



**REPUBLIC OF TRINIDAD AND TOBAGO
MINISTRY OF EDUCATION**

**SECONDARY EDUCATION MODERNIZATION
PROGRAMME**

DRAFT

SECONDARY SCHOOL CURRICULUM

Form Three

Language Arts

Curriculum Development Division

October 2003

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ABOUT THIS DRAFT

Under the umbrella of the Secondary Education Modernization Programme (SEMP), since the latter part of 1999, new secondary school curricula in eight (8) subjects – Language Arts (English), Science, Mathematics, Social Studies, Spanish, Physical Education, Visual and Performing Arts and Technology Education – have been in development. In this publication you will find the first drafts of the Form III curriculum guide produced for each of the above identified subject areas.

These Curriculum Guides represent ‘a work in progress’. They are not the finished product. They intended to serve the following purposes:

- (i) provide clear guidance to teachers for implementing effectively the instructional programme for a particular subject area at a particular class/form level.
- (ii) present a sufficiently detailed learning plan for the respective subject areas and for the entire secondary school curriculum that would enable teachers, school administrators and other major stakeholders to give meaningful, constructive feedback on the draft curricula for the various subjects – that is, for them to be actively involved in the development process.
- (iii) contribute to the further revision and refinement, through the feedback received at (ii) above, of this draft curriculum guide for Form III.

Teachers and other users of these Curriculum Guides should also carefully note the following:

- Teachers’ Guides, Performance Standards, Assessment Manuals, Integration Matrices (linking content and essential learning outcomes in the relevant subject areas) are being developed and are in various stages of completion as companion documents to these Curriculum Guides. Accordingly, teachers and other users of these Draft Curricula can be assured that only certain areas, which may be interpreted as showing a lack of clarity, detail and/or adequate treatment, will be adequately addressed in the forthcoming above-mentioned companion documents.
- A series of orientation meetings and training workshops related to the effective implementation of the curriculum is being planned. At these workshops/meetings the concerns of teachers will be addressed and guidance given with respect to the interpretation/clarification of certain aspects of these draft Guides.
- These first draft publications of the respective Curriculum Guides have been issued in ring binders. This mode of presentation will facilitate correction of existing typographical errors, standardization of font sizes, formatting, layout etc, as well as the revision/refinement of the subsequent drafts – which will inevitably ensue from feedback/comments on these draft documents.

Finally, we hold the view that teachers, in particular, but other stakeholders as well, are key players in the curriculum development process. Teachers are integral to the development of curricula that are relevant and appropriate. The curriculum is the major vehicle for providing quality education which meets the needs of both the individual learner and the national development objectives of the Republic of Trinidad and Tobago. In this regard, we eagerly look forward to and indeed welcome the comments/suggestions of all stakeholders, especially teachers, which should be addressed to:

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A Note to Teachers

The Ministry of Education through the Secondary Education Modernization Programme is seeking to reform the secondary education system. These draft National Curriculum Guides produced for eight subject areas are a key element in the current thrust to address the deficiencies identified in the system.

Draft curriculum guides have already been produced for years one and two of the secondary system. Implementation of the new curriculum began on a phased basis in September 2003. These draft guides for year three represent the conclusion of the first cycle of secondary school and together with those of years one and two prepare students for the National Certificate of Secondary Education, Part One.

The three sets of curriculum guides constitute the draft National Curriculum for the lower secondary school system. The National Curriculum is an important element of the School Curriculum which comprises all the learning and other experiences that each school plans for its pupils. It is expected that each school will undertake to develop the School Curriculum in alignment with the National Curriculum, fine tuning as necessary in response to the needs of their pupils and to the community.

Teachers too have curriculum functions to perform. Using the National Curriculum Guides they are expected to develop instructional programmes, determining the type and extent of curriculum integration and the teaching and assessment strategies to be employed to facilitate student success. They will also identify and develop appropriate learning materials and decide on how the curriculum will be individualized to suit students' capabilities, needs and interests.

