- refer to text

REFERENCES - TEACHER:

REFERENCES - STUDENT:

ENGLISH LANGUAGE ARTS

Course Title: ENGLISH LANGUAGE & LITERATURE I

Sequence Reference: EL1011ENG-G

Module Title: Appreciating Literature

Senior School Level

Number of Periods: 10 double periods

S1	S2	S3	S4
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Subgoal Emphasis:

- 1.1 - 1.6 Reading and Literature
- 2.1 - 2.5 Writing Process
- 3.1 - 3.3 Speaking and Listening
- 4.1 - 4.3 Researching and Communicating

Content Focus

- Listening
- Speaking
- Reading
- Writing
- Viewing
- Thinking

Curriculum Objectives:

At the end of this module, students will:

- appreciate Bermuda's connection to literature in a global context
- interpret situations and visualize events relative to problem solving
- develop an advocacy for literature within the school and wider community
- enjoy reading
- demonstrate an appreciation of Bermudian and other cultures through literature
- develop pride and value in literature

Content Detail:

- comprehension
- elements of literature
- summarizing, interpreting, comparing, contrasting, analyzing, evaluating, valuing, appraising
- drawing conclusions
- interviewing
- use of technology - publishing and sharing
- letters
- newspapers/magazines
- journals/diaries
- critiques
- assessment of attitude development toward literature

Module Evaluation:

- **Performance Assessments:**
 - student post-assessment of attitude development
- **Product Assessments:**
 - collage of Bermudian pieces on selected theme
 - Likert scales, surveys, other models
 - creation of novelette, songs (lyrics & music), Bermuda diary (2-3 months), newsletter, snapshots
- **Written Assessments:**
 - Bermudian writers and themes

Prerequisite Skill Areas

(if any):

- N/A

Special Resources

(materials, equipment & community involvement):

- use of library
- CD ROM's
- multimedia and print resources
- computer, Internet
- home, school and community resources
- guests speakers
- visits to theatre
- graphic organizers
- dictionary, thesaurus
- selection of Bermudian literature
- Likert scale
- video camera
- television

GLOSSARY:

- refer to text

REFERENCES - TEACHER:

REFERENCES - STUDENT:

English Language & Literature II

Course Code: EL2012ENG



MINISTRY OF EDUCATION

Bermuda

2000

**SENIOR SCHOOL ENGLISH LANGUAGE ARTS
COURSE OVERVIEW**

Title: English Language & Literature II

**4 credit (s)
120 hour (s)**

Prerequisite (s): English I

S2 level (s)

Course Code: EL2012ENG

required or elective

Course Description

In this course the study of language, composition and literature is combined in various units. Communication skills, such as tracing word origins, research and study techniques and development of proper grammar usage are emphasized. Composition units develop paragraph structure, outline skills, expository and critical writing. In addition, students research a topic and produce a documented report. Units in literature emphasize the short story, novels, drama, poetry and biography from many cultures and historical periods.

Course Requirements

The requirements for this course are as follows:

Performance Assessments: Formal speech presenting the independent study 10% Debate or drama based on literature 10% Class discussion/journal/group work 10%	30%
Product Assessments: Two analytical essays 10% One project, artifact 15% One independent study 15%	40%
Written Assessments: Unit tests 5% Quizzes 5% Homework 5%	15%
Final Examinations: Based on literary genre	15%
Total	100%

Course Resources

Recommended: Prentice Hall Literature: Timeless Voices, Timeless Themes, Grade 9 or 10.

See “Suggested Texts” for additional resources

Course Outline

Module Title	# Double Periods	Module Title	# Double Periods
A. Good Practice I 10 - usage - vocabulary - paragraph - reading - editing		B. Good Practice II 10 - research process - comprehension - reading for enjoyment - punctuation review	
C. Good Practice III 10 - thinking and study skills - informational reading - research skills - presentational skills		D. Writing for Personal Expression II 15 - expository - narrative - discursive - persuasive - figurative language - vocabulary enrichment	
E. Exploring Literature II 10 - elements of literary genre - reflections on real life - literary terms and language		F. Creating Literature II 10 - forms of writing - forms of oral literature - forms of graphic literature	
G. Appreciating Literature II 10 - evaluating media - comparing themes - historical references			

Subtotal	75
Optional double periods	<u>15</u>
Total double periods.....	90

SENIOR SCHOOL ENGLISH LANGUAGE ARTS

check one: S1 S2 S3 S4

English Language & Literature II

GOALS		SUBGOALS		MODULE & CURRICULUM CORRELATION MATRIX						
1	Reading and Literature	1.1	Pleasure	x	x	x	x	x	x	x
		1.2	Comprehension	x	x	x	x	x	x	x
		1.3	Strategies	x	x	x	x	x	x	x
		1.4	Selections	x	x	x	x	x	x	x
		1.5	Information	x	x	x	x	x	x	x
		1.6	Technical	x	x	x	x	x	x	x
2	Writing Process and Products	2.1	Fluency	x	x	x	x	x	x	x
		2.2	Competence	x	x	x	x	x	x	x
		2.3	Usage	x	x	x	x	x	x	x
		2.4	Audience	x	x	x	x	x	x	x
		2.5	Research	x	x	x	x	x	x	x
3	Speaking and Listening To Learn	3.1	Oral	x	x	x	x	x	x	x
		3.2	Oratory Skills	x	x	x	x	x	x	x
		3.3	Active Listening	x	x	x	x	x	x	x
4	Researching and Communication Skills	4.1	Application	x	x	x	x	x	x	x
		4.2	Media	x	x	x	x	x	x	x
		4.3	Communication	x	x	x	x	x	x	x
CONTENT STRUCTURE		Reading		x	x	x	x	x	x	x
		Writing		x	x	x	x	x	x	x
		Speaking		x	x	x	x	x	x	x
		Listening		x	x	x	x	x	x	x
		Thinking		x	x	x	x	x	x	x
		Viewing		x	x	x	x	x	x	x
MODULES				A	B	C	D	E	F	G

MODULE KEY

- A - Good Practice I
- B - Good Practice II
- C - Good Practice III
- D - Writing for Expression II

- E - Exploring Literature II
- F - Creating Literature II
- G - Appreciating Literature II

ENGLISH LANGUAGE ARTS

<p>Course Title: ENGLISH LANGUAGE & LITERATURE II</p> <p>Module Title: Good Practice I</p> <p>Number of Periods: 10 double periods</p>	<p>Sequence Reference: EL2012ENG-A</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <th colspan="4" style="text-align: center;">Senior School Level</th> </tr> <tr> <th style="text-align: center;">S1</th> <th style="text-align: center;">S2</th> <th style="text-align: center;">S3</th> <th style="text-align: center;">S4</th> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input checked="" type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> </table>	Senior School Level				S1	S2	S3	S4	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Senior School Level													
S1	S2	S3	S4										
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>										
<p style="text-align: center;">Subgoal Emphasis:</p> <ul style="list-style-type: none"> • 1.1, 1.2, 1.3, 1.4, 1.5, 1.6 Reading and Literature • 2.1, 2.2, 2.3 Writing Process • 3.1, 3.2, 3.3 Speaking and Listening • 4.1, 4.2, 4.3 Researching and Communicating 	<p style="text-align: center;">Content Focus</p> <ul style="list-style-type: none"> • Reading • Writing • Speaking • Listening • Thinking • Viewing 												
<p>Curriculum Objectives:</p> <p>At the end of this module, students will:</p> <ul style="list-style-type: none"> • enhance their skills in expressing thoughts and feelings with clarity and conviction • recognize the different forms of language and the pertinence of its usage • be able to communicate through poetry, story telling, drama and essays 	<p>Content Detail:</p> <ul style="list-style-type: none"> • language usage • vocabulary development • writing processes • paragraph development • proof-reading • research process • reading for selected purpose • comprehension • fact vs. fiction/opinion • context clues 												
<p>Module Evaluation:</p> <ul style="list-style-type: none"> • Performance Assessments: - oral presentation, recitation, role play, dialogue, discussion • Product Assessments: - compositions: essay, critical responses, narratives, journals, reports • Written Assessments: - comprehension passages, interpretation passages, spelling/vocabulary tests 													
<p>Prerequisite Skill Areas (if any):</p> <ul style="list-style-type: none"> • Successful completion of S1 English Language and Literature course 	<p>Special Resources (materials, equipment & community involvement):</p> <ul style="list-style-type: none"> • dictionary • thesaurus • multi-media and print resources • texts • student handbooks • computers • film, video • guest speakers • library 												

GLOSSARY:

- refer to text

REFERENCES - TEACHER:

See "Suggested Texts"

Recommended: Prentice Hall Literature: Timeless Voices, Timeless Themes, Grade 9 or 10.

REFERENCES - STUDENT:

See "Suggested Texts"

Recommended: Prentice Hall Literature: Timeless Voices, Timeless Themes, Grade 9 or 10.

ENGLISH LANGUAGE ARTS

<p>Course Title: ENGLISH LANGUAGE & LITERATURE II</p> <p>Module Title: Good Practice II</p> <p>Number of Periods: 10 double periods</p>	<p>Sequence Reference: EL2012ENG-B</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <th colspan="4" style="text-align: center;">Senior School Level</th> </tr> <tr> <th style="text-align: center;">S1</th> <th style="text-align: center;">S2</th> <th style="text-align: center;">S3</th> <th style="text-align: center;">S4</th> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input checked="" type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> </table>	Senior School Level				S1	S2	S3	S4	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Senior School Level													
S1	S2	S3	S4										
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>										
<p style="text-align: center;">Subgoal Emphasis:</p> <ul style="list-style-type: none"> • 1.1, 1.2, 1.3, 1.4, 1.5, 1.6 Reading and Literature • 2.1, 2.2, 2.3, 2.4, 2.5 Writing Process • 3.1, 3.2, 3.3 Speaking and Listening • 4.1, 4.2, 4.3 Researching and Communicating 	<p style="text-align: center;">Content Focus</p> <ul style="list-style-type: none"> • Reading • Writing • Speaking • Listening • Thinking • Viewing 												
Curriculum Objectives:	Content Detail:												
<p>At the end of this module, students will:</p> <ul style="list-style-type: none"> • practice self-evaluation to revise and amend their work in response to purpose • practice peer evaluation • practice, assess and participate in the evaluation of written and oral presentations • read for information and enjoyment 	<ul style="list-style-type: none"> • research process • language usage • parts of speech • punctuation • comprehension • interpretation • vocabulary development • use of resources - library - internet • reading for enjoyment 												
Module Evaluation:													
<ul style="list-style-type: none"> • Performance Assessments: - debate format; research note-taking; journals • Product Assessments: - book reports, film reviews, critical responses • Written Assessments: - essays, narratives, descriptions, expostulations 													
Prerequisite Skill Areas (if any):	Special Resources (materials, equipment & community involvement):												
<ul style="list-style-type: none"> • Successful completion of S1 English Language Literature and course 	<ul style="list-style-type: none"> • dictionary • thesaurus • multi-media and print resources • texts • student handbooks • computers • film, video • guest speakers • library 												

GLOSSARY:

- refer to text

REFERENCES - TEACHER:

See "Suggested Texts"

Recommended: Prentice Hall Literature: Timeless Voices, Timeless Themes, Grade 9 or 10.

REFERENCES - STUDENT:

See "Suggested Texts"

Recommended: Prentice Hall Literature: Timeless Voices, Timeless Themes, Grade 9 or 10.

ENGLISH LANGUAGE ARTS

Course Title: ENGLISH LANGUAGE & LITERATURE II

Sequence Reference: EL2012ENG-C

Module Title: Good Practice III

Senior School Level

S1	S2	S3	S4
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Number of Periods: 10 double periods

Subgoal Emphasis:

- 1.1, 1.2, 1.3, 1.4, 1.5, 1.6 Reading and Literature
- 2.1, 2.2, 2.3, 2.4, 2.5 Writing Process
- 3.1, 3.2, 3.3 Speaking and Listening
- 4.1, 4.2, 4.3 Researching and Communicating

Content Focus

- Reading
- Writing
- Speaking
- Listening
- Thinking
- Viewing

Curriculum Objectives:

Content Detail:

At the end of this module, students will:

- | | |
|--|---|
| <ul style="list-style-type: none"> • continue to develop English language abilities as a function of their thinking abilities • demonstrate an interest in reading • use language to promote personal and social development • have enhanced enjoyment as well as proficiency in Language Arts skills • gather and synthesize information • use technology as a tool • demonstrate the use of critical judgment • acknowledge sources of information | <ul style="list-style-type: none"> • language usage • vocabulary development • figurative language • direct and reported speech • comprehension • interpretation • references for works cited • bibliographies • word processing • power point presentations • reading |
|--|---|

Module Evaluation:

- **Performance Assessments:**
- participation in oral presentations, debates, discussions
- **Product Assessments:**
- written and oral presentation of research, reflective compositions, summary
- **Written Assessments:**
- vocabulary, spelling, grammar tests, comprehension passages, interpretation passages for independent study

Prerequisite Skill Areas

Special Resources

(if any):

(materials, equipment & community involvement):

- Successful completion of S1 English Language and Literature course

- dictionary
- thesaurus
- multi-media and print resources
- texts
- student handbooks
- computers
- film, video
- guest speakers
- library

GLOSSARY:

- refer to text

REFERENCES - TEACHER:

See "Suggested Texts"

Recommended: Prentice Hall Literature: Timeless Voices, Timeless Themes, Grade 9 or 10.

REFERENCES - STUDENT:

See "Suggested Texts"

Recommended: Prentice Hall Literature: Timeless Voices, Timeless Themes, Grade 9 or 10.

ENGLISH LANGUAGE ARTS

Course Title: ENGLISH LANGUAGE & LITERATURE II	Sequence Reference: EL2012ENG-D								
Module Title: Writing for Personal Expression II	Senior School Level <table border="1" style="display: inline-table; border-collapse: collapse;"> <tr> <td style="width: 25px; text-align: center;">S1</td> <td style="width: 25px; text-align: center;">S2</td> <td style="width: 25px; text-align: center;">S3</td> <td style="width: 25px; text-align: center;">S4</td> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input checked="" type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> </table>	S1	S2	S3	S4	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
S1	S2	S3	S4						
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						
Number of Period: 15 double periods									
Subgoal Emphasis: <ul style="list-style-type: none"> • 1.1, 1.2, 1.3, 1.4, 1.5, 1.6 Reading and Literature • 2.1, 2.2, 2.3, 2.4, 2.5 Writing Process • 3.1, 3.2, 3.3 Speaking and Listening • 4.1, 4.2, 4.3 Researching and Communicating 	Content Focus <ul style="list-style-type: none"> • Reading • Writing • Speaking • Listening • Thinking • Viewing 								
Curriculum Objectives:	Content Detail:								
At the end of this module, students will: <ul style="list-style-type: none"> • write essays, monologues, dialogues, poems and letters • use structure in written presentations • understand the differences between modelling and plagiarism • critique biographies and autobiographies • analyze and evaluate character • relate to future career requirements 	<ul style="list-style-type: none"> • journals • personal anecdotes and narratives • human interest stories in newspapers and magazines • autobiographies/biographies • poetry, prose, drama • interviewing • debates and discussions • reflection, peer editing • letters, diaries • editing, proof-reading, desktop publishing 								
Module Evaluation:									
<ul style="list-style-type: none"> • Performance Assessments: - interviews on video, tape or written record - oral presentation of written work • Product Assessments: - reflections, critiques, letters of application - portfolio work (five final pieces selected from ongoing work): two reflective or analytical essays; one reading response; one personal letter; one poem or original creative piece to demonstrate the writing process • Written Assessments: - portfolio pieces created during the courses or project 									
Prerequisite Skill Areas (if any):	Special Resources (materials, equipment & community involvement):								
<ul style="list-style-type: none"> • Successful completion of S1 	<ul style="list-style-type: none"> • home, school and community resources • library • video equipment • field trips • graphic organizers • texts • computer • guest speakers • CD-ROMS 								

GLOSSARY:

- refer to text

REFERENCES - TEACHER:

See "Suggested Texts"

Recommended: Prentice Hall Literature: Timeless Voices, Timeless Themes, Grade 9 or 10.

REFERENCES - STUDENT:

See "Suggested Texts"

Recommended: Prentice Hall Literature: Timeless Voices, Timeless Themes, Grade 9 or 10.

ENGLISH LANGUAGE ARTS

Course Title: ENGLISH LANGUAGE & LITERATURE II	Sequence Reference: EL2012ENG-E								
Module Title: Exploring Literature II	Senior School Level								
Number of Periods: 10 double periods	<table border="1" style="display: inline-table; border-collapse: collapse;"> <tr> <td style="padding: 2px 5px;">S1</td> <td style="padding: 2px 5px;">S2</td> <td style="padding: 2px 5px;">S3</td> <td style="padding: 2px 5px;">S4</td> </tr> <tr> <td style="text-align: center; padding: 2px 5px;"><input type="checkbox"/></td> <td style="text-align: center; padding: 2px 5px;"><input checked="" type="checkbox"/></td> <td style="text-align: center; padding: 2px 5px;"><input type="checkbox"/></td> <td style="text-align: center; padding: 2px 5px;"><input type="checkbox"/></td> </tr> </table>	S1	S2	S3	S4	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
S1	S2	S3	S4						
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						

<p style="text-align: center;">Subgoal Emphasis:</p> <ul style="list-style-type: none"> • 1.1, 1.2, 1.3, 1.4, 1.5, 1.6 Reading and Literature • 2.1, 2.2, 2.3, 2.4, 2.5 Writing Process • 3.1, 3.2, 3.3 Speaking and Listening • 4.1, 4.2, 4.3 Researching and Communicating 	<p style="text-align: center;">Content Focus</p> <ul style="list-style-type: none"> • Reading • Writing • Speaking • Listening • Thinking • Viewing
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Curriculum Objectives:	Content Detail:
<p>At the end of this module, students will:</p> <ul style="list-style-type: none"> • have been exposed to a variety of prose poetry and drama • recognize the historical and social context of a literary work • appreciate cultural diversity • differentiate the literary components of various genre • apply reading and literature analysis to real-life situations • value the differing ideas expressed in literature and the uniqueness of their own individual responses 	<ul style="list-style-type: none"> • elements of literature, plot, theme • setting, character • film • analyzing, evaluating, reflecting, interpreting, paraphrasing • editing, proof-reading • implication and inference • recognize literary devices • irony, satire

Module Evaluation:
<ul style="list-style-type: none"> • Performance Assessments: <ul style="list-style-type: none"> - discuss ideas, attitudes and feelings expressed in literature and personal responses - role play based on responses to literary pieces • Product Assessments: <ul style="list-style-type: none"> - response to a video, film or multimedia play (2 analytical essays selected for assessment) - response to a novel (1 character analysis, 1 essay referring to plot and theme) - response to a poetry (1 analysis and comparison of two or more poems) - project or artifact collection • Written Assessments: <ul style="list-style-type: none"> - tests, quizzes and homework based on context, knowledge and skills for performance and product assessment - critical responses, analytical essays, novels, plays and poems

Prerequisite Skill Areas (if any):	Special Resources (materials, equipment & community involvement):
<ul style="list-style-type: none"> • Successful completion of S1 English Language and Literature course 	<ul style="list-style-type: none"> • home, school and community resources • library • video equipment • field trips • graphic organizers • texts • computer • guest speakers • CD-ROMS

GLOSSARY:

- refer to text

REFERENCES - TEACHER:

See "Suggested Texts"

Recommended: Prentice Hall Literature: Timeless Voices, Timeless Themes, Grade 9 or 10.

REFERENCES - STUDENT:

See "Suggested Texts"

Recommended: Prentice Hall Literature: Timeless Voices, Timeless Themes, Grade 9 or 10.

ENGLISH LANGUAGE ARTS

Course Title: ENGLISH LANGUAGE & LITERATURE II	Sequence Reference: EL2012ENG-F								
Module Title: Creating Literature II	Senior School Level								
Number of Periods: 10 double periods	<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="padding: 2px;">S1</td> <td style="padding: 2px;">S2</td> <td style="padding: 2px;">S3</td> <td style="padding: 2px;">S4</td> </tr> <tr> <td style="text-align: center; padding: 2px;"><input type="checkbox"/></td> <td style="text-align: center; padding: 2px;"><input checked="" type="checkbox"/></td> <td style="text-align: center; padding: 2px;"><input type="checkbox"/></td> <td style="text-align: center; padding: 2px;"><input type="checkbox"/></td> </tr> </table>	S1	S2	S3	S4	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
S1	S2	S3	S4						
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						
Subgoal Emphasis: <ul style="list-style-type: none"> • 1.1, 1.2, 1.3, 1.4, 1.5, 1.6 Reading and Literature • 2.1, 2.2, 2.3, 2.4, 2.5 Writing Process • 3.1, 3.2, 3.3 Speaking and Listening • 4.1, 4.2, 4.3 Researching and Communicating 	Content Focus <ul style="list-style-type: none"> • Reading • Writing • Speaking • Listening • Thinking • Viewing 								
Curriculum Objectives:	Content Detail:								
At the end of this module, students will: <ul style="list-style-type: none"> • enhance their own writing skills through a study of models of excellence • synthesize ideas based on theme-related literature • appreciate forms of poetry • recognize tragedy and comedy • respond in writing to a variety of diverse stimuli 	<ul style="list-style-type: none"> • forms of poetry; formal and free verse • film, music, dance • graphic art • summarizing, interpreting • comparing, contrasting • writing process • literary elements • literary devices • analyzing, interpreting 								
Module Evaluation:									
<ul style="list-style-type: none"> • Performance Assessments: • Product Assessments: <ul style="list-style-type: none"> - 1 piece of written dialogue - 1 thematic essay relating two or more pieces of literature - 1 formal poem or poems of not less than fourteen lines - script for film or real-life performance • Written Assessments: <ul style="list-style-type: none"> - tests, quizzes and homework based on content and skills for performance and produce assessments - creating writing in diverse forms - thematic essay synthesizing selected prose, poetry and/or drama 									
Prerequisite Skill Areas	Special Resources								
(if any):	(materials, equipment & community involvement):								
<ul style="list-style-type: none"> • Successful completion of S1 English Language and Literature course 	<ul style="list-style-type: none"> • home, school and community resources • library • video equipment • field trips • graphic organizers • texts • computer • guest speakers • CD-ROMS 								

GLOSSARY:

- refer to text

REFERENCES - TEACHER:

See "Suggested Texts"

Recommended: Prentice Hall Literature: Timeless Voices, Timeless Themes, Grade 9 or 10.

REFERENCES - STUDENT:

See "Suggested Texts"

Recommended: Prentice Hall Literature: Timeless Voices, Timeless Themes, Grade 9 or 10.

ENGLISH LANGUAGE ARTS

Course Title: ENGLISH LANGUAGE & LITERATURE II

Sequence Reference: EL2012ENG-G

Module Title: Appreciating Literature II

Senior School Level

Number of Periods: 10 double periods

S1	S2	S3	S4
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Subgoal Emphasis:

- 1.1, 1.2, 1.3, 1.4, 1.5, 1.6 Reading and Literature
- 2.1, 2.2, 2.3, 2.4, 2.5 Writing Process
- 3.1, 3.2, 3.3 Speaking and Listening
- 4.1, 4.2, 4.3 Researching and Communicating

Content Focus

- Reading
- Writing
- Speaking
- Listening
- Thinking
- Viewing

Curriculum Objectives:

Content Detail:

At the end of this module, students will:

- enjoy reading a variety of literary genres
- understand and critically evaluate literature
- understand the purpose of diverse types of media
- apply their appreciation of literature to solving problems in life

- world literature
- advertising media
- persuasive rhetoric
- newspapers, magazines
- prose, poetry, drama
- debates and discussions
- implication and inference
- literary elements
- literary devices
- vocabulary
- thematic development
- newspaper production
- advertising

Module Evaluation:

- **Performance Assessments:**
 - give an oral presentation
- **Product Assessments:**
 - creation of a class newspaper for a special school event
 - contribute to school year book
 - creation of an advertising campaign
 - critique of an advertising campaign
 - critical evaluation of a newspaper over a two-week period
- **Written Assessments:**
 - final examination based on literary genre

Prerequisite Skill Areas

Special Resources

(if any):

(materials, equipment & community involvement):

- Successful completion of S1 English Language and Literature course

- home, school and community resources
- library
- video equipment, CD-ROMS, computer
- field trips
- graphic organizers
- texts
- guest speakers

GLOSSARY:

- refer to text

REFERENCES - TEACHER:

See "Suggested Texts"

Recommended: Prentice Hall Literature: Timeless Voices, Timeless Themes, Grade 9 or 10.

REFERENCES - STUDENT:

See "Suggested Texts"

Recommended: Prentice Hall Literature: Timeless Voices, Timeless Themes, Grade 9 or 10.

English Language & Literature III

Course Code: EL3013ENG



MINISTRY OF EDUCATION

Bermuda

2000

SENIOR SCHOOL ENGLISH LANGUAGE ARTS COURSE OVERVIEW

Title: English Language & Literature III

4 credit (s)
120 hour (s)

Prerequisite (s): English II

S3 level (s)

Course Code: EL3013ENG

required or elective

Course Description

This course is designed for senior three students and involves reading and discussion of modern American and British literature. Language skills are developed separately and in conjunction with the study of literature. Various short stories, poems, novels and other literary genre are read, evaluated and analyzed in written and oral form. Specific skills, such as critical analysis, essays, group discussion, creative writing, grammar and vocabulary are developed.

Course Requirements

The requirements for this course are as follows:

Performance Assessments: Oral reading, short stories, novels, poems and other 10% Literary genre - oral presentation of any two 10% Presentation using technology 25%	45%
Product Assessments: Two written pieces (student analysis/comparisons/research) 10% One original piece taken from a model read 10% Project/artifact/portfolios of original work 15%	35%
Written Assessments: Weekly quizzes and homework	20%
Total	100%

Course Resources

See "Suggested Texts"

Recommended: Prentice Hall Literature: Timeless Voices, Timeless Themes - The American Experience/
The British Tradition

Course Outline

Module Title	# Double Periods	Module Title	# Double Periods
A. Reading to Learn and to Do	10	B. Language Usage	10
- literary genre		- grammar review	
- reading responses		- vocabulary extension	
- language of literature		- communication skills	
C. The Process of Writing	10	D. Reading and Appreciating Literature	20
- developing paragraphs		- selected American writings	
- developing writing skills		- selected English/British writing	
- documentation			
E. Forms of Writing	10	F. Speaking and Listening to Learn	15
- models of poetic forms		- presentational skills	
- models of prose forms		- public speaking	
		- debate	
		- recitation	

Subtotal	75
Optional double periods	15
Total double periods.....	90

SENIOR SCHOOL ENGLISH LANGUAGE ARTS

check one: S1 S2 S3 S4

English Language & Literature III

GOALS		SUBGOALS		MODULE & CURRICULUM CORRELATION MATRIX					
1	Reading and Literature	1.1	Pleasure	x	x	x	x	x	x
		1.2	Comprehension	x	x	x	x	x	x
		1.3	Strategies	x	x	x	x	x	x
		1.4	Selections	x	x	x	x	x	x
		1.5	Information	x	x	x	x	x	x
		1.6	Technical	x	x	x	x	x	x
2	Writing Process and Products	2.1	Fluency	x	x	x	x	x	x
		2.2	Competence	x	x	x	x	x	x
		2.3	Usage	x	x	x	x	x	x
		2.4	Audience	x	x	x	x	x	x
		2.5	Research	x	x	x	x	x	x
3	Speaking and Listening To Learn	3.1	Oral	x	x	x	x	x	x
		3.2	Oracy Skills	x	x	x	x	x	x
		3.3	Active Listening	x	x	x	x	x	x
4	Researching and Communication Skills	4.1	Application	x	x	x	x	x	x
		4.2	Media	x	x	x	x	x	x
		4.3	Communication	x	x	x	x	x	x
CONTENT STRUCTURE		Reading		x	x	x	x	x	x
		Writing		x	x	x	x	x	x
		Speaking		x	x	x	x	x	x
		Listening		x	x	x	x	x	x
		Thinking		x	x	x	x	x	x
		Viewing		x	x	x	x	x	x
MODULES				A	B	C	D	E	F

MODULE KEY

- A - Reading to Learn
- B - Language Usage
- C - The Process of Writing

- D - Appreciating Literature
- E - Forms of Writing
- F - Speaking and Listening to Learn

ENGLISH LANGUAGE ARTS

Course Title: ENGLISH LANGUAGE & LITERATURE III

Sequence Reference: EL3013ENG-A

Module Title: Reading to Learn and to Do

Senior School Level

Number of Periods: 10 double periods

S1	S2	S3	S4
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Subgoal Emphasis:

- 1.1, 1.2, 1.3, 1.4, 1.5, 1.6 Reading and Literature
- 2.1, 2.2, 2.3, 2.4, 2.5 Writing Process
- 3.1, 3.2, 3.3 Speaking and Listening
- 4.1, 4.2, 4.3 Researching and Communicating

Content Focus

- Reading
- Writing
- Speaking
- Listening
- Thinking
- Viewing
- Researching

Curriculum Objectives:

At the end of this module, students will:

- read various literary genres
- distinguish between fact and opinion
- respond appropriately to material read
- paraphrase/explain/interpret/critique various literary genre
- identify/explain imagery, figurative language, allusions
- display positive attitude towards reading
- read for purpose
- improve reading rate/speed
- American literary works

Content Detail:

- poetry
- prose
- drama
- newspaper/magazine articles
- television reports
- comprehension
- summarizing/paraphrasing
- leisure reading

Module Evaluation:

- **Performance Assessments:**
- oral presentation
- **Product Assessments:**
- written responses to questions posed
- a series of exercises to demonstrate improved comprehension, reading speed or rate
- **Written Assessments:**
- unit tests or tests/quizzes based on literary works studied (literary terms and their application)

Prerequisite Skill Areas

(if any):

- Basic decoding skills
- Basic comprehension skills
- Successful completion of S2 English Language and Literature

Special Resources

(materials, equipment & community involvement):

- variety of literary genre

GLOSSARY:

- refer to text

REFERENCES - TEACHER:

See "Suggested Texts"

The American Experience. Prentice Hall

American Literature. Glencoe

The British Tradition. Prentice Hall

British Literature. Glencoe

- manuals/resource support kits
- support technology

African-American Literature. Harcourt, Brace Javanovich

Literature for Life and Work. South Western Publishing

Globe Literature. Globe

REFERENCES - STUDENT:

Student's editions of text(s) selected

ENGLISH LANGUAGE ARTS

Course Title: ENGLISH LANGUAGE & LITERATURE III

Sequence Reference: EL3013ENG-B

Module Title: Language Usage

Senior School Level

S1	S2	S3	S4
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Number of Periods: 10 double periods

Subgoal Emphasis:

- 1.1, 1.2, 1.3, 1.4, 1.5, 1.6 Reading and Literature
- 2.1, 2.2, 2.3, 2.4, 2.5 Writing Process
- 3.1, 3.2, 3.3 Speaking and Listening
- 4.1, 4.2, 4.3 Researching and Communicating

Content Focus

- Reading
- Writing
- Speaking
- Listening
- Thinking
- Viewing
- Researching

Curriculum Objectives:

Content Detail:

At the end of this module, students will:

- use parts of speech correctly
- form correctly the irregular plurals of nouns, compound and foreign words
- use standard verb forms, including subjunctives, in sentences
- show subject and verb agreement
- select correct homophones and/or words commonly confused
- punctuate correctly, using all punctuation marks
- use correct preposition for idiomatic expressions

- use of various literary genres
- oral and written presentations

Module Evaluation:

- **Performance Assessments:**
- oral performance
- **Product Assessments:**
- original pieces for compilation of portfolio, presentation or artifact
- **Written Assessments:**
- quizzes on points of language usage as appropriate to individual students' written work
- written assessment (in class) according to specific criteria set for each objective

Prerequisite Skill Areas

(if any):

- Basic grammar
- Successful completion of S2 English Language and Literature course

Special Resources

(materials, equipment & community involvement):

- audio tapes
- reference books
- student handbook
- multi-media resources
- texts
- film, video
- guest speakers
- library
- thesaurus

GLOSSARY:

- refer to text

REFERENCES - TEACHER:

See "Suggested Texts"

The American Experience. Prentice Hall

American Literature. Glencoe

The British Tradition. Prentice Hall

British Literature. Glencoe

- manuals/resource support kits
- support technology

African-American Literature. Harcourt, Brace Javanovich

Literature for Life and Work. South Western Publishing

Globe Literature. Globe

REFERENCES - STUDENT:

Student's editions of text(s) selected

ENGLISH LANGUAGE ARTS

Course Title: ENGLISH LANGUAGE & LITERATURE III

Sequence Reference: EL3013ENG-C

Module Title: The Process of Writing

Senior School Level

S1	S2	S3	S4
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Number of Periods: 10 double periods

Subgoal Emphasis:

- 1.1, 1.2, 1.3, 1.4, 1.5, 1.6 Reading and Literature
- 2.1, 2.2, 2.3, 2.4, 2.5 Writing Process
- 3.1, 3.2, 3.3 Speaking and Listening
- 4.1, 4.2, 4.3 Researching and Communicating

Content Focus

- Reading
- Writing
- Speaking
- Listening
- Thinking
- Viewing
- Researching

Curriculum Objectives:

At the end of this module, students will:

- construct correctly various kinds of sentences
- write sentences appropriate to subject, tone, audience
- create smooth sentences by using suitable transitions
- select appropriate vocabulary
- write well-developed paragraphs
- create a specific mood or tone through setting, vocabulary, etc.
- outline a topic for a paragraph, essay, research paper based on an aspect of American literature

Content Detail:

- proof-reading
- editing
- peer editing
- outlines
- poetry, prose, drama models
- vocabulary development

Module Evaluation:

- **Performance Assessments:**
- make oral presentation research paper
- **Product Assessments:**
- produce a research paper: from outline through to bibliography or reference pages
- **Written Assessments:**
- develop a research study/paper/presentation
- correct formats for poetry and drama
- evidence of proof-reading and editing

Prerequisite Skill Areas

(if any):

- Sentence techniques

Special Resources

(materials, equipment & community involvement):

- library
- thesaurus
- poetry, prose, drama models
- chart with proof-reading/editing symbols

GLOSSARY:

- refer to text

REFERENCES - TEACHER:

See "Suggested Texts"

The American Experience. Prentice Hall

American Literature. Glencoe

The British Tradition. Prentice Hall

British Literature. Glencoe

- manuals/resource support kits
- support technology

African-American Literature. Harcourt, Brace Javanovich

Literature for Life and Work. South Western Publishing

Globe Literature. Globe

REFERENCES - STUDENT:

Student's editions of text(s) selected

ENGLISH LANGUAGE ARTS

Course Title: ENGLISH LANGUAGE & LITERATURE III

Sequence Reference: EL3013ENG-D

Module Title: Reading and Appreciating Literature

Senior School Level

S1	S2	S3	S4
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Number of Periods: 20 double periods

Subgoal Emphasis:

- 1.1, 1.2, 1.3, 1.4, 1.5, 1.6 Reading and Literature
- 2.1, 2.2, 2.3, 2.4, 2.5 Writing Process
- 3.1, 3.2, 3.3 Speaking and Listening
- 4.1, 4.2, 4.3 Researching and Communicating

Content Focus

- Reading
- Writing
- Speaking
- Listening
- Thinking
- Viewing
- Researching

Curriculum Objectives:

At the end of this module, students will:

- discuss and respond to themes, using a variety of genres, time periods and international writers, including Shakespeare
- discuss and respond to works of modern British authors
- discuss and respond to works of women authors, past and present

Content Detail:

- literary excerpts of various genres
- anthologies
- selected authors and/or works

Module Evaluation:

- **Performance Assessments:**
- **Product Assessments:**
 - collection of pieces written in response to the literature studied
 - portfolio
- **Written Assessments:**
 - essays, comprehension answers, summary, diary, written application of literature skills and knowledge

Prerequisite Skill Areas

(if any):

- Basic writing techniques
- Successful completion of English S2 Language and Literature

Special Resources

(materials, equipment & community involvement):

- Oxford Companion to English Literature
- dictionary
- multi-media resources
- student handbook
- guest speakers
- library

GLOSSARY:

- refer to text

REFERENCES - TEACHER:

See "Suggested Texts"

The American Experience. Prentice Hall

American Literature. Glencoe

The British Tradition. Prentice Hall

British Literature. Glencoe

- manuals/resource support kits
- support technology

African-American Literature. Harcourt, Brace Javanovich

Literature for Life and Work. South Western Publishing

Globe Literature. Globe

REFERENCES - STUDENT:

Student's editions of text(s) selected

ENGLISH LANGUAGE ARTS

<p>Course Title: ENGLISH LANGUAGE & LITERATURE III</p> <p>Module Title: Forms of Writing</p> <p>Number of Periods: 10 double periods</p>	<p>Sequence Reference: EL3013ENG-E</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <th colspan="4" style="text-align: center;">Senior School Level</th> </tr> <tr> <th style="text-align: center;">S1</th> <th style="text-align: center;">S2</th> <th style="text-align: center;">S3</th> <th style="text-align: center;">S4</th> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input checked="" type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> </table>	Senior School Level				S1	S2	S3	S4	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Senior School Level													
S1	S2	S3	S4										
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>										
<p style="text-align: center;">Subgoal Emphasis:</p> <ul style="list-style-type: none"> • 1.1, 1.2, 1.3, 1.4, 1.5, 1.6 Reading and Literature • 2.1, 2.2, 2.3, 2.4, 2.5 Writing Process • 3.1, 3.2, 3.3 Speaking and Listening • 4.1, 4.2, 4.3 Researching and Communicating 	<p style="text-align: center;">Content Focus</p> <ul style="list-style-type: none"> • Reading • Writing • Speaking • Listening • Thinking • Viewing • Researching 												
Curriculum Objectives:	Content Detail:												
<p>At the end of this module, students will:</p> <ul style="list-style-type: none"> • write a business letter • describe a process to either entertain or instruct • complete various application forms • prepare a resume • summarize various literary genres of varying length • compose a descriptive, expository, argumentative or narrative essay • write a critical review • analyze poetry • develop a research paper 	<ul style="list-style-type: none"> • journals, diaries • letters • business, school forms • resume writing • summaries • essays • critical reviews, reflective writing • poetry analyses • research papers • biographies • poetry, drama/skit writing 												
Module Evaluation:													
<ul style="list-style-type: none"> • Performance Assessments: - oral defense of research paper • Product Assessments: - artifact - develop sample business forms and letters • Written Assessments: - 450 narrative, descriptive, expository of argumentative essay 													
Prerequisite Skill Areas	Special Resources												
(if any):	(materials, equipment & community involvement):												
<ul style="list-style-type: none"> • Basic writing techniques • Successful completion of S2 English Language and Literature course 	<ul style="list-style-type: none"> • business letters • business forms • computer access • internet access 												

GLOSSARY:

- refer to text

REFERENCES - TEACHER:

See "Suggested Texts"

The American Experience. Prentice Hall

American Literature. Glencoe

The British Tradition. Prentice Hall

British Literature. Glencoe

- manuals/resource support kits
- support technology

African-American Literature. Harcourt, Brace Javanovich

Literature for Life and Work. South Western Publishing

Globe Literature. Globe

REFERENCES - STUDENT:

Student's editions of text(s) selected

ENGLISH LANGUAGE ARTS

Course Title: ENGLISH LANGUAGE & LITERATURE III

Sequence Reference: EL3013ENG-F

Module Title: Speaking and Listening to Learn

Senior School Level

S1	S2	S3	S4
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Number of Periods: 15 double periods

Subgoal Emphasis:

- 1.1, 1.2, 1.3, 1.4, 1.5, 1.6 Reading and Literature
- 2.1, 2.2, 2.3, 2.4, 2.5 Writing Process
- 3.1, 3.2, 3.3 Speaking and Listening
- 4.1, 4.2, 4.3 Researching and Communicating

Content Focus

- Reading
- Writing
- Speaking
- Listening
- Thinking
- Viewing
- Researching

Curriculum Objectives:

At the end of this module, students will:

- speak/read aloud/recite with appropriate expression
- conduct interviews
- debate
- generate speeches of various kinds and lengths
- defend research paper
- analyze speeches heard

Content Detail:

- newspapers/magazine articles/ novel excerpts/written reports
- poetry
- drama/radio/TV scripts
- The Bible
- formal and on-the-spot interviews
- debate
- persuasive speech
- witty or humorous speech
- factual speech
- oral report

Module Evaluation:

- **Performance Assessments:**
 - oral performance assessment (in class) according to specific criteria set for each objective
 - interviews to be presented on tape
- **Product Assessments:**
 - research notes and documentation to form the basis of speeches for debate or oral report or research paper
- **Written Assessments:**
 - quizzes on research process

Prerequisite Skill Areas

(if any):

- Outlining techniques
- Successful completion of S2 English Language and Literature course

Special Resources

(materials, equipment & community involvement):

- television/video models
- live modeling
- communications textbooks

GLOSSARY:

- refer to text

REFERENCES - TEACHER:

See "Suggested Texts"

The American Experience. Prentice Hall

American Literature. Glencoe

The British Tradition. Prentice Hall

British Literature. Glencoe

- manuals/resource support kits
- support technology

African-American Literature. Harcourt, Brace Javanovich

Literature for Life and Work. South Western Publishing

Globe Literature. Globe

REFERENCES - STUDENT:

Student's editions of text(s) selected

English Language and Literature IV

Course Code: EL4014ENG



MINISTRY OF EDUCATION

Bermuda

2000

**SENIOR SCHOOL ENGLISH LANGUAGE ARTS
COURSE OVERVIEW**

Title: English Language & Literature IV

**4 credit (s)
120 hour (s)**

Prerequisite (s): English III

S4 level (s)

Course Code: EL4014ENG

required or elective

Course Description

Through a comprehensive study of *World Literature*, students will develop increasingly more sophisticated skills of literary analysis, critical thinking, written expression and vocabulary enrichment. Students are expected to assume greater responsibility toward the completion of long-term assignments. Students in this course investigate the historical backgrounds of *World Literature*. The influence of writers is defined through oral and written work. Specific skills are developed in research writing and a research paper is a requirement of this course. Student writing is developed through critical and creative responses to the selections.

Course Requirements

The requirements for this course are as follows:

Performance Assessments: One formal speech 5% One debate/drama/ monologue 10% Class participation 5%	20%
Product Assessments: Two research papers or one research paper and one independent study 40% One book report 10% Two original poems 10% One poetry analysis 5%	65%
Written Assessments: Unit tests and quizzes	15%
Total	100%

Course Resources

See "Suggested Texts"

Recommended text: World Masterpieces. Prentice Hall

Course Outline

Module Title	# Double Periods	Module Title	# Double Periods
A. Getting It Right I 10 - language study - strategies for reading - the writing process - business letters and resumes - interviewing	10	B. Getting It Right II 15 - language usage - language development - paragraphs and essays - grammar review - summary	15
C. Getting It Right III 25 - research skills - reading and writing for purposes - using technology - background research for debate - exam preparation	25	D. Reading and Appreciating Literature 35 - reading for pleasure and information - analysis - appreciation - interpretation	35
E. Creating Literature 25 - write poetry, prose, drama - creating perspective - dramatic production	25	F. Reading and Exploring Literature 40 - literary terms - comparison and contrasts - literature from social and historical periods - works by major writers	40

Subtotal	75
Optional double periods	15
Total double periods.....	90

SENIOR SCHOOL ENGLISH LANGUAGE ARTS

check one: S1 S2 S3 S4

English Language & Literature IV

GOALS		SUBGOALS		MODULE & CURRICULUM CORRELATION MATRIX					
1	Reading and Literature	1.1	Pleasure	x	x	x	x	x	x
		1.2	Comprehension	x	x	x	x	x	x
		1.3	Strategies	x	x	x	x	x	x
		1.4	Selections	x	x	x	x	x	x
		1.5	Information	x	x	x	x	x	x
		1.6	Technical	x	x	x	x	x	x
2	Writing Process and Products	2.1	Fluency	x	x	x	x	x	x
		2.2	Competence	x	x	x	x	x	x
		2.3	Usage	x	x	x	x	x	x
		2.4	Audience	x	x	x	x	x	x
		2.5	Research	x	x	x	x	x	x
3	Speaking and Listening To Learn	3.1	Oral	x	x	x	x	x	x
		3.2	Oracy Skills	x	x	x	x	x	x
		3.3	Active Listening	x	x	x	x	x	x
4	Researching and Communication Skills	4.1	Application	x	x	x	x	x	x
		4.2	Media	x	x	x	x	x	x
		4.3	Communication	x	x	x	x	x	x
CONTENT STRUCTURE	Reading		x	x	x	x	x	x	
	Writing		x	x	x	x	x	x	
	Speaking		x	x	x	x	x	x	
	Listening		x	x	x	x	x	x	
	Thinking		x	x	x	x	x	x	
	Viewing		x	x	x	x	x	x	
MODULES				A	B	C	D	E	F

MODULE KEY

- A - Getting It Right I
- B - Getting It Right II
- C - Getting It Right III

- D - Appreciating Literature
- E - Creating Literature
- F - Exploring Literature

ENGLISH LANGUAGE ARTS

Course Title: ENGLISH LANGUAGE & LITERATURE IV

Sequence Reference: EL4014ENG-A

Module Title: Getting It Right I

Senior School Level

Number of Periods: 10 double periods

S1	S2	S3	S4
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Subgoal Emphasis:

- 1.1, 1.2, 1.3, 1.4, 1.5, 1.6 Reading and Literature
- 2.1, 2.2, 2.3, 2.4, 2.5 Writing Process
- 3.1, 3.2, 3.3 Speaking and Listening
- 4.1, 4.2, 4.3 Researching and Communicating

Content Focus

- Reading
- Writing
- Speaking
- Listening
- Thinking
- Viewing

Curriculum Objectives:

At the end of this module, students will:

- appreciate language/diction and vocabulary
- apply the writing process
- demonstrate composition skills on college prep topics
- extend vocabulary through SAT preparation

Content Detail:

- proof-reading
- editing
- peer editing
- outlines
- poetry, prose, drama models
- vocabulary development

Module Evaluation:

- **Performance Assessments:**

- **Product Assessments:**
 - demonstrate paragraph writing producing examples of narrative, expository, persuasive and argumentative modes reflecting the writing process
 - edit poetry and drama

- **Written Assessments:**
 - quizzes as appropriate to vocabulary enrichment

Prerequisite Skill Areas

(if any):

- English Language and Literature III or elective courses at Level 3

Special Resources

(materials, equipment & community involvement):

- library
- thesaurus
- poetry, prose, drama models
- chart with proof-reading/editing symbols

GLOSSARY:

- refer to text

REFERENCES - TEACHER:

Recommended texts:

World Masterpieces. Prentice Hall

World Literature. Glencoe

World Tapestries. Globe

World Myths and Legends I and II. Globe

(Resource manuals and support materials)

REFERENCES - STUDENT:

Students' editions of selected text

ENGLISH LANGUAGE ARTS

Course Title: ENGLISH LANGUAGE & LITERATURE IV

Sequence Reference: EL4014ENG-B

Module Title: Getting It Right II

Senior School Level

S1	S2	S3	S4
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Number of Periods: 15 double periods

Subgoal Emphasis:

- 1.1, 1.2, 1.3, 1.4, 1.5, 1.6 Reading and Literature
- 2.1, 2.2, 2.3, 2.4, 2.5 Writing Process
- 3.1, 3.2, 3.3 Speaking and Listening
- 4.1, 4.2, 4.3 Researching and Communicating

Content Focus

- Reading
- Writing
- Speaking
- Listening
- Thinking
- Viewing

Curriculum Objectives:

At the end of this module, students will:

- appreciate language development
- communicate effectively in writing
- develop an understanding of the paragraph and essay format
- use improved paragraph structure to enhance compositions
- understand and demonstrate knowledge of the writing process: pre-writing, writing, literary, dramatic, poetic and rhetorical terminology, revision and editing
- demonstrate the ability to write in narrative, expository, persuasive and argumentative modes
- demonstrate summary and executive summary format
- use technology to produce an original product

Content Detail:

- vocabulary development (including the evolution of language, concrete and abstract language, jargon analogies, connotation, denotation and allusions)
- language usage (including active and passive voice, clauses, indirect and direct quotations)
- paragraph development (including topic sentences and supporting details, transitions)
- punctuation (including hyphen, dash, italics)

Module Evaluation:

- **Performance Assessments:**
- develop a PowerPoint presentation or present a formal speech
- **Product Assessments:**
- write a summary
- formulate an executive summary
- essay - class work (timed) or homework as a literature study
- write a variety of types of paragraphs
- **Written Assessments:**
- quizzes based on grammar review for application to written work

Prerequisite Skill Areas

(if any):

- understand and use correctly all stages of writing process
- practice with oral and written skills
- effective reading and comprehension skills
- experience with Microsoft Word

Special Resources

(materials, equipment & community involvement):

- dictionary
- thesaurus
- text
- computer
- Internet
- film
- video

GLOSSARY:

- refer to text

REFERENCES - TEACHER:

Recommended texts:

World Masterpieces. Prentice Hall

World Literature. Glencoe

World Tapestries. Globe

World Myths and Legends I and II. Globe

(Resource manuals and support materials)

REFERENCES - STUDENT:

Students' editions of selected text

ENGLISH LANGUAGE ARTS

Course Title: ENGLISH LANGUAGE & LITERATURE IV

Sequence Reference: EL4014ENG-C

Module Title: Getting It Right III

Senior School Level

S1	S2	S3	S4
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Number of Periods: 25 double periods

Subgoal Emphasis:

- 1.1, 1.2, 1.3, 1.4, 1.5, 1.6 Reading and Literature
- 2.1, 2.2, 2.3, 2.4, 2.5 Writing Process
- 3.1, 3.2, 3.3 Speaking and Listening
- 4.1, 4.2, 4.3 Researching and Communicating

Content Focus

- Reading
- Writing
- Speaking
- Listening
- Thinking
- Viewing

Curriculum Objectives:

Content Detail:

At the end of this module, students will:

- communicate effectively
- develop proficiency in information gathering
- apply available technology to the production of written work
- publish writing for an identified audience
- develop college preparatory vocabulary
- study college preparation analogues
- increase reading rate/speed and comprehension
- participate in debate
- demonstrate research skills
- increase test-taking strategies

- purposes of writing and reading
- persuasive writing
- effective reasoning
- supporting an opinion
- descriptive writing
- personal essay
- debate
- research skills
- A.C.T./S.A.T.
- inferential reading
- research in literary criticism, historical and current events
- practice scanning and speed reading

Module Evaluation:

- **Performance Assessments:**
 - classroom debate - based on research - or as a formal speech
 - participate in a meeting, forum or panel
 - oral presentation of written work (graduation by exhibition)
- **Product Assessments:**
 - 2 research papers (one of 850 - 1,000 words and one of 700 - 850 words) or one paper and one independent study
- **Written Assessments:**
 - SAT - college entrance practice

Prerequisite Skill Areas

(if any):

- Basic research skills

Special Resources

(materials, equipment & community involvement):

- S.A.T. programme
- Internet
- library

GLOSSARY:

- refer to text

REFERENCES - TEACHER:

Recommended texts:

World Masterpieces. Prentice Hall

World Literature. Glencoe

World Tapestries. Globe

World Myths and Legends I and II. Globe

(Resource manuals and support materials)

REFERENCES - STUDENT:

Students' editions of selected text

ENGLISH LANGUAGE ARTS

Course Title: ENGLISH LANGUAGE & LITERATURE IV

Sequence Reference: EL4014ENG-D

Module Title: Reading and Appreciating Literature

Senior School Level

S1	S2	S3	S4
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Number of Periods: 35 double periods

Subgoal Emphasis:

- 1.1, 1.2, 1.3, 1.4, 1.5, 1.6 Reading and Literature
- 2.1, 2.2, 2.3, 2.4, 2.5 Writing Process
- 3.1, 3.2, 3.3 Speaking and Listening
- 4.1, 4.2, 4.3 Researching and Communicating

Content Focus

- Reading
- Writing
- Speaking
- Listening
- Thinking
- Viewing

Curriculum Objectives:

At the end of this module, students will:

- perceive reading as a pleasurable lifetime experience
- develop an understanding of themes
- analyze and evaluate literature in a context beyond oneself
- appreciate ideas, customs and beliefs within a cultural context
- appreciate literary genres
- interpret visual information

Content Detail:

- poetry, prose, drama
- thematic threads (including heroism, love, war, search for self)
- literature from diverse cultures
- writing from a variety of perspectives
- film, videotape, art reproductions

Module Evaluation:

- **Performance Assessments:**
 - discussions of novels, short stories, poems and essays
 - individual and group speeches
- **Product Assessments:**
 - create timelines for the periods studied
 - develop an individual study
 - compositions in class and as research - multiple intelligences
 - analysis of non-fiction prose - newspaper articles, essays and personal narratives
- **Written Assessments:**
 - tests and quizzes over literature, vocabulary, mechanics and terminology
 - SAT preparation

Prerequisite Skill Areas

(if any):

- Reading fiction
- Reading non-fiction
- Oral presentation

Special Resources

(materials, equipment & community involvement):

- video equipment
- CD-ROM's
- multimedia/print resources
- guest speakers
- theatre visits
- graphic organizers
- texts

GLOSSARY:

- refer to text

REFERENCES - TEACHER:

Recommended texts:

World Masterpieces. Prentice Hall

World Literature. Glencoe

World Tapestries. Globe

World Myths and Legends I and II. Globe

(Resource manuals and support materials)

REFERENCES - STUDENT:

Students' editions of selected text

ENGLISH LANGUAGE ARTS

Course Title: ENGLISH LANGUAGE & LITERATURE IV

Sequence Reference: EL4014ENG-E

Module Title: Creating Literature

Senior School Level

S1	S2	S3	S4
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Number of Periods: 25 double periods

Subgoal Emphasis:

- 1.1, 1.2, 1.3, 1.4, 1.5, 1.6 Reading and Literature
- 2.1, 2.2, 2.3, 2.4, 2.5 Writing Process
- 3.1, 3.2, 3.3 Speaking and Listening
- 4.1, 4.2, 4.3 Researching and Communicating

Content Focus

- Reading
- Writing
- Speaking
- Listening
- Thinking
- Viewing

Curriculum Objectives:

At the end of this module, students will:

- value their own creative abilities
- create original poetry, prose and plays
- analyze and evaluate their own style

Content Detail:

- write poetry, prose, drama
- writing from another point of view
- creative dramatics

Module Evaluation:

- **Performance Assessments:**
 - an original drama or novelette based on a theme studied
 - reflection piece
- **Product Assessments:**
 - develop a collection of original pieces (poems, lyrics, songs, rap) which includes any other original writing
 - video or film based on literary response
- **Written Assessments:**
 - create a literary analysis or critique of a body of works studied

Prerequisite Skill Areas

(if any):

- writing skills in all genre
- ability to read challenging thematic material
- increased vocabulary
- presentational skills

Special Resources

(materials, equipment & community involvement):

- video equipment
- CD-ROM's
- multimedia/print resources
- guest speakers
- theatre visits
- graphic organizers
- texts

GLOSSARY:

- refer to text

REFERENCES - TEACHER:

Recommended texts:

World Masterpieces. Prentice Hall

World Literature. Glencoe

World Tapestries. Globe

World Myths and Legends I and II. Globe

(Resource manuals and support materials)

REFERENCES - STUDENT:

Students' editions of selected text

ENGLISH LANGUAGE ARTS

Course Title: ENGLISH LANGUAGE & LITERATURE IV

Sequence Reference: EL4014ENG-F

Module Title: Reading and Exploring Literature

Senior School Level

Number of Periods: 40 double periods

S1	S2	S3	S4
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Subgoal Emphasis:

- 1.1, 1.2, 1.3, 1.4, 1.5, 1.6 Reading and Literature
- 2.1, 2.2, 2.3, 2.4, 2.5 Writing Process
- 3.1, 3.2, 3.3 Speaking and Listening
- 4.1, 4.2, 4.3 Researching and Communicating

Content Focus

- Reading
- Writing
- Speaking
- Listening
- Thinking
- Viewing

Curriculum Objectives:

Content Detail:

At the end of this module, students will:

- develop an understanding of literary terms
- explore a variety of genre
- analyze the author's tone, style and intent
- develop an understanding of the literature of various historical periods
- develop an understanding of the works of major writers

- literary terms (including personification, extended metaphor, parody, elegy, dramatic monologue, hyperbole, symbolism, irony, satire)
- comparing and contrasting heroes
- writing a response
- responding to criticism
- comparing and contrasting various genre
- comparing and contrasting characters

Module Evaluation:

- **Performance Assessments:**
 - oral presentation highlighting the social context specific to the work or body of works - locally, nationally and globally
 - read at least 2 novels
- **Product Assessments:**
 - create a book response, review or report on the selected novel(s)
 - develop a chronology by genre, author or theme (timeline/study/paper/report)
 - produce a critique using literary terminology
- **Written Assessments:**
 - write a comparison and contrast on theme, character, plot, style and literary terms

Prerequisite Skill Areas

Special Resources

(if any):

(materials, equipment & community involvement):

- demonstrate control over the research process
- read a variety of texts representing different genres and literary time periods

- video equipment
- CD-ROM's
- multimedia/print resources
- guest speakers
- theatre visits
- graphic organizers
- texts

GLOSSARY:

- refer to text

REFERENCES - TEACHER:

Recommended texts:

World Masterpieces. Prentice Hall

World Literature. Glencoe

World Tapestries. Globe

World Myths and Legends I and II. Globe

(Resource manuals and support materials)

REFERENCES - STUDENT:

Students' editions of selected text

Journalism and Publications

Course Code: EL3020JRN



MINISTRY OF EDUCATION

Bermuda

2000

SENIOR SCHOOL ENGLISH LANGUAGE ARTS COURSE OVERVIEW

Title: Journalism and Publications

2 credit (s)
60 hour (s)

Prerequisite (s): English II

S3 - S4 level (s)

Course Code: EL3020JRN

required or elective

Course Description

This course provides "hands-on" experience in writing, designing and editing publications. Students will experience the responsibility of producing the yearbook or newspaper, including solicitation of advertising space, adequate to offset the school's publication costs. Students must assume roles of leadership in planning for total coverage of news and reporting events related to the school community. Participants gain proficiency in desktop publishing technology, as they create layouts and organize text, using multimedia. Writing for a variety of purposes is enhanced, as students research, publish and edit. The importance of teamwork, cooperation and dependability are stressed and each student is expected to meet deadlines. After-school work is expected.

Course Requirements

The requirements for this course are as follows:

Performance Assessments: Class discussion - theme Interviewing techniques	20%
Product Assessments: Media research Story assignments- including corrected copy and layout Language study - bias/plagiarism/sexist terminology Producing a documentary	50%
Written Assessments: Tests and quizzes Editing process	20%
Final Examination: Competitions for writing and work outside of school hours	10%
Total	100%

Course Resources

Journalism Today (text, manual and student workbooks)

Course Outline

Module Title	# Double Periods	Module Title	# Double Periods
A. History of Media 3 - media research - media terms		B. Ethical and Legal Responsibilities 3 - develop standards for publication - key terms - ethical principals of a “free press”	
C. Gathering News 10 - roles of staff - audience influence - key terms		D. Writing News Story Leads 5 - differing types of news stories - form of stories - gathering information - writing	
E. Interviewing 5 - notes - taping - questions - issues		F. Handling Quotes Fairly and Accurately... 2 - needs for precision - permission - grammar - techniques	
G. Writing News Stories 10 - topics of interest - writing style - types of writing - roles			

Subtotal	38
Optional double periods	7
Total double periods.....	45

SENIOR SCHOOL ENGLISH LANGUAGE ARTS

check: S1 S2 S3 S4

Journalism and Publications

GOALS		SUBGOALS		MODULE & CURRICULUM CORRELATION MATRIX						
1	Reading and Literature	1.1	Pleasure	x	x	x	x	x	x	x
		1.2	Comprehension	x	x	x	x	x	x	x
		1.3	Strategies	x	x	x	x	x	x	x
		1.4	Selections	x	x	x	x	x	x	x
		1.5	Information	x	x	x	x	x	x	x
		1.6	Technical	x	x	x	x	x	x	x
2	Writing Process and Products	2.1	Fluency	x	x	x	x	x	x	x
		2.2	Competence	x	x	x	x	x	x	x
		2.3	Usage	x	x	x	x	x	x	x
		2.4	Audience	x	x	x	x	x	x	x
		2.5	Research	x	x	x	x	x	x	x
3	Speaking and Listening To Learn	3.1	Oral	x	x	x	x	x	x	x
		3.2	Oracy Skills	x	x	x	x	x	x	x
		3.3	Active Listening	x	x	x	x	x	x	x
4	Researching and Communication Skills	4.1	Application	x	x	x	x	x	x	x
		4.2	Media	x	x	x	x	x	x	x
		4.3	Communication	x	x	x	x	x	x	x
CONTENT STRUCTURE		Reading		x	x	x	x	x	x	x
		Writing		x	x	x	x	x	x	x
		Speaking		x	x	x	x	x	x	x
		Listening		x	x	x	x	x	x	x
		Thinking		x	x	x	x	x	x	x
		Viewing		x	x	x	x	x	x	x
MODULES				A	B	C	D	E	F	G

MODULE KEY

- A - History of Media
- B - Ethical and Legal Responsibilities
- C - Gathering News
- D - Writing News Story Leads

- E - Interviewing
- F - Handling Quotes Fairly and Accurately
- G - Writing News Stories

ENGLISH LANGUAGE ARTS

Course Title: JOURNALISM AND PUBLICATIONS

Sequence Reference: EL3020JRN-A

Module Title: History of Media

Senior School Level

S1	S2	S3	S4
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Number of Periods: 3 double periods

Subgoal Emphasis:

- 1.1, 1.2, 1.3, 1.4, 1.5, 1.6 Reading and Literature
- 2.1, 2.2, 2.3, 2.4, 2.5 Writing Process
- 3.1, 3.2, 3.3 Speaking and Listening
- 4.1, 4.2, 4.3 Researching and Communicating

Content Focus

- Reading
- Writing
- Speaking
- Listening
- Thinking
- Viewing

Curriculum Objectives:

Content Detail:

At the end of this module, students will:

- understand how the printed press developed in America
- understand freedom of the press
- understand the development and impact of radio and T.V.
- recognize some issues facing journalism
- know the history journalism and publications in Bermuda - a brief noting pioneers in the field

- media terms (vocabulary)
- beginning of the first newspapers
- early developers of newspapers - local and foreign
- present day media persons
- history of radio and television in the U.S. and Bermuda

Module Evaluation:

- **Performance Assessments:**

- **Product Assessments:**
 - a brief study of early newspapers (local and foreign)
 - group assignments (media research)
 - a compare and contrast report to feature the social context of publishing

- **Written Assessments:**
 - audience - issues
 - worksheet
 - module test

Prerequisite Skill Areas

(if any):

-

Special Resources

(materials, equipment & community involvement):

- Journalism workbook
- Journalism text
- Preferred Text Journalism Today (NTC - publishing Co. has a workbook for students)

GLOSSARY:

- refer to text

REFERENCES - TEACHER:

Journalism Today published by National Textbook Company

Yearbook Manual and exercise book from the publisher (for the Yearbook Advisor)

REFERENCES - STUDENT:

Journalism Today (text and workbook)

Yearbook Manual and exercise book from the publisher (for the Yearbook editorial staff)

ENGLISH LANGUAGE ARTS

Course Title: JOURNALISM AND PUBLICATIONS

Sequence Reference: EL3020JRN-B

Module Title: Ethical and Legal Responsibilities

Senior School Level

S1	S2	S3	S4
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Number of Periods: 3 double periods

Subgoal Emphasis:

- 1.1, 1.2, 1.3, 1.4, 1.5, 1.6 Reading and Literature
- 2.1, 2.2, 2.3, 2.4, 2.5 Writing Process
- 3.1, 3.2, 3.3 Speaking and Listening
- 4.1, 4.2, 4.3 Researching and Communicating

Content Focus

- Reading
- Writing
- Speaking
- Listening
- Thinking
- Viewing

Curriculum Objectives:

At the end of this module, students will:

- understand what they may or may not do to operate legally and ethically
- recognize the limits of the press i.e. liberal law
- work with various hypothetical legal and ethical situations
- understand the ethical principles of the press
- recognize the major criticism of the press

Content Detail:

- key terms: ethics, slander, plagiarism, libel, privileged statements, fair comment, prior restraint, credibility, objectivity, forum theory
- incorrect forms of: inventing quotes, editorializing, plagiarism

Module Evaluation:

- **Performance Assessments:**
- class discussions
- **Product Assessments:**
- exercises applying terms and writing an interview from differing perspectives or different audiences
- development of a code of standards
- **Written Assessments:**
- tests and quizzes on terminology
- worksheet and activities

Prerequisite Skill Areas

(if any):

- Knowledge of Key Terms

Special Resources

(materials, equipment & community involvement):

- member of local newspaper for discussion
- interview reporter on ethical and legal issues in print media

GLOSSARY:

- refer to text

REFERENCES - TEACHER:

Journalism Today published by National Textbook Company

Yearbook Manual and exercise book from the publisher (for the Yearbook Advisor)

REFERENCES - STUDENT:

Journalism Today (text and workbook)

Yearbook Manual and exercise book from the publisher (for the Yearbook editorial staff)

ENGLISH LANGUAGE ARTS

Course Title: JOURNALISM AND PUBLICATIONS

Sequence Reference: EL3020JRN-C

Module Title: Gathering News

Senior School Level

S1	S2	S3	S4
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Number of Periods: 10 double periods

Subgoal Emphasis:

- 1.1, 1.2, 1.3, 1.4, 1.5, 1.6 Reading and Literature
- 2.1, 2.2, 2.3, 2.4, 2.5 Writing Process
- 3.1, 3.2, 3.3 Speaking and Listening
- 4.1, 4.2, 4.3 Researching and Communicating
-

Content Focus

- Reading
- Writing
- Speaking
- Listening
- Thinking
- Viewing

Curriculum Objectives:

At the end of this module, students will:

- understand how the definition of news has changed over time
- be able to measure news value by audience interest and needs
- recognize the classic elements of news
- generate ideas by barnstormers
- understand role of team work in news organizations

Content Detail:

- key terms: advance, conflict, filter question, hard news human interest, localization, news judgement, prominence, timelines, proximity, random sample
- identifying people that would make good story topics, story assignments, photo ideas
- terms: publisher managing editor, beat reporter, jump, main bar

Module Evaluation:

- **Performance Assessments:**
 - news gathering activities, following a story from inception to conclusion
 - out of class assignments
 - class discussion of issues hypothetical and real
- **Product Assessments:**
 - comparison piece on the same story in print and through other news imedia
 - story assignments
- **Written Assessments:**
 - developing a lead story for print and the same story using technology
 - chapter test

Prerequisite Skill Areas

(if any):

- Media Terms
- Identify different types of news stories

Special Resources

(materials, equipment & community involvement):

- visits to mass media sources: television stations, publishers, press room of newspaper

GLOSSARY:

- refer to text

REFERENCES - TEACHER:

Journalism Today published by National Textbook Company

Yearbook Manual and exercise book from the publisher (for the Yearbook Advisor)

REFERENCES - STUDENT:

Journalism Today (text and workbook)

Yearbook Manual and exercise book from the publisher (for the Yearbook editorial staff)

ENGLISH LANGUAGE ARTS

Course Title: JOURNALISM AND PUBLICATIONS

Sequence Reference: EL3020JRN-D

Module Title: Writing News Story Leads

Senior School Level

S1	S2	S3	S4
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Number of Periods: 5 double periods

Subgoal Emphasis:

- 1.1, 1.2, 1.3, 1.4, 1.5, 1.6 Reading and Literature
- 2.1, 2.2, 2.3, 2.4, 2.5 Writing Process
- 3.1, 3.2, 3.3 Speaking and Listening
- 4.1, 4.2, 4.3 Researching and Communicating
-

Content Focus

- Reading
- Writing
- Speaking
- Listening
- Thinking
- Viewing

Curriculum Objectives:

At the end of this module, students will:

- understand the elements of lead writing
- understand the inverted pyramid structure
- know how to use the traditional AP style lead
- recognize good and bad leads

Content Detail:

- inverted pyramid
- five W's and H
- leads
- key terms: lead, summary lead, inverted pyramid, tease, quote lead, question lead

Module Evaluation:

- **Performance Assessments:**
 - students will write leads for stories
 - group/individual activities
- **Product Assessments:**
 - develop leads using AP style
 - compare different leads in local/overseas papers
 - design and develop the layout for publication
- **Written Assessments:**
 - write and edit lead stories
 - worksheets on lead development

Prerequisite Skill Areas

(if any):

- Interview skills
- Questioning skills
- Using writing techniques

Special Resources

(materials, equipment & community involvement):

- member of the newspaper community invited to discuss leads
- foreign and local newspapers, radios/T.V. news story leads

GLOSSARY:

- refer to text

REFERENCES - TEACHER:

Journalism Today published by National Textbook Company

Yearbook Manual and exercise book from the publisher (for the Yearbook Advisor)

REFERENCES - STUDENT:

Journalism Today (text and workbook)

Yearbook Manual and exercise book from the publisher (for the Yearbook editorial staff)

ENGLISH LANGUAGE ARTS

Course Title: JOURNALISM AND PUBLICATIONS

Sequence Reference: EL3020JRN-E

Module Title: Interviewing

Senior School Level

Number of Periods: 5 double periods

S1	S2	S3	S4
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Subgoal Emphasis:

- 1.1, 1.2, 1.3, 1.4, 1.5, 1.6 Reading and Literature
- 2.1, 2.2, 2.3, 2.4, 2.5 Writing Process
- 3.1, 3.2, 3.3 Speaking and Listening
- 4.1, 4.2, 4.3 Researching and Communicating
-

Content Focus

- Reading
- Writing
- Speaking
- Listening
- Thinking
- Viewing

Curriculum Objectives:

At the end of this module, students will:

- know how to conduct an effective interview, structure questions
- be familiar with note taking issues and use of tape recorder
- preparing and using stock questions
- characteristics of an effective interview-based story

Content Detail:

- key terms: formal interview, Q&A, open-ended questions "est" questions, stock questions, off the record, primary source

Module Evaluation:

- **Performance Assessments:**
 - group, individual activities
 - interview a person for story
 - class discussion of local/international/ hypothetical issues or events
- **Product Assessments:**
 - a documentary using appropriate multimedia
 - write an interview story - select appropriate graphics for story
- **Written Assessments:**
 - quiz on interviewing techniques with emphasis on writing and editing
 - work sheets for interviewing evaluation

Prerequisite Skill Areas

(if any):

- Interview skills
- Writing techniques
- Presentational skills

Special Resources

(materials, equipment & community involvement):

- audio tape
- video tape
- reporters "notebook"

GLOSSARY:

- refer to text

REFERENCES - TEACHER:

Journalism Today published by National Textbook Company

Yearbook Manual and exercise book from the publisher (for the Yearbook Advisor)

REFERENCES - STUDENT:

Journalism Today (text and workbook)

Yearbook Manual and exercise book from the publisher (for the Yearbook editorial staff)

ENGLISH LANGUAGE ARTS

Course Title: JOURNALISM AND PUBLICATIONS

Sequence Reference: EL3020JRN-F

Module Title: Handling Quotes Fairly and Accurately

Senior School Level

Number of Periods: 2 double periods

S1	S2	S3	S4
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Subgoal Emphasis:

- 1.1, 1.2, 1.3, 1.4, 1.5, 1.6 Reading and Literature
- 2.1, 2.2, 2.3, 2.4, 2.5 Writing Process
- 3.1, 3.2, 3.3 Speaking and Listening
- 4.1, 4.2, 4.3 Researching and Communicating
-

Content Focus

- Reading
- Writing
- Speaking
- Listening
- Thinking
- Viewing

Curriculum Objectives:

At the end of this module, students will:

- understand the need for precision in quotes
- know the appropriate uses of direct quotes, partial quotes and paraphrasing
- know the issues associated with taped interviews
- know how to handle attribution
- understand the techniques for reporting on speeches

Content Detail:

- key terms: direct quotation, paraphrase, attribution, partial quote
- taped interviews

Module Evaluation:

- **Performance Assessments:**
 - group activities
 - conducting an interview - notes vs. tapes (audio/video)
 - news story
 - role play: reporter/interviewer/audience
- **Product Assessments:**
 - developing sets of interview questions (1 generic and 1 situational)
 - developing an article based on the interview
- **Written Assessments:**
 - test, quiz or grammar points re: quotation
 - developing notes based on the interview
 - note taking

Prerequisite Skill Areas

(if any):

-

Special Resources

(materials, equipment & community involvement):

- guest speaker
- foreign newspapers

GLOSSARY:

- refer to text

REFERENCES - TEACHER:

Journalism Today published by National Textbook Company

Yearbook Manual and exercise book from the publisher (for the Yearbook Advisor)

REFERENCES - STUDENT:

Journalism Today (text and workbook)

Yearbook Manual and exercise book from the publisher (for the Yearbook editorial staff)

ENGLISH LANGUAGE ARTS

Course Title: JOURNALISM AND PUBLICATIONS

Sequence Reference: EL3020JRN-G

Module Title: Writing News Stories

Senior School Level

S1	S2	S3	S4
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Number of Periods: 10 double periods

Subgoal Emphasis:

- 1.1, 1.2, 1.3, 1.4, 1.5, 1.6 Reading and Literature
- 2.1, 2.2, 2.3, 2.4, 2.5 Writing Process
- 3.1, 3.2, 3.3 Speaking and Listening
- 4.1, 4.2, 4.3 Researching and Communicating

Content Focus

- Reading
- Writing
- Speaking
- Listening
- Thinking
- Viewing

Curriculum Objectives:

At the end of this module, students will:

- know how to use a backup quote
- construct a news story with appropriate transitions
- understand news story structures beyond inverted pyramid
- importance of newspaper style
- know the importance of conciseness and avoid the use of jargon, cliches and redundancies

Content Detail:

- key terms: back-up quote, transition, tie back
- chronological style, sexist language, jargon style book
- redundancy, cliché

Module Evaluation:

- **Performance Assessments:**
- class discussions
- **Product Assessments:**
- at least two "news stories" accepted for publication (school or community)
- news stories - from reporting to publishing
- **Written Assessments:**
- working with articles to identify jargon, cliché and bias and correct
- worksheets and group activities

Prerequisite Skill Areas

(if any):

- Lead writing, interviewing, developing questions
- Familiarity with key terms

Special Resources

(materials, equipment & community involvement):

- reporter visiting class
- demonstrating writing techniques
- foreign newspaper - like New York Times, etc.
- magazines

GLOSSARY:

- refer to text

REFERENCES - TEACHER:

Journalism Today published by National Textbook Company

Yearbook Manual and exercise book from the publisher (for the Yearbook Advisor)

REFERENCES - STUDENT:

Journalism Today (text and workbook)

Yearbook Manual and exercise book from the publisher (for the Yearbook editorial staff)

Literature of Africa, Bermuda and the Caribbean

Course Code: EL4340LIT



MINISTRY OF EDUCATION

Bermuda
2000

**SENIOR SCHOOL ENGLISH LANGUAGE ARTS
COURSE OVERVIEW**

Title: Literature of Africa, Bermuda and the Caribbean 2 credit (s)
60 hour (s)

Prerequisite (s): English Language and Literature III S4 level (s)

Course Code: EL4340LIT required or elective

Course Description

Students will read works written by authors clearly connecting social studies, the arts and literature. An emphasis will be placed on experiencing literature as a mirror of society, linking historical events and geographical regions. Practicing and enhancing research skills, making oral presentations, viewing films, attending productions, interviewing artists and writers are language activities students in this course will engage in. In this course, students will practice language arts skills in critical thinking and reading, comprehension, narrative and expository writing and summary techniques.

Course Requirements

The requirements for this course are as follows:

Performance Assessments: - Oral reading - Debate - Presentation - Student Teaching - Discussion	20%
Product Assessments: - Portfolio I - Portfolio II - Portfolio III - Project	50%
Written Assessments: - Essays - Worksheets - Lesson plan - Tests and quizzes	30%
Total	100%

Course Resources

World Literature. Prentice Hall Literature, 1999.
The Reader's Choice - World Literature. New York: Glencoe Literature, 1999.
 Safer, Fannie. African-American Literature. Holt, Rinehart and Winston, 1998.

Teachers and students will select African, Bermudian and Caribbean books for extended study.

Course Outline

Module Title	# Double Periods	Module Title	# Double Periods
A. Literature of Africa	15	B. Literature of Bermuda	25
- reading		- reading	
- discussion		- discussion	
- writing		- researching	
- researching		- writing	
		- analyzing	
		- critiquing	
		- assessing	
C. Literature of African Americans	20	D. Literature of the Caribbean	15
- reading		- reading	
- discussion		- discussion	
- researching		- researching	
- writing		- writing	
- teaching/presenting		- analyzing	
- analyzing		- critiquing	
- critiquing		- debating	
- assessing			

Subtotal	38
Optional double periods	7
Total double periods	45

SENIOR SCHOOL ENGLISH LANGUAGE ARTS

check one: S1 S2 S3 S4

Literature of Africa, Bermuda and the Caribbean

GOALS		SUBGOALS		MODULE & CURRICULUM CORRELATION MATRIX			
1	Reading and Literature	1.1	Pleasure	x	x	x	x
		1.2	Comprehension	x	x	x	x
		1.3	Strategies				
		1.4	Selections	x	x	x	x
		1.5	Information	x	x	x	x
		1.6	Technical				
2	Writing Process and Products	2.1	Fluency	x	x	x	x
		2.2	Competence	x	x	x	x
		2.3	Usage				
		2.4	Audience	x	x	x	x
		2.5	Research	x	x	x	x
3	Speaking and Listening To Learn	3.1	Oral	x	x	x	x
		3.2	Oracy Skills				
		3.3	Active Listening	x	x	x	x
4	Researching and Communication Skills	4.1	Application	x	x	x	x
		4.2	Media				
		4.3	Communication	x	x	x	x
CONTENT STRUCTURE		Reading		x	x	x	x
		Writing		x	x	x	x
		Speaking		x	x	x	x
		Listening		x	x	x	x
		Thinking		x	x	x	x
		Viewing					
MODULES				A	B	C	D

MODULE KEY

A - Literature of Africa
B - Literature of Bermuda

C - Literature of African Americans
D - Literature of the Caribbean

ENGLISH LANGUAGE ARTS

Course Title: LITERATURE OF AFRICA,
BERMUDA AND THE CARIBBEAN

Sequence Reference: EL4340LIT-A

Module Title: Literature of Africa

Senior School Level

S1	S2	S3	S4
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Number of Periods: 15 double periods

Subgoal Emphasis:

- 1.1, 1.2, 1.3, 1.4, 1.5, 1.6 Reading and Literature
- 2.1, 2.2, 2.3, 2.4, 2.5 Writing Process and Products
- 3.1, 3.2, 3.3 Speaking and Listening
- 4.1, 4.2, 4.3 Researching and Communicating

Content Focus

- Reading
- Writing
- Speaking
- Listening
- Processing Information

Curriculum Objectives:

At the end of this module, students will:

- read both historical and contemporary African literature
- discuss the historical and social context of the literature studied
- analyze individual works
- research individual authors
- compare and contrast literary works
- critique African literature
- write analytical essays about literature studied
- appreciate the contributions of African authors

Content Detail:

- comprehension
- critiquing
- analyzing
- summarizing
- comparing
- contrasting
- valuing
- presenting (orally)
- novels, poetry, short stories

Module Evaluation:

- **Performance Assessments:**
 - oral reading
 - class discussion
- **Product Assessments:**
 - portfolio - a collection of critical responses to literature read
- **Written Assessments:**
 - essays
 - worksheets

Prerequisite Skill Areas

(if any):

- Library skills (i.e. research)
- Advanced grammar and usage skills
- Essay writing skills

Special Resources

(materials, equipment & community involvement):

- internet, multimedia
- home, school, community resources
- library
- dictionary
- thesaurus

GLOSSARY:

- refer to text

REFERENCES - TEACHER:

REFERENCES - STUDENT:

ENGLISH LANGUAGE ARTS

Course Title: LITERATURE OF AFRICA,
BERMUDA AND THE CARIBBEAN

Sequence Reference: EL4340LIT-B

Module Title: Literature of Bermuda

Senior School Level

Number of Periods: 25 double periods

S1	S2	S3	S4
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Subgoal Emphasis:

- 1.1, 1.2, 1.3, 1.4, 1.5, 1.6 Reading and Literature
- 2.1, 2.2, 2.3, 2.4, 2.5 Writing Process and Products
- 3.1, 3.2, 3.3 Speaking and Listening
- 4.1, 4.2, 4.3 Researching and Communicating

Content Focus

- Reading
- Writing
- Speaking
- Listening
- Processing Information

Curriculum Objectives:

At the end of this module, students will:

- read works from Bermuda's Black Renaissance
- read literature based on Bermuda's history
- read contemporary Bermudian literature
- discuss the historical and social context of the literature studied
- analyze individual works
- research individual authors
- compare and contrast literary works
- critique literature studied
- assess the influence of Africa, the U.S. and the Caribbean on Bermudian literature
- write analytical essays about literature studied
- appreciate the contributions of African authors

Content Detail:

- comprehension
- critiquing
- analyzing
- summarizing
- comparing
- contrasting
- valuing
- presenting (orally)
- debating
- assessing
- novels, poetry, short stories, drama(s)

Module Evaluation:

- **Performance Assessments:**
 - oral reading
 - class discussion
 - debate
- **Product Assessments:**
 - project - a historical and critical review of slave, renaissance and contemporary Bermudian literature
- **Written Assessments:**
 - essays
 - worksheets

Prerequisite Skill Areas

(if any):

- Library skills (i.e. research)
- Advanced grammar and usage skills
- Essay writing skills

Special Resources

(materials, equipment & community involvement):

- internet, multimedia
- home, school, community resources
- library
- dictionary
- thesaurus

GLOSSARY:

- refer to text

REFERENCES - TEACHER:

REFERENCES - STUDENT:

ENGLISH LANGUAGE ARTS

Course Title: LITERATURE OF AFRICA, BERMUDA AND THE CARIBBEAN	Sequence Reference: EL4340LIT-C								
Module Title: Literature of African Americans	Senior School Level								
Number of Periods: 20 double periods	<table border="1" style="margin: auto; border-collapse: collapse;"> <tr> <th style="padding: 2px 5px;">S1</th> <th style="padding: 2px 5px;">S2</th> <th style="padding: 2px 5px;">S3</th> <th style="padding: 2px 5px;">S4</th> </tr> <tr> <td style="text-align: center; padding: 2px 5px;"><input type="checkbox"/></td> <td style="text-align: center; padding: 2px 5px;"><input type="checkbox"/></td> <td style="text-align: center; padding: 2px 5px;"><input type="checkbox"/></td> <td style="text-align: center; padding: 2px 5px;"><input checked="" type="checkbox"/></td> </tr> </table>	S1	S2	S3	S4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
S1	S2	S3	S4						
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>						

<p style="text-align: center;">Subgoal Emphasis:</p> <ul style="list-style-type: none"> • 1.1, 1.2, 1.3, 1.4, 1.5, 1.6 Reading and Literature • 2.1, 2.2, 2.3, 2.4, 2.5 Writing Process and Products • 3.1, 3.2, 3.3 Speaking and Listening • 4.1, 4.2, 4.3 Researching and Communicating 	<p style="text-align: center;">Content Focus</p> <ul style="list-style-type: none"> • Reading • Writing • Speaking • Listening • Processing Information
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Curriculum Objectives:	Content Detail:
<p>At the end of this module, students will:</p> <ul style="list-style-type: none"> • read works from the Harlem Renaissance • read slave literature • read contemporary African American literature • discuss the historical and social context of the literature studied • explore the influence of Africa and the Caribbean on African American literature • analyze individual works • compare and contrast literary works • critique literature studied • write analytical essays about literature studied • appreciate the contributions of African authors 	<ul style="list-style-type: none"> • comprehension • critiquing • analyzing • summarizing • comparing • contrasting • valuing • presenting (orally) • novels, poetry, short stories, drama(s)

Module Evaluation:
<ul style="list-style-type: none"> • Performance Assessments: <ul style="list-style-type: none"> - oral reading - class discussion - teach a lesson • Product Assessments: <ul style="list-style-type: none"> - portfolio - author study that includes critical analysis of some of his/her works • Written Assessments: <ul style="list-style-type: none"> - essays - worksheets - lesson plan

Prerequisite Skill Areas	Special Resources
<p style="text-align: center;">(if any):</p> <ul style="list-style-type: none"> • Library skills (i.e. research) • Advanced grammar and usage skills • Essay writing skills • Presentation skills 	<p style="text-align: center;">(materials, equipment & community involvement):</p> <ul style="list-style-type: none"> • internet, multimedia • home, school, community resources • library • dictionary • thesaurus

GLOSSARY:

- refer to text

REFERENCES - TEACHER:

REFERENCES - STUDENT:

ENGLISH LANGUAGE ARTS

Course Title: LITERATURE OF AFRICA,
BERMUDA AND THE CARIBBEAN

Sequence Reference: EL4340LIT-D

Module Title: Literature of the Caribbean

Senior School Level

Number of Periods: 15 double periods

S1	S2	S3	S4
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Subgoal Emphasis:

- 1.1, 1.2, 1.3, 1.4, 1.5, 1.6 Reading and Literature
- 2.1, 2.2, 2.3, 2.4, 2.5 Writing Process and Products
- 3.1, 3.2, 3.3 Speaking and Listening
- 4.1, 4.2, 4.3 Researching and Communicating

Content Focus

- Reading
- Writing
- Speaking
- Listening
- Processing Information

Curriculum Objectives:

At the end of this module, students will:

- read both historical and contemporary Caribbean literature
- discuss the historical and social context of the literature studied
- explore the influence of Africa on Caribbean literature
- analyze individual works
- compare and contrast literary works
- critique literature studied
- write analytical essays about literature studied
- appreciate the contributions of African authors

Content Detail:

- comprehension
- critiquing
- analyzing
- summarizing
- comparing
- contrasting
- valuing
- presenting (orally)
- debating
- novels, poetry, short stories, drama(s)

Module Evaluation:

- **Performance Assessments:**
 - oral reading
 - class discussion
 - debate
- **Product Assessments:**
 - portfolio - a detailed analysis of literary works from one Caribbean nation
- **Written Assessments:**
 - essays
 - worksheets

Prerequisite Skill Areas

(if any):

- Library skills (i.e. research)
- Advanced grammar and usage skills
- Essay writing skills

Special Resources

(materials, equipment & community involvement):

- internet, multimedia
- home, school, community resources
- library
- dictionary
- thesaurus

GLOSSARY:

- refer to text

REFERENCES - TEACHER:

REFERENCES - STUDENT:

Reading and Study Skills

Course Code: EL2020RDG



MINISTRY OF EDUCATION

Bermuda
2000

**SENIOR SCHOOL ENGLISH LANGUAGE ARTS
COURSE OVERVIEW**

Title: Reading and Study Skills

1 credit (s)

22 hour (s)

Prerequisite (s): None

S2-S4 level (s)

Course Code: EL2020RDG

required or elective

Course Description

Students who wish to improve their reading skills may enroll in this class. After initial tests to determine existing reading skills, an individual programme of reading development is arranged for each student. Students work to improve comprehension, vocabulary, study skills and reading rates.

Course Requirements

The requirements for this course are as follows:

Performance Assessments: Oral Reading	20%
Product Assessments: Portfolio I Portfolio II	50%
Written Assessments: Tests Quizzes Note taking	30%
Total	100%

Course Resources

Cooper, David, Literacy for All Helping Students Construct Meaning. Houghton Mifflin.
 Berkle, Candace, H.M. Study Skills Programme. Revised Edition, National Association of Primary School Principals and National Association of Secondary School Principals, 1998.

Course Outline

Module Title	# Double Periods	Module Title	# Double Periods
A. Strategic Reading 10 - reading - words in context - word attack strategies - dictionary/thesaurus skills		B. Strategic Studying 12 Study skills: - planning - goal setting - note taking - memorizing strategies - test taking skills - personal study plan	

Subtotal38 Optional double periods <u>7</u> Total double periods..... 45
--

SENIOR SCHOOL ENGLISH LANGUAGE ARTS

check: S1 S2 S3 S4

Reading and Study Skills

GOALS		SUBGOALS		MODULE & CURRICULUM CORRELATION MATRIX	
1	Reading and Literature	1.1	Pleasure	x	x
		1.2	Comprehension	x	x
		1.3	Strategies	x	x
		1.4	Selections	x	x
		1.5	Information	x	x
		1.6	Technical	x	x
2	Writing Process and Products	2.1	Fluency	x	x
		2.2	Competence	x	x
		2.3	Usage	x	x
		2.4	Audience	x	x
		2.5	Research	x	x
3	Speaking and Listening To Learn	3.1	Oral	x	x
		3.2	Oracy Skills	x	x
		3.3	Active Listening	x	x
4	Researching and Communication Skills	4.1	Application	x	x
		4.2	Media	x	x
		4.3	Communication	x	x
CONTENT STRUCTURE		Reading		x	x
		Writing		x	x
		Speaking		x	x
		Listening		x	x
		Thinking		x	x
		Viewing		x	x
MODULES				A	B

MODULE KEY

- A - Strategic Reading
- B - Strategic Studying

ENGLISH LANGUAGE ARTS

Course Title: READING AND STUDY SKILLS

Sequence Reference: EL2020RDG-A

Module Title: Strategic Reading

Senior School Level

S1	S2	S3	S4
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Number of Periods: 10 double periods

Subgoal Emphasis:

- 1.1, 1.2, 1.3, 1.4, 1.5, 1.6 Reading and Literature
- 3.1, 3.2, 3.3 Speaking and Listening

Content Focus

- Reading
- Writing
- Speaking
- Listening
- Processing Information

Curriculum Objectives:

Content Detail:

At the end of this module, students will:

- apply reading strategies to understand words in context
- show an increase in their vocabulary via oral and written communication
- utilize dictionaries and thesaurus' effectively
- apply word attack strategies taught in this module
- increase their reading level
- select books on their reading level

- word banks
- re-reading
- context puzzles
- post graphic organizers
- categorization
- dictionary skills
- silent reading
- oral reading
- comprehension questions both written and oral
- book selection
- daily reading

Module Evaluation:

- **Performance Assessments:**
 - oral reading
- **Product Assessments:**
 - portfolio
 - comprehension assignments
- **Written Assessments:**
 - comprehension tests
 - dictionary quizzes
 - reading tests
 - work sheets

Prerequisite Skill Areas

(if any):

- N/A

Special Resources

(materials, equipment & community involvement):

- leveled books
- leveled reading cards (e.g. SRA kits)
- computer programmes (reading software)
- dictionary
- thesaurus
- index cards

GLOSSARY:

- refer to text

REFERENCES - TEACHER:

Cooper, David, Literacy for All Helping Students Construct Meaning. Houghton Mifflin.

REFERENCES - STUDENT:

Cooper, David, Literacy for All Helping Students Construct Meaning. Houghton Mifflin.

ENGLISH LANGUAGE ARTS

Course Title: READING AND STUDY SKILLS

Sequence Reference: EL2020RDG-B

Module Title: Strategic Studying

Senior School Level

S1	S2	S3	S4
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Number of Periods: 12 double periods

Subgoal Emphasis:

- 1.1, 1.2, 1.3, 1.4, 1.5, 1.6 Reading and Literature
- 2.1, 2.2, 2.3, 2.4, 2.5 Writing Process and Products
- 3.1, 3.2, 3.3 Speaking and Listening

Content Focus

- Reading
- Writing
- Speaking
- Listening
- Processing Information

Curriculum Objectives:

Content Detail:

At the end of this module, students will:

- know the key components of effective study skills such as planning, goal setting, note taking, memorizing strategies and test taking skills
- demonstrate their ability to use effective study skills as stated above
- develop a personal study plan
- apply study skills to their personal reading programme
- apply study skills to a variety of subject areas

- learning styles (i.e. How do you learn best?)
- establishing good conditions for studying (i.e. environmental controls, supplies needed, etc.)
- goal setting (i.e. short, intermediate and long term goals)
- effectively using your textbook
- note taking strategies
- memorization strategies
- test taking strategies
- charting your progress

Module Evaluation:

- **Performance Assessments:**

- **Product Assessments:**
 - portfolio with the following components: assignment chart, daily log, short term, intermediate and long term goals, homework planner, test taking resolutions, progress charts

- **Written Assessments:**
 - tests and quizzes as appropriate to monitor progress
 - application of note taking to a chapter in a content area textbook

Prerequisite Skill Areas

(if any):

- N/A

Special Resources

(materials, equipment & community involvement):

- study skills text
- student subject schedule
- graphic organizers
- index cards

GLOSSARY:

- refer to text

REFERENCES - TEACHER:

Cooper, David, Literacy for All Helping Students Construct Meaning. Houghton Mifflin.

REFERENCES - STUDENT:

Cooper, David, Literacy for All Helping Students Construct Meaning. Houghton Mifflin.

Speech and Debate

Course Code: EL303OSPE



MINISTRY OF EDUCATION

Bermuda
2000

SENIOR SCHOOL ENGLISH LANGUAGE ARTS COURSE OVERVIEW

Title: Speech and Debate

2 credit (s)
60 hour (s)

Prerequisite (s): English II

S3 - S4 level (s)

Course Code: EL3030SPE

required or elective

Course Description

Students will learn the fundamentals of giving formal and informal speeches. They will learn how to prepare speeches and how to feel comfortable facing an audience. Students will build self-confidence in giving oral presentations in speech classes and all other courses. Students will investigate interests and talents in the performing arts areas of drama, debate and contest speaking.

Course Requirements

The requirements for this course are as follows:

<p>Performance Assessments:</p> <p>Mime, role play or panel Three timed speeches Debate/thinking skills games Two classroom debates One formal debate</p>	<p>40%</p>
<p>Product Assessments:</p> <p>Paper representing the research for a debate topic including explanation of the various debate roles, e.g. judge, timekeeper Multimedia or PowerPoint presentation</p>	<p>30%</p>
<p>Written Assessments:</p> <p>Quizzes and tests on debating terminology</p>	<p>30%</p>
<p>Total</p>	<p>100%</p>

Course Resources

Richards, J.R. and Rickett, C. Debating by Doing: Developing Effective Debating Skills.
 Newspaper, magazines - current events
 Audio and video equipment

Course Outline

Module Title	# Double Periods	Module Title	# Double Periods
A. Articulation Skills 10 - enunciation - pronunciation - projection - nonverbal communication - pronouncing foreign phrases - practicing sounds - role play	10	B. Debate Techniques 18 - affirmative/negative - proposition - clash - rebuttal - conventions of debate - roles and responsibilities - judging debates - research skills - participation in debate	18
C. Oral Reading and Presentation 10 - poetry - monologue or dialogue - mime - using technology - public speaking - stage presence - audience participation	10		

Subtotal	38
Optional double periods	<u>7</u>
Total double periods.....	45

SENIOR SCHOOL ENGLISH LANGUAGE ARTS

check: S1 S2 S3 S4

Speech and Debate

GOALS		SUBGOALS		MODULE & CURRICULUM CORRELATION MATRIX		
1	Reading and Literature	1.1	Pleasure	x	x	x
		1.2	Comprehension	x	x	x
		1.3	Strategies	x	x	x
		1.4	Selections	x	x	x
		1.5	Information	x	x	x
		1.6	Technical	x	x	x
2	Writing Process and Products	2.1	Fluency	x	x	x
		2.2	Competence	x	x	x
		2.3	Usage	x	x	x
		2.4	Audience	x	x	x
		2.5	Research	x	x	x
3	Speaking and Listening To Learn	3.1	Oral	x	x	x
		3.2	Oracy Skills	x	x	x
		3.3	Active Listening	x	x	x
4	Researching and Communication Skills	4.1	Application	x	x	x
		4.2	Media	x	x	x
		4.3	Communication	x	x	x
CONTENT STRUCTURE		Reading		x	x	x
		Writing		x	x	x
		Speaking		x	x	x
		Listening		x	x	x
		Thinking		x	x	x
		Viewing		x	x	x
MODULES				A	B	C

MODULE KEY

- A - Articulation Skills
- B - Debate Techniques
- C - Oral Reading and Presentation

ENGLISH LANGUAGE ARTS

Course Title: SPEECH AND DEBATE

Sequence Reference: EL3030SPE-A

Module Title: Articulation Skills

Senior School Level

S1	S2	S3	S4
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Number of Periods: 10 double periods

Subgoal Emphasis:

- 1.1, 1.2, 1.3, 1.4, 1.5, 1.6 Reading and Literature
- 2.1, 2.2, 2.3, 2.4, 2.5 Writing Process
- 3.1, 3.2, 3.3 Speaking and Listening
- 4.1, 4.2, 4.3 Researching and Communicating

Content Focus

- Reading
- Writing
- Speaking
- Listening
- Thinking
- Viewing

Curriculum Objectives:

Content Detail:

At the end of this module, students will:

- pronounce words clearly
- project ideas effectively
- be able to work as a team member
- listen and critique peer presentations
- moderate tone, volume, rate and gestures for effect
- be knowledgeable about local and global issues

- enunciation
- pronunciation
- projection
- nonverbal communication
- pronunciation of foreign phrases
- role play
- persuasion
- read current events articles

Module Evaluation:

- **Performance Assessments:**
 - create and perform a mime, role play or panel
 - present 1, 3 and 5-minute speeches
 - read a list of words and tongue twisters accurately
- **Product Assessments:**
 - organize, develop and present material for oral presentation (e.g. story-telling)
- **Written Assessments:**
 - quizzes on terminology

Prerequisite Skill Areas

(if any):

- English Language and Literature II course

Special Resources

(materials, equipment & community involvement):

- audio equipment and tapes
- video equipment and aides
- guest speakers
- school storage or assembly
- Debating by Doing - J.R. Richards and C. Rickett
- BBC World Service Radio

GLOSSARY:

- refer to text

REFERENCES - TEACHER:

Richards, J.R. and Rickett, C. Debating by Doing: Developing Effective Debating Skills.
Newspaper, magazines - current events
Audio and video equipment

REFERENCES - STUDENT:

Richards, J.R. and Rickett, C. Debating by Doing: Developing Effective Debating Skills.
Newspaper, magazines - current events
Audio and video equipment

ENGLISH LANGUAGE ARTS

Course Title: SPEECH AND DEBATE

Sequence Reference: EL3030SPE-B

Module Title: Debate Techniques

Senior School Level

S1	S2	S3	S4
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Number of Periods: 18 double periods

Subgoal Emphasis:

- 1.1, 1.2, 1.3, 1.4, 1.5, 1.6 Reading and Literature
- 4.1, 4.2, 4.3 Researching and Communicating

Content Focus

- Reading
- Writing
- Speaking
- Listening
- Thinking
- Viewing

Curriculum Objectives:

At the end of this module, students will:

- participate in classroom debates
- demonstrate how to gather evidence for both sides of controversial issues
- identify the terms of debate
- develop research, organization and support for argument
- know the difference between fact and opinion

Content Detail:

- affirmative/negative
- proposition
- clash
- rebuttal
- conventions of debate
- roles and responsibilities
- judging debates
- note taking, outlining

Module Evaluation:

- **Performance Assessments:**
 - prepare and orally present pros and cons of a topic
 - prepare and deliver a persuasive speech
 - participate in classroom debates (2)
- **Product Assessments:**
 - present a report on experience tournament debate as audience and/or participant
- **Written Assessments:**
 - exercises on research techniques to combine writing process, debate and speech techniques
 - research and define terms

Prerequisite Skill Areas

(if any):

- English Language and Literature II course

Special Resources

(materials, equipment & community involvement):

- Bermuda Debate Society
- Traditional English BSSC reference material pp 77-84
- Bermuda Junior Service League Secondary Schools Debate Championships

GLOSSARY:

- refer to text

REFERENCES - TEACHER:

Richards, J.R. and Rickett, C. Debating by Doing: Developing Effective Debating Skills.

Newspaper, magazines - current events

Audio and video equipment

REFERENCES - STUDENT:

Richards, J.R. and Rickett, C. Debating by Doing: Developing Effective Debating Skills.

Newspaper, magazines - current events

Audio and video equipment

ENGLISH LANGUAGE ARTS

Course Title: SPEECH AND DEBATE

Sequence Reference: EL3030SPE-C

Module Title: Oral Reading and Presentation

Senior School Level

S1	S2	S3	S4
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Number of Periods: 10 double periods

Subgoal Emphasis:

- 1.1, 1.2, 1.3, 1.4, 1.5, 1.6 Reading and Literature
- 4.1, 4.2, 4.3 Researching and Communicating

Content Focus

- Reading
- Writing
- Speaking
- Listening
- Thinking
- Viewing

Curriculum Objectives:

Content Detail:

At the end of this module, students will:

- develop and expand research skills
- demonstrate the seven elements of debate
- know and use formats of debate (style)
- develop teamwork
- speak confidently
- role play
- use technology/Internet

- resolution
- affirmative
- negative
- arguments
- proofs
- cross examination
- decision
- role of debate participants
- skills of research
- presentation skills
- rebuttal
- definitions

Module Evaluation:

- **Performance Assessments:**
 - oral reading/monologue/dialogue/recitation
 - participate in all roles: as timekeeper, speaker, judge, proposition, opposition
- **Product Assessments:**
 - a multimedia presentation
 - research paper based on topics for debate (definitions and roles)
- **Written Assessments:**
 - quizzes on terminology

Prerequisite Skill Areas

(if any):

- Library/research skills
- English Language and Literature II course

Special Resources

(materials, equipment & community involvement):

- Bermuda Debate Society
- BSSC Traditional English Syllabus (ref)
- text Debating by Doing

GLOSSARY:

- refer to text

REFERENCES - TEACHER:

Richards, J.R. and Rickett, C. Debating by Doing: Developing Effective Debating Skills.

Newspaper, magazines - current events

Audio and video equipment

REFERENCES - STUDENT:

Richards, J.R. and Rickett, C. Debating by Doing: Developing Effective Debating Skills.

Newspaper, magazines - current events

Audio and video equipment

Writer's Workshop

Course Code: EL4030WRI



MINISTRY OF EDUCATION

Bermuda
2000

**SENIOR SCHOOL ENGLISH LANGUAGE ARTS
COURSE OVERVIEW**

Title: Writer's Workshop

2 credit (s)
60 hour (s)

Prerequisite (s): English III

S4 level (s)

Course Code: EL4030WRI

required or elective

Course Description

Students will study and practice the techniques and skills of different writing types, such as original exposition, short story, narration, argumentation and poetry. The student may elect to concentrate on one type of writing or to study and write in several modes. During class time there will be a free exchange of ideas concerning student work.

Course Requirements

The requirements for this course are as follows:

Performance Assessments: Oral reading	20%
Product Assessments: Portfolio I Portfolio II	50%
Written Assessments: Tests Quizzes Note taking	30%
Total	100%

Course Resources

Kinneavy, James, Warriner, John, Elements of Writing. Fifth Course. H.B.J.
 Haley-James, Shirley, Stewig, John, English. Houghton Mifflin.
 Any Prentice Hall Literature textbook
 Any grammar or literature textbook sanctioned by your school

Course Outline

Module Title	# Double Periods	Module Title	# Double Periods
A. Writing Practice 25 research skills language usage: - effective written communication - grammar - vocabulary - language skills through literature - figurative language - writing process: - revise, edit, rewrite		B. Writing for Publication 13 - writing process and products - effective written communication - figurative language - research skills - language skills through literature	

Subtotal	38
Optional double periods	<u>7</u>
Total double periods.....	45

SENIOR SCHOOL ENGLISH LANGUAGE ARTS

check one: S1 S2 S3 S4

Writer's Workshop

GOALS		SUBGOALS		MODULE & CURRICULUM CORRELATION MATRIX	
1	Reading and Literature	1.1	Pleasure	x	
		1.2	Comprehension	x	
		1.3	Strategies		
		1.4	Selections	x	
		1.5	Information	x	x
		1.6	Technical		
2	Writing Process and Products	2.1	Fluency	x	x
		2.2	Competence	x	x
		2.3	Usage	x	x
		2.4	Audience	x	x
		2.5	Research	x	x
3	Speaking and Listening To Learn	3.1	Oral	x	x
		3.2	Oracy Skills		
		3.3	Active Listening	x	x
4	Researching and Communication Skills	4.1	Application	x	x
		4.2	Media		x
		4.3	Communication	x	x
CONTENT STRUCTURE		Reading		x	
		Writing		x	x
		Speaking		x	x
		Listening		x	x
		Thinking		x	x
		Viewing			
		Processing Information		x	x
		Media			x
		MODULES	A	B	

MODULE KEY

- A - Writing Practice
- B - Writing for Publication

ENGLISH LANGUAGE ARTS

Course Title: WRITER'S WORKSHOP

Sequence Reference: EL4030WRI-A

Module Title: Writing Practice

Senior School Level

S1	S2	S3	S4
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Number of Periods: 25 double periods

Subgoal Emphasis:

- 1.1, 1.2, 1.3, 1.4, 1.5, 1.6 Reading and Literature
- 2.1, 2.2, 2.3, 2.4, 2.5 Writing Process
- 3.1, 3.2, 3.3 Speaking and Listening
- 4.1, 4.2, 4.3 Researching and Communicating

Content Focus

- Reading
- Writing
- Speaking
- Listening
- Processing Information

Curriculum Objectives:

Content Detail:

At the end of this module, students will:

- analyze poetry in various forms (e.g. sonnets, free verse, haiku)
- distinguish between non fiction and realism in literature
- identify and apply the components of a short story and a narrative work
- incorporate expository concepts in their writing
- develop an discursive essay
- identify and interpret figurative language in literature
- utilize figurative language in literature
- identify themes in literary works
- compare and contrast literary works
- discuss and analyze classic literary examples of poetry, fiction and non fiction

- language usage (i.e. grammar and word usage)
- figurative language (i.e. metaphor, simile, personification, oxymoron, synecdoche, onomatopoeia, apostrophe, alliteration, hyperbole)
- literary terms such as: antagonist, protagonist, climax, denouement, point of view, foreshadow, flashback and tone
- selective reading for exemplars and/or information
- formal and informal outlines
- narrative, expository, discursive approaches to topics
- key components of a short story, novelette, various poetic forms (e.g. sonnets, narrative free verse, haiku), discursive works, persuasive essay and narrative writing
- cohesiveness in writing

Page 1 of 2 - Curriculum Objectives

Page 1 of 2 - Content Detail

Module Evaluation:

- **Performance Assessments:**

- **Product Assessments:**

- **Written Assessments:**

Page 1 of 2 - Assessments

Prerequisite Skill Areas

Special Resources

(if any):

(materials, equipment & community involvement):

- Library skills (i.e. research skills)
- Word processing skills
- Basic grammar and usage
- The writing process

- Internet, multimedia
- home, school, community resources
- library
- graphic organizers
- dictionary
- thesaurus
- various texts

ENGLISH LANGUAGE ARTS

Course Title: WRITER'S WORKSHOP

Sequence Reference: EL4030WRI-A

Module Title: Writing Practice

Senior School Level

S1	S2	S3	S4
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Number of Periods: 25 double periods

Subgoal Emphasis:

Content Focus

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•

Curriculum Objectives:

Content Detail:

At the end of this module, students will:

- discuss and analyze examples of expository and argumentative essays
- demonstrate a willingness to experiment with language
- develop outlines for their stories and essays
- create a variety of original writings including poetry, fictional and non fictional stories, expository essays, discursive papers and narrative essays
- utilize correct grammar and usage in their writing
- revise and edit their work to improve content, organization and effect to best suit their audience and purpose
- identify the purposes and audiences for communication
- critique their work and the work of others
- locate, access and select relevant information from a variety of sources for defined purposes
- acknowledge sources where applicable
- demonstrate pride in presentation
- value writing
- respect the concepts of plagiarism copyright
- utilize the computer to develop final products

- introductory and concluding paragraphs
- plagiarism
- paraphrasing
- references for work cited
- copyright laws
- editing
- proof reading
- desktop publishing
- evaluating writing
- critiquing
- reflection
- peer editing

Page 2 of 2 - Curriculum Objectives

Page 2 of 2 - Content Detail

Module Evaluation:

- **Performance Assessments:**
 - oral reading
 - class discussion
- **Product Assessments:**
 - portfolio from ongoing work
(3 poems, 1 expository piece, 1 discursive essay, 2 fictional short stories, 1 non fictional narrative, 2 student selected writings)
- **Written Assessments:**
 - essays, tests, quizzes

Page 2 of 2 - Assessments

Prerequisite Skill Areas

(if any):

Special Resources

(materials, equipment & community involvement):

•

•

GLOSSARY:

- refer to text

REFERENCES - TEACHER:

Kinneavy, James, Warriner, John, Elements of Writing. Fifth Course. H.B.J.
Haley-James, Shirley, Stewig, John, English. Houghton Mifflin.
Any Prentice Hall Literature textbook
Any grammar or literature textbook sanctioned by your school

REFERENCES - STUDENT:

Kinneavy, James, Warriner, John, Elements of Writing. Fifth Course. H.B.J.
Haley-James, Shirley, Stewig, John, English. Houghton Mifflin.
Any Prentice Hall Literature textbook
Any grammar or literature textbook sanctioned by your school

ENGLISH LANGUAGE ARTS

Course Title: WRITER'S WORKSHOP

Sequence Reference: EL4030WRI-B

Module Title: Writing for Publication

Senior School Level

S1	S2	S3	S4
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Number of Periods: 13 double periods

Subgoal Emphasis:

- 1.1, 1.2, 1.3, 1.4, 1.5, 1.6 Reading and Literature
- 2.1, 2.2, 2.3, 2.4, 2.5 Writing Process
- 3.1, 3.2, 3.3 Speaking and Listening
- 4.1, 4.2, 4.3 Researching and Communicating

Content Focus

- Writing
- Speaking
- Listening
- Processing Information

Curriculum Objectives:

At the end of this module, students will:

- produce a work suitable for publication from one or more of the following genres: expository, discursive, narrative and poetic
- apply the figurative language and literary terms when writing
- utilize citations correctly
- present their work or an excerpt of their work to the class
- evaluate their writing and the writing of their peers
- value writing

Content Detail:

- review of key components of expository, discursive, narrative and short stories
- review forms of poetry
- outline for structure
- manuscript format
- proof reading, editing, desk top publishing
- public speaking
- evaluating/critiquing

Module Evaluation:

- **Performance Assessments:**
 - oral reading
 - class discussion
- **Product Assessments:**
 - project on topic and style of choice: novelette, argumentative research paper, mini anthology, poetry book
- **Written Assessments:**
 - essays, short stories and/or poetry

Prerequisite Skill Areas

(if any):

- Library skills (i.e. research)
- Word Processing skills
- Advanced grammar and usage skills

Special Resources

(materials, equipment & community involvement):

- internet, multimedia
- home, school, community resources
- library
- dictionary
- thesaurus
- computer

GLOSSARY:

- refer to text

REFERENCES - TEACHER:

Kinneavy, James, Warriner, John, Elements of Writing. Fifth Course. H.B.J.
Haley-James, Shirley, Stewig, John, English. Houghton Mifflin.
Any Prentice Hall Literature textbook
Any grammar or literature textbook sanctioned by your school

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Haley-James, Shirley, Stewig, John, English. Houghton Mifflin.
Any Prentice Hall Literature textbook
Any grammar or literature textbook sanctioned by your school

EXEMPLAR SCORING GUIDE (0 - 4 Scale)

		EQUIVALENT	
Level	Definition	Letter	% mark
4	An excellent performance <ul style="list-style-type: none"> • focuses on the purpose of the task • meets or exceeds all the requirements of the task • organizes content and ideas in a logical way • presents information clearly • includes appropriate detail to support ideas or conclusions • demonstrates creativity, originality and/or initiative 	A	90-100
3	A good performance <ul style="list-style-type: none"> • focuses on purpose of the task • meets all the requirements of the task • organizes content and ideas in a logical way • presents information clearly • includes some detail to support ideas or conclusions 	B	80-89
2	A fair performance <ul style="list-style-type: none"> • has some awareness of the purpose of the task • meets most of the requirements of the task • organizes content and ideas in a logical way • presents information in an understandable way • may not include significant details to support ideas or conclusions 	C	70-79
1 (R)	A poor performance <ul style="list-style-type: none"> • does not fit the purpose of the task • does not meet the requirements of the task • presents information in an unorganized or confused way • does not include details to support ideas or conclusions • Remediation required. 	D	60-69
0 (R)	An unscorable performance <ul style="list-style-type: none"> • does not demonstrate the required knowledge, skills or capabilities • is not understandable, is incomplete or 'defiant' (e.g. "I won't do this"). • Extensive remediation is required. 	F	Below 60

'R' – Extensive Remediation required: student may need to repeat or restart work, or teaching method may need to be altered.

An '0' student may be one who refuses to work or needs specialist help.

* Adapted from British Columbia

**SENIOR 1 ENGLISH CURRICULUM OBJECTIVES AT A GLANCE
PACING GUIDE**

Objectives	Time/ Minutes	Date Completed	Objectives	Time/ Minutes	Date Completed
<p>A. GETTING IT RIGHT I (Language Skills)</p> <ul style="list-style-type: none"> <input type="checkbox"/> demonstrate pride and satisfaction in using language to create and express their thoughts, ideas and feelings <input type="checkbox"/> demonstrate a willingness to experiment with language and enjoy the ways in which language is used currently <input type="checkbox"/> create a variety of academic, technical and personal communications, including poems, stories, personal essays, oral and written reports, group presentations and informal dramatization <p>B. GETTING IT RIGHT II (Language Skills)</p> <ul style="list-style-type: none"> <input type="checkbox"/> read daily <input type="checkbox"/> appraise and make suggestions for the revision of their own and others' presentations using predetermined and student-developed criteria (i.e. rubrics/lists) <input type="checkbox"/> revise and edit their work to improve content, organization and effect to best suit their audience and purpose <input type="checkbox"/> adjust their form, style and language for specific audiences and purposes <input type="checkbox"/> practice, assess and offer feedback on oral presentations <p>C. GETTING IT RIGHT III (Language Skills)</p> <ul style="list-style-type: none"> <input type="checkbox"/> formulate pertinent questions to help develop works for communication on a wide variety of topics <input type="checkbox"/> compose or create works of communication for specific audiences and purposes, including to entertain, persuade or inform 			<p>C. GETTING IT RIGHT III (Language Skills) (cont'd)</p> <ul style="list-style-type: none"> <input type="checkbox"/> locate, access and select relevant information from a variety of sources (including technological) for defined purposes <input type="checkbox"/> identify gaps in information obtained <input type="checkbox"/> organize and structure information in a variety of literary, expository, persuasive and other forms <input type="checkbox"/> identify the purpose and audiences for communication <input type="checkbox"/> acknowledge sources in written work <input type="checkbox"/> use graphic organizers <input type="checkbox"/> use electronic technology to generate, gather and organize information and ideas <p>D. WRITING FOR PERSONAL EXPRESSION</p> <ul style="list-style-type: none"> <input type="checkbox"/> generate original compositions <input type="checkbox"/> demonstrate correct structure, grammar and usage, appropriate to the purpose <input type="checkbox"/> demonstrate pride in presenting neat legible final drafts <input type="checkbox"/> value writing <input type="checkbox"/> evaluate issues and ideas gathered from a wide range of stimuli <input type="checkbox"/> respect the concepts of plagiarism and copyright <input type="checkbox"/> appreciate the applications to career opportunities <input type="checkbox"/> note examples of bias <p>E. EXPLORING LITERATURE</p> <ul style="list-style-type: none"> <input type="checkbox"/> read a variety of Bermudian literature <input type="checkbox"/> evaluate the historical and social context of each work studied <input type="checkbox"/> analyze the components of literature <input type="checkbox"/> compare and contrast different styles and themes <input type="checkbox"/> interpret situations and visualize events relative to problem solving <input type="checkbox"/> develop value and pride in literature <input type="checkbox"/> appraise the quality of the literature studied 		

**SENIOR 1 ENGLISH CURRICULUM OBJECTIVES AT A GLANCE
PACING GUIDE**

Objectives	Time/ Minutes	Date Completed	Objectives	Time/ Minutes	Date Completed
<p>F. CREATING LITERATURE</p> <ul style="list-style-type: none"> <input type="checkbox"/> create personal pieces from a synthesis of works studied <input type="checkbox"/> evaluate the historical and social context of literature studied <input type="checkbox"/> develop reading and writing skills based on literature studied 			<p>G. APPRECIATING LITERATURE</p> <ul style="list-style-type: none"> <input type="checkbox"/> appreciate Bermuda's connection to literature in a global context <input type="checkbox"/> interpret situations and visualize events relative to problem solving <input type="checkbox"/> develop an advocacy for literature within the school and wider community <input type="checkbox"/> enjoy reading <input type="checkbox"/> demonstrate an appreciation of Bermudian and other cultures through literature <input type="checkbox"/> develop pride and value in literature 		

**AN INTERDISCIPLINARY THEMATIC
ENGLISH LANGUAGE ARTS COURSE FOR SENIOR ONE**

THEME ONE: Understanding Ourselves and Others: Looking Outward

THEME TWO: Maintaining Our Identity as Individuals: Looking Inward

REQUIRED READINGS: works developed by Bermudians and the works of writers and artists with a Bermuda connection

CORE READINGS: the study of TWO (2) Bermudian works - collections of short stories, poetry, nonfiction writing, novels and novelettes - **AND** the work of two international classics from a variety of media - print and non-print (visual arts, theatre arts, photography or **film**) which have a Bermuda connection **TO EQUAL A MINIMUM OF FOUR BERMUDA BASED WORKS IN TWO OR THREE GENRE**

Assessments:	one research paper to be cross-curricular / interdisciplinary	25%
	one independent study or project - topic of personal interest	15%
	one Shakespearean play or collection of retold tales or sonnets	10%
	unit tests and quizzes - language skills / literature	25%
	two formal speaking occasions (oral presentation /debate/ drama)	20%
	class participation - discussions/ group & homework/ response journal / diary	5%

use of graphic organizers, mapping, powerpoint presentation, video or photographic collection to represent Bermuda's historical, geographical, scientific or thematic connection to the literary world

Suggested assignments:

- a study of two Bermudian writers, artists, poets, creators
- two works of fiction or non-fiction which relate to the theme (s)
- a multimedia thematic study of a social or historical issue
- "Things Bermudian" - follow one story or issue over a set period of time to see its evolution - present the findings
- A study of "Bermudian dialect" as evidenced by the poetry of Jeremy Frith in Oh Gawd, I Vish Dis Ig'rance Vud Stop!
- comparison and contrast of the theme(s) using various genre
- in-depth study of two people from the same era or compare and contrast similar Bermudians across eras (e.g. Pond Dog and 48H or Alma "Champ" Hunt and Shaun Goater or the language of Shakespeare and Bermudian dialect or the prison hulks and Westgate prison - "make the connection" and do the research)
- create and compile Bermuda myths and legends or "tall Bermuda tales"
- conduct a series of interviews around a specific theme or experience - develop a report of the findings
- continue a story which has a Bermuda-based theme
- write a script for a story/film/drama set in Bermuda past, present, future

An Interdisciplinary Thematic English language Arts Course for Senior One based on works developed by Bermudians and writings on or about Bermuda

Theme One:

- *Understanding Ourselves and Others*
- *Looking Outwards - The global perspective*

Theme Two:

- *Maintaining Our Identity As Individuals*
- *Looking Inward – the Bermudian perspective*

Prescribed Learning Outcomes:

Comprehend and Respond (Comprehension)

It is expected that students will:

- demonstrate an understanding of the main ideas, events, or themes of a variety of novels, stories, poetry, other print material and electronic media
- organize details and information about material they have read, heard, or viewed using a variety of written or graphic forms
- cite specific information from stories, articles, novels, poetry, or mass media to support their inferences and to respond to tasks related to the works

Comprehend and Respond (Engagement and Personal Response)

It is expected that students will:

- relate ideas and information in works of communication to universal themes
- use information that they have read heard, or viewed to develop research questions or creative works or to complete response activities

Comprehend and Respond (Critical Analysis)

- It is expected that students will:
- identify and investigate how different cultures and socio-economic groups are portrayed in the media

Communicate Ideas and Information (Composing and Creating)

It is expected that students will:

- locate, access, and select appropriate information from a variety of resources (including technological sources)

Communicate Ideas and Information (Presenting and Valuing)

It is expected that students will:

- create a variety of communications designed to persuade, inform, and entertain classroom and other audiences

Self and Society (Personal Awareness)

It is expected that students will:

- analyze their understanding and beliefs to draw conclusions and identify gaps or contradictions in their thinking

Self and Society (Working Together)

It is expected that students will:

- use language to prompt and support others
- evaluate and modify their own roles in group interactions in a variety of contexts

Self and Society (Building Community)

It is expected that students will:

- analyze the influence of language and cultural diversity on themselves and their communities

**BERMUDIAN BOOKS
SUGGESTED READING LIST**

<u>Author</u>	<u>Title</u>
Benbow, Colin	<u>Gladys Morrell and the Women's Suffrage Movement in Bermuda.</u> (research by Butler, Dale) (BDA: The Writers' Machine, 1994.)
Bermuda Writer's Collective	<u>Palm -to Wine: Short Stories.</u> (BDA: Bermuda Writer's Collective, 1990.)
Bermuda Writer's Collective	<u>A Isle So Long Unknown.</u> (BDA: Bermuda Writer's Collective, 1993.)
Brooke, Michael W., Ph.D.	<u>Blacks in Bermuda - Historical Perspectives.</u> (BDA: Bermuda College Publication, 1980.)
Burchall, Larry	<u>The Other Side (Looking Behind the Shield).</u> (Detroit: Harlo Press, 1991.)
Butler, Dale	<u>Living the Bermuda Heritage, Tall Tall Tales.</u> (BDA: The Writer's Machine, 1993.)
Butler, Dale	<u>Dr. E. F. Gordon-Hero of BDA's Working Class.</u> (BDA: The Writer's Machine, 1987.)
Butler, Dale	<u>Transitions - Voices of Bermudian Women.</u> (BDA: The Writer's Machine)
Dustan, Ann	<u>Andrew - An Adventure in Learning.</u> (1991.)
Ferguson, Moira	<u>The History of Mary Prince, West Indian Slave Related by Herself.</u> (Ann Arbor: The Univ. of Michigan Press, 1993.)
Frederick, Rawle	<u>The Vendor of Dreams & Other Stories.</u> (BDA Bermuda Writer's Collective 1992)
Gilbert, John T.	<u>A Tale of Two Houses.</u>
Gilbert, John T.	<u>Whither Now Bermuda.</u> (BDA: 1995.)
Hallet, C. F. E. Hollis	<u>Rosabelle.</u> <u>Diary of Bermuda in the Last Century.</u> (BDA: Island Press, 1984.)
Hayward, Gomes, Sterrer	<u>Bermuda's Delicate Balance.</u> (Bermuda National Trust, 1981.)

**BERMUDIAN BOOKS
SUGGESTED READING LIST**

Author	Title
Inspirational Writers' Association	<u>Mirror of Our Souls: A Bermudian Poetry Anthology.</u> (Aurora Co: The National Writers Press, 1990.)
Jackson, Vernon	<u>Paradise Found Almost!</u> (BDA: Globe Press Ltd., 1994.)
Morse-Brown, Sam	<u>A Dog Called Bethlehem.</u> (BDA: Island Press Ltd., 1978.)
Musson, Nellie E.	<u>A Bermuda Trail Blazer. The Legendary Mariorie Louise Bean.</u> (BDA: Musson, 1986.)
	<u>Mind The Onion Seed.</u>
Packwood, Cyril O.	<u>Chained On The Rock.</u> (BDA: Island Press Ltd., 1975.)
Packwood, Cyril O.	<u>Detour - Bermuda. Destination - U.S. House of Representatives: The life of Joseph Hayne Rainey.</u>
Patton, Willoughby	<u>Sea Venture.</u> (BDA: 1959, Engravers Ltd., 1983.)
Philip, Ira	<u>Hakim. Son of Mazumbo.</u> (BDA: The Writers Machine, 1995.)
Philip, Ira	<u>Heroines of the Medical Field of BDA.</u> (BDA: The Writer's Machine, 1994.)
Raine, David	<u>The Imprisoned Splendour.</u> (BDA: Bridge House Art, 1993.)
Raymond, Jocelyn Motyer	<u>Saturday's Children: A Journey from Darkness into Light.</u> (BDA: Arrowroot Press, 1994.)
Rouja, Sandra	<u>Bermuda Cottage Diary.</u> (BDA: 1992.)
Rouja, Sandra	<u>The St. George's Dream.</u> (BDA: 1988.)
Smith, Dana Dunn	<u>The Nation in Waiting.</u> (Chesterfield, Missouri: Luminous Ltd., 1992.)
Tucker, Joy Wilson	<u>Lest We Forget: They Paved The Way.</u> (Aurora, CO: National Writers Press, 1990.)

**BERMUDIAN BOOKS
SUGGESTED READING LIST**

Author	Title
Tucker, Terry	<u>Hang the Witch High.</u> (BDA Island Press Ltd., 1977.)
Weatherfield, John	<u>Queen of the East: A Heroic Story of Bermuda's One-time Brothel.</u>
Williams, Ann Zuill	<u>The Backyard: A Bermudian Childhood.</u> (London: Macmillan Publishers Ltd., 1988.)
Williams, Randolph	<u>Man of Stature: Sir Henry Tucker.</u> (BDA: Camden Editions 1987, printed U. of T.)
Williams, Randolph	<u>Peaceful Warrior: Sir Edward T. Richards.</u> (BDA: Camden Editions 1988, printed U. of T.)

**BERMUDIAN POETRY
SUGGESTED ANTHOLOGIES**

<u>Author</u>	<u>Title</u>
Bean, Judyann	<u>The Best of My Life.</u>
Bermuda Writers Club	<u>Longtales.</u>
Bickley, Michael	<u>Impact. A Collection.</u>
Garrard, P. & J. Williamson	<u>Bermuda Ballads.</u>
Howes, Jean Southern	<u>Poems.</u>
Inspirational Writers' Association	<u>Mirror of Our Souls: A Bermudian Poetry Anthology.</u> (Aurora Co.: The National Writers Press, 1990.)
Iris, Glenn V. C.	<u>Wrapped in God's Love.</u>
Johnson, Geraldine	<u>The Life of Love.</u>
Lightbourne, Ronald	<u>Poetry. A Selection.</u>
Mahdi, Mahatma Shiloh	<u>Eternity to Eternity.</u>
Morse-Brown, Sam	<u>Brief Candle.</u>
Rawlins, Courtney et al	<u>Poetry a Glimpse of Destiny.</u>
Seymour, Stanley	<u>Bermuda Folklore & Calypso Poems.</u>
Shabazz, Calvin O.	<u>New Rhymes.</u>
Shabazz, Calvin O.	<u>Teach the Child to Rhyme.</u>
Smith, Dana Dunn	<u>The Nations in Waiting.</u> (Chesterfield Missouri: Luminous Ltd. &, 1992.)
Trott, Leo Eugene	<u>The Young One.</u>
Tucker, Joy Wilson	<u>Bermuda Isle of My Heritage.</u>
Ward, Charles V.	<u>Some Bermuda Reflections.</u>
Williams, Merle Brock Swan	<u>Creative Notions.</u>
Writers Machine (Bermuda for Bermudians) Dale Butler	<u>This is My Country (poetry).</u>
Zuill, Janet	<u>A Book of Poems.</u>
Zuill, William	<u>Tom Moore's Bermuda Poems.</u>

PLACES TO VISIT

PLACE	TEL. #
Bermuda Aquarium, Museum & Zoo/Bermuda Zoological Society	293-2727 ext. 21
Bermuda Arts Centre at Dockyard	234-2809
Bermuda Botanical Gardens Visitors' Centre	236-4201
Bermuda Botanical Society	236-5291
Bermuda Historical Society Museum	295-2487
Bermuda Lecturer and Tours	234-4082
Bermuda Maritime Museum	234-1418
Bermuda National Trust Museums	236-6483
Bermuda Railway Museum	297-1376
Bermuda Underwater Exploration Institute	292-7219
Bridge House Gallery	297-8211
Camden	236-5732
Craft Market at Dockyard	234-3208
Fort St. Catherine	297-1920
Gibbs Hill Lighthouse	238-0524
Heritage House Gallery	295-2615
Masterworks Foundation Gallery	295-5580
Masterworks Terrace Gallery at Dockyard	234-0701
Nicholas Lusher Fine Art	296-2232
Regal Art Gallery	295-7441

St. George's Historical Society & Museum	297-0423
The Bermuda National Gallery	295-9428
The Bermuda Society of Arts	292-3824
The Clear View Art Gallery	293-0484
The Gumba Trail and Outdoor Museum	293-7330
Trustworthy	236-8306
Verdmont Museum	236-7396
Windjammer Gallery	292-7861

**INTERDISCIPLINARY THEMATIC
ENGLISH LANGUAGE ARTS FOR SENIOR THREE**

REQUIRED READINGS:

Selected American and British literary books with similar themes written by a variety of authors covering a specific literary period(s).

CORE READINGS:

The study of a minimum of eight American and British literary works (i.e. short stories, poetry, non fiction and/or fiction). **Two modern or classic novels and one Shakespearean play must be read.**

ASSESSMENT

One research paper to be cross-curricular/interdisciplinary	20%
One research paper devoted to an author(s) and his/her works	20%
One book report based on a classic	10%
One original sonnet	5%
One poetry analysis	5%
Unit tests and quizzes - language skills/literature	20%
One formal speech based on one of the research papers	5%
One debate, drama, dramatic monologue or dialogue based on Literature covered in class	10%
Class participation which includes discussions, group and homework response journal/diary entries	5%

Teachers and students may utilize graphic organizers, mapping, PowerPoint presentation, video, photographs and/or educational excursions to represent America's and Britain's contributions to the literary world.

Suggested Student Assignments

- Compare and contrast essay of two or more authors
- Write a business letter to a character in one of the literary works
- Write a literary review of one or more of the works covered in class
- Develop a book of original poetry and prose
- Recite a dramatic monologue from one of the works covered in class
- Develop and perform a skit based on one or more of the works covered in class
- Develop a test complete with answer key for one or more of the literary works
- Develop a promotional commercial for the classic novel read
- Write a self reflective essay critiquing your performance in this class
- Research biographical information on one or more of the authors covered
- Debate the merits of two literary periods as comparison and contrast
- Discuss significant and/or historical issues studied in class

Suggested Interdisciplinary Assignments

- **Music:** Research and sing a song(s) from a literary time period.
- **Art:** Draw a comic strip, mural, poster, watercolour or model etc. that expresses the main ideas of a literary work covered in class.
- **D & T:** Create a scaled model of an Elizabethan house, or a floor plan for a drama covered in class.
- **Drama:** Perform a drama or a scene from a drama covered in class.
- **Math:** Calculate the area, perimeter, etc for a floor plan of the stage for a drama covered in class. Complete problem solving equation related to the drama covered in class.
- **Social Studies:** Students can compare and contrast the social climate and events of various periods in American and British history. Students can geographically identify cities and provinces in the United States and Britain.
- **Science:** Discuss the diets of persons during one or more periods in history and the impact on their health.
- **Economics:** Discuss the effect of the industrial revolution on American and British economies.
- **Business Studies:** Develop a ledger for expenses and funds raised from a hypothetical or actual performance. Type a business letter to an author, or type a business letter to the principal of your school requesting permission to utilize the school auditorium for a dramatic production.
- **Foreign Language:** Develop and recite an original poem based on a unit theme. Perform a monologue or dialogue from a play in a foreign language.
- **Family Studies:** Cook foods of the literary era and host a celebration. Sew outfits for a dramatic presentation or period dress for an “Evening of Poetry and Prose”.

SUGGESTED RESOURCES

LANGUAGE TEXTS:

<u>Writers INC</u>	Write Source publishers
<u>Mastering the Verbal SAT 1/PSAT</u>	Write Source publishers
<u>School to Work</u>	Write Source publishers
<u>Write for College</u>	Write Source publishers
<u>Writer's Choice</u>	Glencoe/McGraw-Hill
<u>Elements of Writing</u>	Holt, Rinehart and Winston
<u>High School Handbook</u>	Holt, Rinehart and Winston
<u>Writer's Companion</u>	Prentice Hall
<u>The Oxford Senior Dictionary</u>	Oxford University Press
<u>Roget's International Thesaurus</u>	Collins

LITERATURE TEXTS:

<u>African-American Literature</u>	Harcourt, Brace Javanovich
<u>Elements of Literature</u>	Holt, Rinehart and Winston
<u>Globe Literature</u>	Globe Fearon
<u>Appreciating Literature</u>	McGraw-Hill
<u>Adventures in Literature</u> (Pegasus edition)	Harcourt, Brace Jananovich
<u>The Language of Literature</u>	McDougal Littell
<u>Literature</u> (series)	Prentice Hall
<u>Literature of Life and Work</u>	South-Western Educational Publishing

ENGLISH LANGUAGE AND LITERATURE

SENIOR ONE

Please refer to the following list as suggested texts - the option is available to have publishers thematically customize texts specifically for a course of study.

LITERATURE

Elements of Literature, Third Course. Holt, Rinehart and Winston, New York, 1997.

Glencoe Literature, The Reader's Choice - Course Four (Grade Nine), Atlanta, 1998.

*Prentice Hall Literature: Timeless Voices, Timeless Themes (Gold - Grade Nine), 1999.

Safier, Fannie, African-American Literature. Holt, Rinehart and Winston, New York, 1998.

LANGUAGE

High School Handbook. Holt, Rinehart and Winston, New York, 1998.

Writer's Choice: Grammar and Composition (9-12) - Glencoe/McGraw Hill.

*Writer's Inc. Write Source. Houghton Mifflin, Atlanta, 1999.

* recommended

ENGLISH LANGUAGE AND LITERATURE

SENIOR TWO

Please refer to the following list as suggested texts - the option is available to have publishers thematically customize texts specifically for a course of study.

LITERATURE

Elements of Literature, Fourth Course. Holt, Rinehart and Winston, New York, 1997.

Glencoe Literature, The Reader's Choice - Course Five (Grade Ten), Atlanta, 1998.

*Prentice Hall Literature: Timeless Voices, Timeless Themes (Platinum - Grade Ten), 1999.

Safier, Fannie, African-American Literature. Holt, Rinehart and Winston, New York, 1998.

LANGUAGE

High School Handbook. Holt, Rinehart and Winston, New York, 1998.

*Writer's Choice: Grammar and Composition (9-12) - Glencoe/McGraw Hill.

Writer's Inc. Write Source. Houghton Mifflin, Atlanta, 1999.

* recommended

ENGLISH LANGUAGE AND LITERATURE

SENIOR THREE

Please refer to the following list as suggested texts - the option is available to have publishers thematically customize texts specifically for a course of study.

LITERATURE

Elements of Literature, British Literature / American Literature. Holt, Rinehart and Winston, New York, 1997.

Glencoe Literature, The Reader's Choice - American Literature / British Literature, New York, 1999.

*Prentice Hall Literature: The American Experience/The British Tradition, New York, 1999.

Safier, Fannie, African-American Literature. Holt, Rinehart and Winston, New York, 1998.

LANGUAGE

Elements of Writing. Holt, Rinehart and Winston, New York, 1998.

*Writer's Choice: Grammar and Composition (9-12) - Glencoe/McGraw Hill, New York, 1998.

Writer's Inc. Write Source. Houghton Mifflin, Atlanta, 1999.

* recommended

ENGLISH LANGUAGE AND LITERATURE

SENIOR FOUR

Please refer to the following list as suggested texts - the option is available to have publishers thematically customize texts specifically for a course of study.

LITERATURE

Elements of Literature, World Literature. Holt, Rinehart and Winston, New York, 1997.

Glencoe Literature, The Reader's Choice - World Literature. New York, 1999.

*Prentice Hall Literature: World Literature. 1999.

Safier, Fannie, African-American Literature. Holt, Rinehart and Winston, New York, 1998.

LANGUAGE

Elements of Writing. Holt, Rinehart and Winston, New York, 1998.

*Writer's Choice: Grammar and Composition (9-12) - Glencoe/McGraw Hill, New York, 1999.

Writer's Inc. Write Source. Houghton Mifflin, Atlanta, 1999.

* recommended

*GLOSSARY OF NEWSPAPER LANGUAGE

AP:	abbreviation for the Associated Press
Assignment:	an event that a reporter has been delegated to cover
Balloon:	a device borrowed from a comic strip that makes the words of a person in the picture appear to be coming directly from his mouth
Banner:	a headline running across the top of a page: also called a streamer or ribbon
Beat:	the area assigned to a reporter for his regular coverage
Blow Up:	to enlarge printed matter or pictures
Body:	the story itself
Bold Face:	a heavy or dark type used by printers
Break:	initial news coverage of an event
Bullet:	a large black dot used at the left edge of a column to mark each item in a series
Bulletin:	important and often unexpected news
Byline:	name of the writer appearing at the head of a news or picture story
Caps:	abbreviation for capital letters
Cold Type:	photographically produced print
Column Inch:	one inch of type (measured vertically) one column wide
Compose:	to set type
Copy:	all printed matters prepared for printing
Copyright:	an author's exclusive right of property for his work
Cover:	to get all the facts of a news event and write it up as a story
Crop:	to cut away part of a picture to eliminate unwanted material or make it a particular size
Cub:	a beginning, inexperienced reporter
Cut:	any piece of art in the newspaper; also, to trim a story's length
Cutline:	explanatory information under a picture or piece of art
Dateline:	words that give a story's place of origin at the beginning of a story
Dead:	copy or type that won't be used
Deadline:	a time at which all copy for an edition must be in
Dingbat:	any typographical device used for decoration
Dummy:	a diagram of a newspaper page used to show printers where stories, pictures and ads are to be placed
Ear:	either upper corner of the front page (sometimes used for weather news or to call attention to a feature)
Editorial:	an article expressing the opinion of the newspaper or a person regarding a certain subject
Extra:	an edition of the newspaper that is not regularly scheduled

Feature:	an article that may not have news value but is of interest to readers
Filler:	a story with little news value, but is used to fill space
Flag:	the newspaper's nameplate on the front page
Gutter:	the margin between facing pages where the fold lies
Headlines:	the title of a newspaper story (also called HEAD)
Inverted Pyramid:	form for a news story in which facts are arranged in descending order of importance
Jump:	to continue a story from another page
Justify:	to space out a line of type so that each line fits flush to the margin
Kill:	to eliminate all or part of a story
Lead:	the first paragraph or two of a news story
Make-up:	to arrange type and pictures
Masthead:	the detailed information printed in the newspaper stating the title, ownership and subscription rates
Morgue:	a newspaper's library of stories, pictures, biographies and other references
Obit:	short for obituary, a death notice
Plagiarism:	passing off as one's own the ideas and words of another
Play:	the emphasis given a story on a page
Proof:	a page on which newly set copy is reproduced to make possible the correction or errors
Proofreader:	one who reads proof pages and marks errors for correction
Publicity:	advertising disguised as news
Release:	to specify the publication of a story on or after a specific date
Scoop:	a story obtained before other newspapers receive the information
Stringer:	a part-time reporter, a correspondent
Thirty:	the end of a story
Typo:	short for typographical error
UPI:	abbreviation for United Press International
Wirephoto:	a photograph transmitted by telephonic or telegraphic equipment
Yellow Journalism:	sensational and often deliberately inaccurate reporting

***Courtesy of Royal Gazette Ltd. (April 2000)**

**SUGGESTIONS FOR INFUSING
LIBRARY INFORMATION, INFORMATION TECHNOLOGY AND CAREER EDUCATION ACROSS
ENGLISH LANGUAGE ARTS**

LIBRARY INFORMATION	SI Students will:	INFORMATION TECHNOLOGY	SI Students will:	CAREER EDUCATION	SI Students will:
Orientation and Organization	<ul style="list-style-type: none"> • learn to prepare questions in advance of research • recognize elements of potentially successful research questions • ask higher-order questions 	Word Processing	<ul style="list-style-type: none"> • edit product for unity; verify the accuracy of examples and quotations • use basic surveys • use simple bibliographic conventions • edit product for coherence • verify the adequacy of information selected 	Self Assessment	<ul style="list-style-type: none"> • present a collage presentation
Selection and Utilization	<ul style="list-style-type: none"> • select a variety of periodicals and information from relevant field study 	Spreadsheet	<ul style="list-style-type: none"> • use print or online indexes to periodicals • use legends • use decision matrices 	Career Directions	<ul style="list-style-type: none"> • express data in a variety of graphs, pie charts, histograms • present electronic slide show and video of research for target audience for a specific purpose
Research and Thinking Skills	<ul style="list-style-type: none"> • begin to understand the features and conventions of a variety of reference materials • use bibliographies and suggested readings in reference materials to investigate further sources 	Databases	<ul style="list-style-type: none"> • select CD-ROM databases • select biographical resources 	Career Planning	<ul style="list-style-type: none"> • use previous research folder to generate ideas and approaches • begin to use community resources and organizations for information

PLANNING FOR INTEGRATED CURRICULUM IN THE SENIOR SCHOOLS

When you walk through the Botanical Gardens, you don't hear kiskadees for ten minutes, then the wind rustling for five minutes, and then smell the flowers for three minutes. All of this impacts on you at once and you make the experience into a meaningful whole.

"Young people are interested in the entire world around them - it doesn't make sense to them to say, 'Mathematics', 'Science' or 'Social Studies'. When instruction jumps from one discipline to another every 45 minutes, learning is fragmented unnecessarily."

*By Susan Krog,
Professor of Education
Western Washington University*

Where Are We Now?

If we consider a continuum from parallel connections across each discipline to a blending of all subject areas, teachers may be at different stages of integrating curriculum.

Simplest Stage: Parallel teachers realign content so that related topics are taught concurrently.

More Ambitious Stage: Teachers begin to link subjects by scrutinizing what they teach, reinforcing overlapping concepts and avoiding needless repetition.

Most Ambitious Stage: Teachers create interdisciplinary modules that focus on a theme or project.

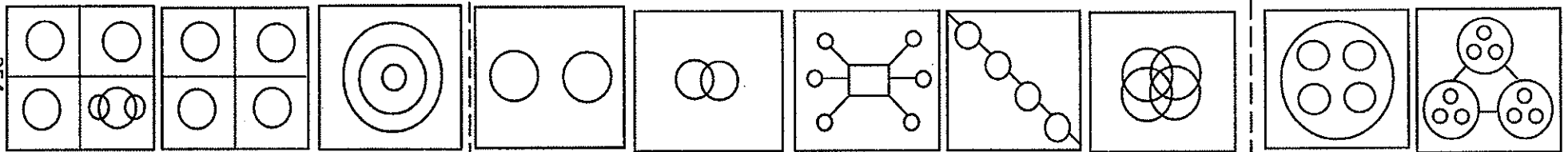
The process of collaboration at the building level will strengthen integrated curriculum and give a vital tool for professional growth of teachers. Appropriate and meaningful staff development, perusal of professional literature, and/or university training on approaches to integrating curriculum is vital to any significant change in education practice. Teachers should find ways to naturally integrate subjects and develop meaningful instruction.

Design Options (see next page)

Techniques for designing an integrated curriculum include mapping the curriculum and planning an integrated module. To design an integrated curriculum, teachers need to know what is taught in other subject areas and at other grade levels - information that is traditionally not shared.

How to Integrate the Curriculum

254



Connected

Fragmented

Nested

Sequenced

Shared

Webbed

Threaded

Integrated

Immersed

Networked

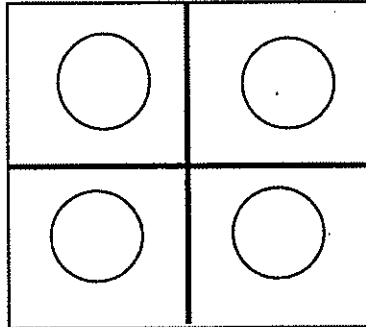
Within single
disciplines

Across several disciplines

Inside the
mind of the
learner

Design options for curriculum might include:

Disciplined-based

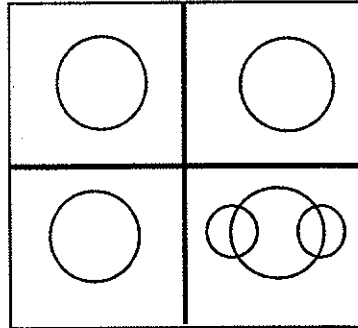


Description

The traditional model of separate and distinct disciplines which fragments the subject areas.

Example

Teacher applies this view in ics, science and social studies,



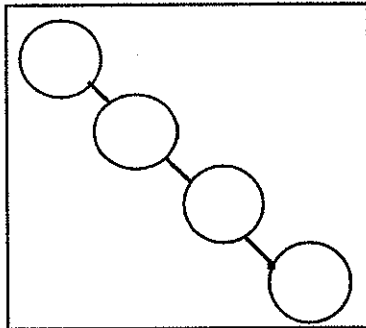
Description

Within each subject area, course content is connected topic to topic, concept to concept, one year's work to next and relates idea(s)

Example

Teacher relates the concept of to decimals, which in turn relates to money, grades,

Parallel Disciplines

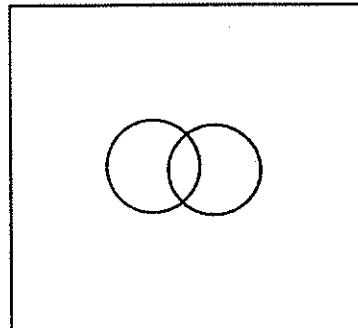


Description

The metacurricular approach threads thinking skills, multiple technology and study skills through various disciplines.

Example

Teaching staff targets prediction in reading, mathematics and science lab experiments while the social studies teacher targets forecasting current events and thus threads the skill (prediction) across all



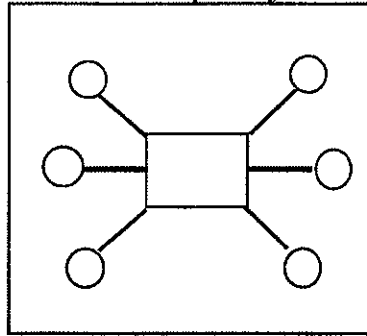
Description

Shared planning and teaching take place in two disciplines in which lapping concepts or ideas emerge as organizing

Example

Science and mathematics teachers data collection, charting and as shared concepts that can be team-taught.

Multidisciplinary



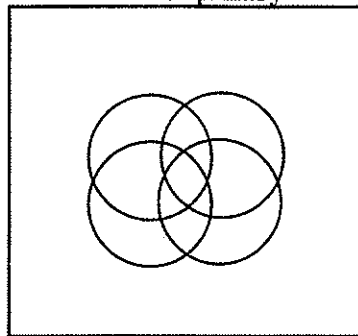
Description

The fertile theme is webbed to various contents and disciplines; use the theme to sift out appropriate concepts, topics and

Example

Teacher presents a simple topical theme, such as the circus, and weaves it into the subject areas. A conceptual theme, such as conflict, can be explored for more depth in the theme

Interdisciplinary



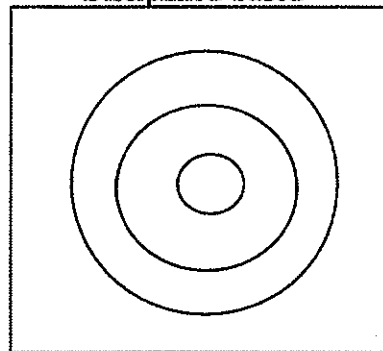
Description

This interdisciplinary approach matches subjects for overlaps in content and concepts with some teaming in an authentic integrated

Example

In science, the arts, health, family studies and design and technology, teachers look for patterning models and approach content through these

Disciplined-based



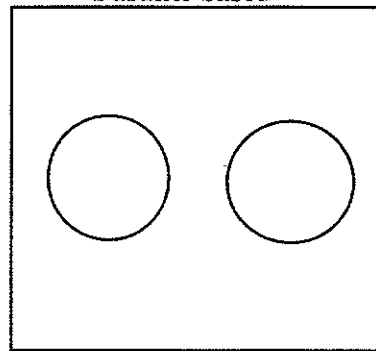
Description

Within each subject area, the teacher targets multiple skills: a social skill, a thinking skill and a concept-specific skill.

Example

Teacher designs the unit on photosynthesis to simultaneously target consensus seeking (social skill), sequencing (thinking skill) and plant life cycle (science skill)

Parallel-based

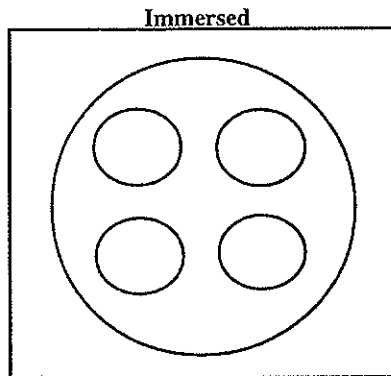


Description

Topics or units of study are rearranged and sequenced to coincide with one another. Similar ideas are taught in concert while remaining separate subjects.

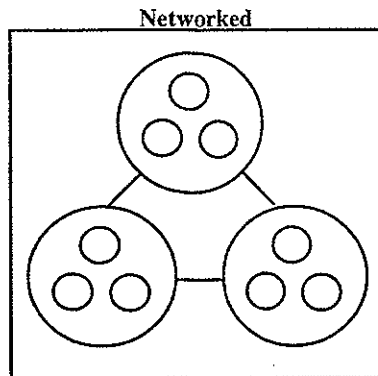
Example

English Language Arts teacher teaches an historical novel depicting a particular period while Social Science teacher teaches covers the same period.



Description

The disciplines become part of the learner's lens of expertise: the learner filters all content through this lens and becomes immersed in his or her own experience.



Description

Learner filters all learning through the expert's eye and makes internal connections that lead to external networks of experts in related fields.

Choosing a Theme

In the initial development of senior schools, four career pathways have been identified:

- Applied Technologies
- Arts and Communications
- Health and Human Services
- International Business and Tourism

Interdisciplinary teachers, along with teachers of other subjects areas should utilize related materials located in their professional library, modifying these as appropriate to their students' needs and interests.

It is important that senior school teachers keep abreast of current research and trends on integrating curriculum and careers associated with the various pathways. Teachers are encouraged to take part in related staff development workshops, read professional literature and/or take university courses.

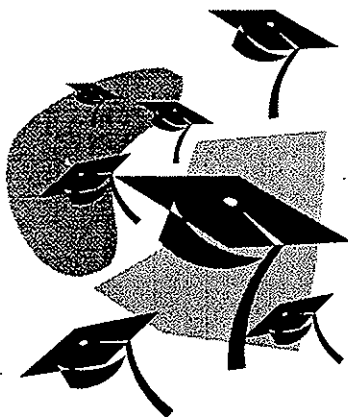
Teachers should:

- take inventory of what is already being done - career awareness initiatives, writing across the curriculum, etc.
- design a curriculum map by listing the content of associated subjects and then identify a theme or umbrella
- design an integrated module and develop related lesson plans
- decide on the length of time for completion and an appropriate title
- discover student interest - ask them what they want to know!
- decide whether the theme has substance and application to the real world
- display student work
- celebrate success!

**Department of
Education**

Career Pathways

SEPTEMBER 2000

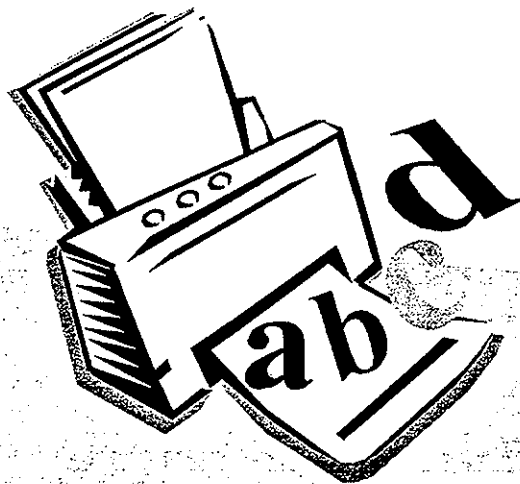


**FOR
BERMUDA'S
SENIOR SCHOOLS**

Applied Technologies

Are you practically inclined? Do you enjoy doing puzzles and solving problems? Are you curious about how things work? Are you fascinated by technology? Do you like designing and creating things? Do you love nature? Are you interested in plants and animals? Are you interested in numbers and symbols?

This may be the pathway for you!



APPLIED TECHNOLOGIES

PRODUCTION OCCUPATIONS

Blue-Collar Worker Supervisors

Food Processing Occupations

Butchers & Meat, Poultry, & Fish Cutters

Inspectors, Testers & Graders

Boilermakers

Jewellers

Machinists

Metalworking & Plastics-Working Machine Operators

Tool & Die Makers

Welders, Cutters & Welding Machine Operators

Plant & Systems Operators

Electric Power Generating Plant Operators & Power

Distributors & Dispatchers

Stationary Engineers

Water & Wastewater Treatment

Plant Operators

Printing Occupations

Prepress Workers

Printing Press Operators

Bindery Workers

Textile, Apparel and Furnishings Occupations

Shoe & Leather Workers & Repairers

Upholsterers

Woodwork Occupations

Miscellaneous Production Occupations

Dental Laboratory Technicians

Painting & Coating Machine Operators

Photographic Process Workers



Transportation & Material Moving Occupations

Bus drivers

Material Moving Equipment Operators

Truckdrivers

Water Transportation Occupations

Handlers, Equipment Cleaners, Helpers & Labourers

Job Opportunities in the Armed Forces

ARCHITECTS & SURVEYORS

Architects

Landscape Architects

Surveyors

CONSTRUCTION TRADES & EXTRACTIVE OCCUPATIONS

Stonemasons

Bulldozer Operators

Carpenters

Carpet Installers

Concrete Masons and Terazzo Workers

Drywall Workers and Lathers

Electricians

Engineering Technicians

Forklift Operators

Glaziers

Insulation Workers

Painters & Paperhangers

Plasterers

Plumbers & Pipefitters

Roofers

Structural & Reinforcing Ironworkers

Tilesetters

COMPUTER, MATHEMATICAL & OPERATIONS

RESEARCH OCCUPATIONS

Actuaries

Computer Service Technicians

Computer Systems Analysts

Mathematicians

Operations Research Analysts

Statisticians

TECHNOLOGISTS (EXCEPT HEALTH)

Air Traffic Controllers

Broadcast Technicians

Computer Programmers

Drafters

Engineering Technicians

Science Technicians



MECHANICS, INSTALLERS & REPAIRERS

Aircraft Mechanics and Engine specialists

Automotive Body Repairers

Automotive Mechanics

Biomedical Technicians

Diesel Mechanics

Electronic Equipment Repairers

Commercial and Industrial Electronics

Equipment Repairs

Communications Equipment

Mechanics

Computer & Office Machine Repairers

Electronic Home Entertainment

Equipment Repairs

Telephone Installers & Repairers

TV & Radio Repairers

Elevator Installers & Repairers

General Maintenance Mechanics

Heating, Air-Cond. & Refrigeration Technicians

Home Appliance & Power Tool Repairers

Industrial Machinery Repairers

Line Installers & Cable Splicers

Millwrights

Mobile Heavy Equipment Mechanics

Motorcycle, Boat, & Small-Engine Mechanics

Musical Instrument Repairers & Tuners

Small Engine Mechanics

Vending Machine Servicers & Repairers

ENGINEERS

Chemical Engineers

Civil Engineers

Electrical and Electronics Engineers

Industrial Engineers

Mechanical Engineers



Career Pathway: Applied Technologies

-----SENIOR SCHOOL-----						-----POST SENIOR-----
Subject		100	200	300	400	Bermuda College Associate Degree Programmes <ul style="list-style-type: none"> ▪ Associate in Science ▪ Associate in Arts and Science ▪ Associate in Arts (<i>Computer Information Systems</i>) ▪ Associate in Computer Information Systems ▪ Associate in Science (<i>Electronics</i>) ▪ Associate in Electronics Technology Certificate Programmes <ul style="list-style-type: none"> ▪ Certificate in Electrical Structure and Maintenance ▪ Certificate in Engineering Competencies ▪ Certificate in Telecommunications and Electronics ▪ Certificate in Motor Vehicle Bodywork ▪ Certificate in Motor Vehicle Mechanics ▪ Certificate in Plumbing ▪ Certificate in Heating, Ventilating and Air Conditioning ▪ Certificate in Horticulture ▪ Certificate in Wood Trades ▪ Developmental Technology Other Academic Institutions <ul style="list-style-type: none"> ▪ Post Graduate Year Programmes ▪ Associate Degree Programmes ▪ Bachelor's Degree Programmes Apprenticeship and Trainee Programmes under the Bermuda National Training Board
English Language Arts 16cr		ELA I 4cr	ELA II 4cr	ELA III 4cr	ELA IV 4cr	
Math 12cr		Foundations of Mathematics 4cr	Integrated Math I 4cr or Applied Math I 4cr	Integrated Math II or Business Math I & II or Applied Math II, IIIA & IIIB or Introductory Calculus or Advanced Math		
Science 12cr		Science I 4cr	Science II 4cr	Biology or Chemistry or Physics or Environmental Science or Horticulture or Marine Science or Applied Biology & Chemistry or Applied Physics or Human Biology or Earth Science		
Social Studies 12cr		Overview of Social Studies 4cr	Politics and Law in Action 4cr	Preserving Our Heritage or World Geography or World History		
D & T or Family Studies 2cr		Design & Technology 2cr or Exploring Family Living 2cr				
Bus. Studies and Computer Science 4cr		Business Essentials I 2cr and Computer Science I 2cr				
Physical Education 6cr and Health 4cr		Physical Education I 2cr and Health & Wellness 2cr	Physical Education II 2cr	Physical Education III 2cr and Health Issues 2cr		
The Arts 2cr		Music or Theatre or Dance or Visual Arts (in Society) 2cr		Band/Choir or Theatre or Dance or Visual Arts	Band/Choir or Theatre or Dance or Visual Arts	
Electives from the areas of...		Computer Studies Science	Family Studies Foreign Language	Design & Technology Physical Education	Health	
Possible Electives for Career Pathway		<ul style="list-style-type: none"> • All Computer Science Courses, Technical Theatre & Music Technology • Graphic Communications, Design & Realization, Fashion & Textiles, Electronics Technology, Transportation Technology, Textile Design, & Interior Decorating • Business Essentials II, Foreign Languages & American History 				

Career Pathway: "Student Constructed"

-----SENIOR-----

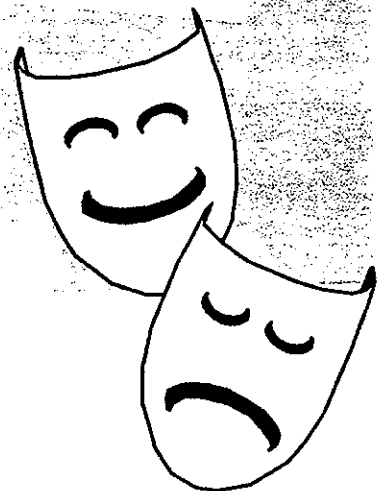
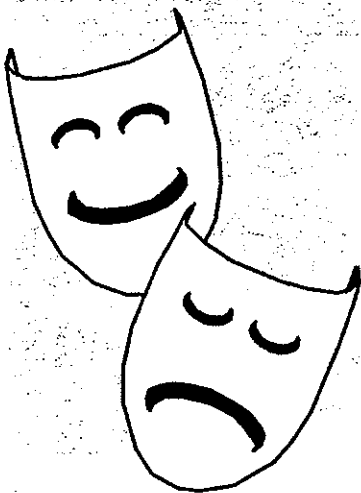
-----POST SENIOR-----

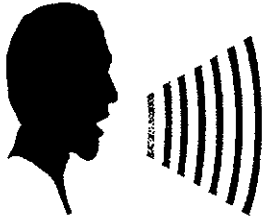
Subject	100 (28 cr)	200 (18 cr)	300 (20 cr)	400 (4 cr)	Bermuda College
English Language Arts 16cr	ELA I 4cr	ELA II 4cr	ELA III 4cr	ELA IV 4cr	Associate Degree Programmes
Math 12cr	Foundations of Mathematics 4cr	Integrated Math I 4cr or Applied Math I 4cr	4cr		
Science 12cr	Science I 4cr	Science II 4cr	4cr		
Social Studies 12cr	Overview of Social Studies 4cr	Politics and Law in Action 4cr	4cr		
D&T or Family Studies 2cr	2cr				
Bus. Studies and Comp. Science 4cr	Business Studies I 2cr and Computer Science I 2cr				
Physical Education 6cr and Health 4cr	Physical Education I 2cr and Health & Wellness 2cr	Physical Education II 2cr	Physical Education III 2cr and Health Issues 2cr		
The Arts 2cr	2cr				
Electives from the areas of...	Computer Studies Science	Family Studies Business Studies	Physical Education Foreign Languages	Design & Technology Health	Certificate Programmes
Possible Electives for Career Pathway	(Additional 46 credit hours required for graduation)				
					Other Academic Institutions
					<ul style="list-style-type: none"> ▪ Post Graduate Year Programmes ▪ Associate Degree Programmes ▪ Bachelor's Degree Programmes
					Apprenticeship and Trainee Programmes under the Bermuda National Training Board

Arts and Communications

Do you like to communicate ideas? Do you like to express yourself creatively? Do you like to travel and learn about other cultures? Do you enjoy going to concerts and performances? Are you imaginative, innovative and original? Do you like to perform in front of an audience?

This may be the pathway for you!





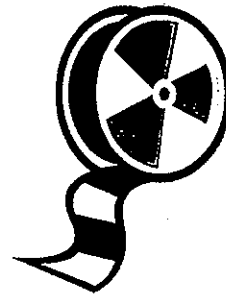
ARTS &



COMMUNICATIONS

COMMUNICATION OCCUPATIONS

Announcers & Newscasters
 Broadcast Technicians
 Composition/Typesetters
 Interpreters & Translators
 Public Relations Specialists
 Radio & Television
 Reporters & Correspondents
 Technical Writers
 Writers & Editors



VISUAL ARTS OCCUPATIONS



Commercial Artists
 Fashion Designers
 Florists
 Graphic Designers
 Interior Decorators
 Jewelers
 Merchandise Display Workers
 Photographers & Camera Operators
 Visual Artists



PERFORMING ARTS OCCUPATIONS

Actors, Directors, & Producers
 Dancers & Choreographers
 Models
 Musicians



ref: arts & communications/ls disc SS Certification

Career Pathway: Arts & Communications

-----SENIOR-----

-----POST SENIOR-----

Subject	100	200	300	400	Bermuda College Associate Degree Programmes <ul style="list-style-type: none"> ▪ Associate in Arts ▪ Associate in Arts & Science ▪ Associate in Art & Design Other Academic Institutions <ul style="list-style-type: none"> ▪ Post Graduate Year Programmes ▪ Associate Degree Programmes ▪ Bachelor's Degree Programmes Apprenticeship and Trainee Programmes under the Bermuda National Training Board
English Language Arts 16cr	ELA I 4cr	ELA II 4cr	ELA III 4cr	ELA IV 4cr	
Math 12cr	Foundations of Mathematics 4cr	Integrated Math I 4cr or Applied Math I 4cr	Integrated Math II or Business Math I & II or Applied Math II, IIIA & IIIB or Introductory Calculus or Advanced Math		
Science 12cr	Science I 4cr	Science II 4cr	Biology or Chemistry or Physics or Environmental Science or Horticulture or Marine Science or Applied Biology & Chemistry or Applied Physics or Human Biology or Earth Science		
Social Studies 12cr	Overview of Social Studies 4cr	Politics and Law in Action 4cr	Preserving our Heritage or World Geography or World History or Introduction to Africa		
D&T or Family Studies 2cr	Design & Technology 2cr or Exploring Family Living 2cr				
Bus. Studies and Computer Science 4cr	Business Studies I 2cr and Computer Science I 2cr				
Physical Education 6cr and Health 4cr	Physical Education I 2cr and Health & Wellness 2cr	Physical Education II 2cr	Physical Education III 2cr and Health Issues 2cr		
The Arts 2cr	Music or Theatre or Dance or Visual Arts (in Society) 2cr		Band/Choir or Theatre or Dance or Visual Arts	Band/Choir or Theatre or Dance or Visual Arts	
Electives from the areas of...	Computer Studies Science	Family Studies Business Studies	Design & Technology Foreign Languages	Health	
Possible Electives for Career Pathway	<ul style="list-style-type: none"> • Business Essentials II, Marketing & Graphic Communication • Journalism & Publications, Speech and Debate, Writer's Workshop, Foreign Languages • Fashion & Textiles Design, Interior Decorating, Textiles Design & Photography 				

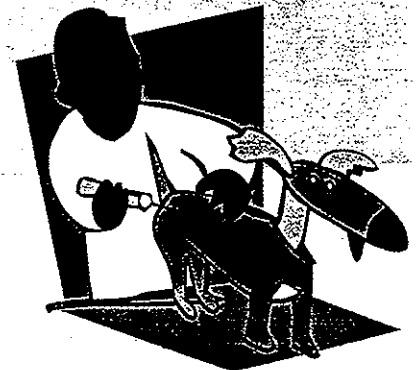
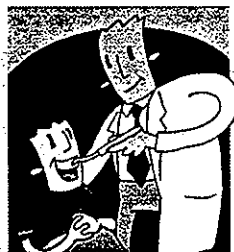
Career Pathway: "Student Constructed"

-----SENIOR-----						-----POST SENIOR-----
Subject		100 (28 cr)	200 (18 cr)	300 (20 cr)	400 (4 cr)	Bermuda College
English Language Arts 16cr		ELA I 4cr	ELA II 4cr	ELA III 4cr	ELA IV 4cr	Associate Degree Programmes
Math 12cr		Foundations of Mathematics 4cr	Integrated Math I 4cr or Applied Math I 4cr	4cr		
Science 12cr		Science I 4cr	Science II 4cr	4cr		
Social Studies 12cr		Overview of Social Studies 4cr	Politics and Law in Action 4cr	4cr		
D&T or Family Studies 2cr		2cr				
Bus. Studies and Comp. Science 4cr		Business Studies I 2cr and Computer Science I 2cr				
Physical Education 6cr and Health 4cr		Physical Education I 2cr and Health & Wellness 2cr	Physical Education II 2cr	Physical Education III 2cr and Health Issues 2cr		
The Arts 2cr		2cr				
Electives from the areas of...		Computer Studies Science	Family Studies Business Studies	Physical Education Foreign Languages	Design & Technology Health	Certificate Programmes
Possible Electives for Career Pathway		(Additional 46 credit hours required for graduation)				
						<ul style="list-style-type: none"> ▪ Post Graduate Year Programmes ▪ Associate Degree Programmes ▪ Bachelor's Degree Programmes
						Apprenticeship and Trainee Programmes under the Bermuda National Training Board

Health and Human Services

Do you like to care for people or animals who are sick? Are you fitness and wellness oriented? Are you interested in how the body works and how disease or drugs affect us? Are you friendly, outgoing, compassionate and cooperative? Do you like to work with people to solve problems? Is it important for you to provide service to the community by doing something that makes things better for other people?

This may be the pathway for you!



HEALTH & HUMAN SERVICES

Health Services

Health Diagnosing Practitioners

Chiropractors
Dentists
Opticians
Optometrists
Physicians
Podiatrists
Veterinarians



Health Assessment & Treating Occupations

Activity Therapists
Dietitians & Nutritionists
Occupational Therapists
Pharmacists
Physical Therapists
Physician Assistants
Recreational Therapists
Registered Nurses
Respiratory Therapists
Speech-Language Pathologists & Audiologists
Nursing Aides & Psychiatric Aides



Health Technologists & Technicians

Certified Nurses Aides
Clinical Laboratory Technologists & Technicians
Dental Hygienists
Dialysis Technicians
Dispensing Opticians
EEG Technologists
EKG Technicians
Emergency Medical Technicians
License Practical Nurses
Medical Record Technicians
Nuclear Medicine Technologists
Radiologic Technologists
I Technicians
und Technologists



Health Service Occupations

Dental Assistants
Home Health Aides
Medical Assistants

Human Services

Lawyers & Judges



Social Scientists & Urban Planners

Economists & Marketing Research Analysts
Psychologist
Sociologists
Urban & Regional Planners

Social & Recreation Workers

Human Services Workers
Marriage Counsellors
Social Workers
Social Worker Aides
Recreation Workers
Substance Abuse Counsellors
Janitors & Cleaners
Private and Household Workers



Religious Workers

Clergy
Protestant Ministers
Religious Workers
Rabbis
Roman Catholic Priests



Teachers, Librarians, & Counsellors

Adult Education Teachers
Archivists & Curators
College & University Faculty
Counsellors
Teachers
Librarians
Paraprofessional



Technologists, Except Health

Library Technicians
Paralegals

Protective Service Occupations

Correction's Officers
Firefighting Occupations
Security Guard
Police

Food & Beverage Preparation & Service Occupations

Chefs, Cooks, & Other
Kitchen Workers
Food & Beverage Service
Occupations
Meat Cutter/Butcher



Personal Service & Building & Grounds Service Occupations

Animal Caretakers
Barbers & Cosmetologists
Flight Attendants
Gardeners & Groundkeepers
Homemaker-Home Health Aides

Career Pathway: Health and Human Services

-----SENIOR-----						----POST SENIOR---
Subject		S1	S2	S3	S4	
English Language Arts 16cr		ELA I 4cr	ELA II 4cr	ELA III 4cr	ELA IV 4cr	Bermuda College Associate Degree Programmes <ul style="list-style-type: none"> ▪ Associate in Arts ▪ Associate in Science ▪ Associate in Arts & Science ▪ Associate in Arts (<i>Business Administration</i>) ▪ Associate in Business Administration ▪ Associate in Arts (<i>Hospitality Management</i>) ▪ Associate in Hospitality Management ▪ Associate in Office Administration ▪ Associate in Arts (<i>Human Services</i>) ▪ Associate in Human Services Certificate Programmes <ul style="list-style-type: none"> ▪ Certificate for General Secretaries ▪ Certificate for Culinary Arts ▪ Certificate for Front Office Procedures ▪ Certificate in Secretarial Skills ▪ Certificate in Food & Beverage Service ▪ Certificate for Child Care Assistant ▪ Certificate for Geriatric Aids ▪ Certificate in Legal Studies ▪ Certificate in Hairdressing Other Academic Institutions <ul style="list-style-type: none"> ▪ Post Graduate Year Programmes ▪ Associate Degree Programmes ▪ Bachelor's Degree Programmes Apprenticeship and Trainee Programmes under the Bermuda National Training Board
Math 12cr		Foundations of Mathematics 4cr	Integrated Math I 4cr or Applied Math I 4cr	Integrated Math II or Business Math I & II or Applied Math II, IIIA & IIIB or Calculus or Advanced Math		
Science 12cr		Science I 4cr	Science II 4cr	Biology or Chemistry or Physics or Environmental Science or Horticulture or Marine Science or Applied Biology & Chemistry or Applied Physics or Human Biology or Earth Science		
Social Studies 12cr		Overview of Social Studies 4cr	Politics and Law in Action 4cr	World Geography or World History or Introduction to American History		
D & T or Family Studies 2cr		Design Technology 2cr or Exploring Family Living 2cr				
Bus. Studies and Computer Science 4cr		Business Essentials I 2cr and Computer Science I 2cr				
Physical Education 6cr and Health 4cr		Physical Education I 2cr and Health & Wellness 2cr	Physical Education II 2cr	Physical Education III 2cr and Health Issues 2cr		
The Arts 2cr		Music or Theatre or Dance or Visual Arts (in Society) 2cr		Band/Choir or Theatre or Dance or Visual Arts	Band/Choir or Theatre or Dance or Visual Arts	
Electives from the areas of...		Computer Studies Science	Family Studies Business Studies	Physical Education Foreign Languages	Design & Technology Health	
Possible Electives for Career Pathway		<ul style="list-style-type: none"> • All Health Courses & Business Essentials II • Exploring Family Living, Discovery Food & Nutrition, Meal Management & Hospitality, Exploring Careers in Nutrition & Hospitality, Personal Care, & Child Care • Speech and Debate, Foreign Languages & Preserving Our Heritage 				

Career Pathway: "Student Constructed"

-----SENIOR-----						-----POST SENIOR-----
Subject		100 (28 cr)	200 (18 cr)	300 (20 cr)	400 (4 cr)	Bermuda College
English Language Arts 16cr		ELA I 4cr	ELA II 4cr	ELA III 4cr	ELA IV 4cr	Associate Degree Programmes
Math 12cr		Foundations of Mathematics 4cr	Integrated Math I 4cr or Applied Math I 4cr	4cr		
Science 12cr		Science I 4cr	Science II 4cr	4cr		
Social Studies 12cr		Overview of Social Studies 4cr	Politics and Law in Action 4cr	4cr		
D&T or Family Studies 2cr		2cr				
Bus. Studies and Comp. Science 4cr		Business Studies I 2cr and Computer Science I 2cr				
Physical Education 6cr and Health 4cr		Physical Education I 2cr and Health & Wellness 2cr	Physical Education II 2cr	Physical Education III 2cr and Health Issues 2cr		
The Arts 2cr		2cr				
Electives from the areas of...		Computer Studies Science	Family Studies Business Studies	Physical Education Foreign Languages	Design & Technology Health	Certificate Programmes
Possible Electives for Career Pathway		(Additional 46 credit hours required for graduation)				

- Post Graduate Year Programmes
- Associate Degree Programmes
- Bachelor's Degree Programmes

Apprenticeship and Trainee Programmes under the Bermuda National Training Board

International Business and Tourism

Do you enjoy being a leader, organizing people, talking and planning activities? Do you enjoy initiating an idea and seeing it through to the end product? Do you like things neat and orderly? Are you business-minded in organizing your life? Do you value the importance of travel and tourism in Bermuda?

This may be the pathway for you!



International Business & Tourism



EXECUTIVE ADMINISTRATIVE, & MANAGERIAL OCCUPATIONS

Accountants & Auditors
Administrative Services Managers
Budget Analysis
Construction & Building Inspectors
Construction Contractors & Managers
Cost Estimators
Education Administrators
Employment Interviewers
Engineering, Science, & Data Processing Managers
Financial Managers
General Managers & Top Executives
Government Chief Executives & Legislators
Health Services Managers
Hotel Managers & Assistants
Industrial Production Managers
Inspectors & Compliance Officers, Except Construction
Management Analysts & Consultants
Marketing, Advertising, & Public Relations Managers
Personnel, Training, & Labour Relations Specialists & Managers
Property & Real Estate Managers
Purchasing Agents & Managers
Restaurant & Food Service Managers
Underwriters
Wholesale & Retail Buyers & Merchandise Managers

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MARKETING AND SALES OCCUPATIONS

Advertising Agent
Cashiers
Counter & Rental Clerks
Insurance Agency & Brokers
Manufacturer's & Wholesale Sales Representatives
Real Estate Agents, Brokers & Appraisers
Retail Sales Workers
Securities & Financial Service Sales Representatives
Services Sales Representatives
Stockbrokers
Travel Agents

ADMINISTRATIVE SUPPORT OCCUPATIONS

Adjusters, Investigators, & Collectors
Bank Tellers
Clerical Supervisors & Managers
Computer & Peripheral Equipment Operators
General Office Clerks
Credit Clerks and Authorizers



Information Clerks

Hotel & Motel Clerks
Interviewing & New Accounts Clerks
Receptionists
Reservation & Transportation Ticket Agents and Travel Clerks
Mail Clerks & Messengers
Material Recording, Scheduling, Dispatching and Distributing Occupations
Dispatchers
Stock Clerks
Traffic, Shipping & Receiving Clerks
Postal Clerks & Mail Carriers
Record Clerks
Billing Clerks
Bookkeeping, Accounting & Auditing Clerks
Brokerage Clerks & Statement Clerks
File Clerks
Library Assistants & Bookmobile Driver
Order Clerks
Payroll & Timekeeping Clerks
Personnel Clerks
Receptionists
Secretaries
Stenographers & Court Clerk/Reporters
Telephone, Telegraph & Teletype Operators
Typist, Word Processors and Data Entry Keyers

Career Pathway: International Business & Tourism

-----SENIOR-----

Subject	100	200	300	400
English Language Arts 16cr	ELA I 4cr	ELA II 4cr	ELA III 4cr	ELA IV 4cr
Math 12cr	Foundations of Mathematics 4cr	Integrated Math I or Applied Math I 4cr	Integrated Math II or Business Math I & II or Applied Math II, IIIA & IIIB or Introductory Calculus or Advanced Math	
Science 12cr	Science I 4cr	Science II 4cr	Biology or Chemistry or Physics or Environmental Science or Horticulture or Marine Science or Applied Biology & Chemistry or Applied Physics or Human Biology or Earth Science	
Social Studies 12cr	Overview of Social Studies 4cr	Politics and Law in Action 4cr	World Geography or World History	
D&T or Family Studies 2cr	Design & Technology 2cr or Exploring Family Living 2cr			
Bus. Studies and Computer Science 4cr	Business Essentials I 2cr and Computer Studies I 2cr			
Physical Education 6cr and Health 4cr	Physical Education I 2cr and Health & Wellness 2cr	Physical Education II 2cr	Physical Education III 2cr and Health Issues 2cr	
The Arts 2cr	Music or Theatre or Dance or Visual Arts (in Society) 2cr		Band/Choir or Theatre or Dance or Visual Arts	Band/Choir or Theatre or Dance or Visual Arts
Electives from the areas of...	Computer Studies Science	Family Studies Foreign Languages	Design & Technology Health	
Possible Electives for Career Pathway	<ul style="list-style-type: none"> All Computer Science Courses, Computer Keyboarding & Business Applications, Accounting, Business Essentials II, Business & Personal Law, Economics, Insurance, International Business, Marketing, Office Technology, Small Business Management, Office Technology & Business Application, Travel & Tourism Personal Care, Discovering Food & Nutrition, Meal Management & Hospitality, Exploring Careers in Nutrition & Hospitality, Speech and Debate and Foreign Languages 			

-----POST SENIOR-----

Bermuda College Associate Degree Programmes <ul style="list-style-type: none"> Associate in Arts Associate in Science Associate in Arts & Science Associate in Arts (<i>Business Administration</i>) Associate in Business Administration Associate in Arts (<i>Hospitality Management</i>) Associate in Hospitality Management Associate in Arts (<i>Computer Information Systems</i>) Associate in Computer Information Systems
Certificate Programmes <ul style="list-style-type: none"> Certificate for Accounting Systems Certificate for General Secretaries Certificate in Secretarial Skills Certificate in Culinary Arts Certificate for Front Office Procedures Certificate in Food & Beverage Service Certificate in Legal Studies
Other Academic Institutions <ul style="list-style-type: none"> Post Graduate Year Programmes Associate Degree Programmes Bachelor's Degree Programmes
Apprenticeship and Trainee Programmes under the Bermuda National Training Board

Career Pathway: "Student Constructed"

-----SENIOR-----						-----POST SENIOR-----	
Subject		100 (28 cr)	200 (18 cr)	300 (20 cr)	400 (4 cr)	Bermuda College	
English Language Arts 16cr		ELA I 4cr	ELA II 4cr	ELA III 4cr	ELA IV 4cr	Associate Degree Programmes	
Math 12cr		Foundations of Mathematics 4cr	Integrated Math I 4cr or Applied Math I 4cr	4cr			
Science 12cr		Science I 4cr	Science II 4cr	4cr			
Social Studies 12cr		Overview of Social Studies 4cr	Politics and Law in Action 4cr	4cr			
D&T or Family Studies 2cr		2cr					
Bus. Studies and Comp. Science 4cr		Business Studies I 2cr and Computer Science I 2cr					
Physical Education 6cr and Health 4cr		Physical Education I 2cr and Health & Wellness 2cr	Physical Education II 2cr	Physical Education III 2cr and Health Issues 2cr			
The Arts 2cr		2cr					
Electives from the areas of...		Computer Studies Science	Family Studies Business Studies	Physical Education Foreign Languages	Design & Technology Health		Certificate Programmes
Possible Electives for Career Pathway		(Additional 46 credit hours required for graduation)					

- Other Academic Institutions**
- Post Graduate Year Programmes
 - Associate Degree Programmes
 - Bachelor's Degree Programmes
- Apprenticeship and Trainee Programmes under the Bermuda National Training Board**

PROFESSIONAL ASSOCIATIONS

ENGLISH LANGUAGE ARTS

Name: International Reading Association

Address: 800 Barksdale Road
P.O. Box 8139
Newark, DE 19714-8139

Country: U.S.A.

Telephone: (302) 731 1600

International Reading Association Conference Dates

2000	April 30 - May 5	Indianapolis, Indiana
2001	April 28 - May 3	San Francisco, California
	April 29 - May 4	New Orleans, Louisiana

Name: National Council of Teachers of English

Address: 1111 W. Kenyon Road
Urbana, Illinois 61801

Country: U.S.A.

Telephone: (217) 328 3870
Fax: (217) 328 9645

American Speech-Language-Hearing Association Conference Dates

2000	November 15 - 19	Washington D.C.
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Name: The National Centre for Teaching Thinking

Address: 815 Washington Street,
Suite 8 Newtonville,
Massachusetts 02160

Country: U.S.A.

Telephone: (617) 965 4604
Fax: (617) 965 4674

PROFESSIONAL RESOURCES

D. C. Heath Publications for Senior Schools

Cooper, James M. Classroom Teaching Skills 5th edition

Orlich, Donald C. Teaching Strategies: A Guide to Better Teaching, 4th edition

Teacher to Teacher: A Professional Handbook

National Council of Teachers of English Publications

Motivating Writing in High School

Standards for English Language Arts K - 12

Standards in Practice, Grades 9 - 12

Teaching Literature in High School: Fiction

NCTE Journals/Magazines

Language Arts

"Journal of Adolescent and Adult Literacy"

CURRICULUM ABBREVIATIONS

School Abbreviations

Preschool	PS
Primary School	P1-P6
Middle School	M1-M3
Senior School	S1-S4

Subject Area Abbreviations

Business Studies	BS
Dance	DN
Design & Technology	DT
English Language Arts	EL
Family Studies	FM
Foreign Languages	FL
Health Education	HE
Computer Science	CS
Mathematics	MT
Music	MU
Physical Education	PE
Science	SC
Social Studies	SS
Theatre	TH
Visual Arts	VR

Course Code

e.g. Physical and Human Geography II
SS3192GEO

Subject Area	Course Level	Number Placement	Course Sequence	Course Title
abbreviated subject area	(1-4) representing course level 100-400	(1-99) representing placement of course in each level	(1-4) representing sequence of course with same title	abbreviated course title
SS	3	19	2	GEO
(Social Studies)	(300 level course)	(19th course in 300 series)	(2 nd in the sequence of 3 courses)	(Physical and Human Geography)

Curriculum Framework & Course Abbreviations

Philosophy	PHL
Goals & Sub Goals	GLS
Performance Indicators	PI
Scope & Sequence	SAS
References	REF
Course Overview	OVW
Correlation Matrix	MTX
Modules	MDL
Teacher Resources	TRS
Student Resources	SRS
Exemplar Scoring Guide	SCO
Rubrics	RUB
Objectives at a Glance	OBJ
Infusing Across the Curriculum	INF
Glossary	GRY
Health and Safety	HAS
Professional Association Directory	PAD
Curriculum Abbreviations	ABR
Appendix	APX

Programme Abbreviations

Advisory Programme	ADV
Career Education Programme	CED
Functional Skills Programme	FUN
Guidance and Counselling Programme	GUI
Library Information Programme	LIB



**Ministry of Education
P.O. Box HM 1185
Hamilton HM EX
Bermuda
September 2000**