The introduction of the new curriculum guides for forms one to three is being accompanied by several supporting initiatives. These include the

- phased technical upgrade of physical facilities
- provision of enhanced teaching and learning resources including textbooks
- increased use of educational technology
- introduction of a curriculum website at *www.curriculum.gov.tt*
- professional development opportunities for teachers, heads of departments, principals and vice-principals
- expanded schools transportation and meals programmes
- restructuring and decentralization of the education system.

As implementation proceeds, there will be careful monitoring to obtain feedback and to provide necessary support. Your comments and suggestions are most welcome and may be made on the website or in writing. Final revision of the draft guides is planned for the academic year 2005-2006.

We are confident that this new curriculum will significantly enhance teaching and learning experiences in our secondary schools and consequently the achievement of the national educational goals.

Sharon Mangroo

Director, Curriculum Development (Ag)

December, 2003

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The Curriculum Officers and members of the Curriculum Writing Teams brought their knowledge, skills and practical experience of teaching and learning to the curriculum development process. Members of the writing team for this subject are listed below.

The members of the Curriculum Writing Team for this subject are:

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PART ONE
CURRICULUM FOUNDATIONS

INTRODUCTION

In its commitment to a comprehensive reform and expansion of the secondary school system, the Government of the Republic of Trinidad and Tobago in 1996, adopted the report of the National Task Force on Education as educational policy. The specific recommendations for the improvement of secondary education led to discussions with the Inter American Development Bank (IADB) for loan funding arrangements for a programme to modernise secondary education in Trinidad and Tobago. This programme, the Secondary Education Modernization Programme (SEMP) was formalized and has been designed to:

- address deficiencies identified in the education system;
- establish a firm secondary education foundation that would catapult Trinidad and Tobago into the 21st century assured of its ability to participate advantageously in the global economic village, smoothly traverse the information super highway and utilize cutting edge technology for the competitive advantage it provides;
- allow for adaptation to future demands; and
- produce good citizens.

The deficiencies identified include:

- an unacceptably low level of academic achievement;
- unsatisfactory personal and social development outcomes: and
- curricular arrangements whose major outcomes were linked to the attainment of a minimum of five General passes in the Caribbean Examinations Council (CXC) examination.

The Secondary Education Modernization Programme (SEMP) consists of four articulated components:

- (a) improved educational equity and quality
- (b) deshifting, rehabilitation, and upgrading of school infrastructure

- (c) institutional strengthening, and
- (d) studies and measures for improved sector performance.

This document is evidence of the effort to address component (a) under which curriculum development falls.

THE CURRICULUM UNDERPINNINGS

This curriculum has been informed by the wealth of available curriculum theories and processes. In the Final Report of the Curriculum Development Sub-Component submitted by J. Reece and K. Seepersad, the curriculum is defined, as a “plan for action” or a “written document that included strategies for achieving desired goals or ends.” This is the definition that is applied here. The curriculum is herein defined as the written document that is to be used by teachers to plan effective learning opportunities for students in secondary schools.

Macdonald (1976) declares,

‘Curriculum it would seem to me is the study of “what should constitute a world for learning and how to go about making this world”. As such it is a microcosm... the very questions that seem to me of foremost concern to all humanity, questions such as what is the good society, what is the good life and what is a good person are explicit in the curriculum question. Further, the moral question of how to relate to others or how best to live together is clearly a part of curriculum.’

In essence Macdonald’s statement establishes the basic forces that influence and shape the organization and content of the curriculum: the curriculum foundations. These are

- (a) The Philosophy and the Nature of Knowledge
- (b) Society and Culture
- (c) The Learner
- (d) Learning Theories

These foundations are at the heart or the centre of the dialogue essential to the development of a coherent, culturally focussed and dynamically evolving curriculum. Of course the prevailing philosophical concerns and educational goals provide the base.

PHILOSOPHY OF EDUCATION

The following philosophical statements are at the foundation of the curriculum and are stated in the Education Policy Paper 1993-2003 as follows:

WE BELIEVE

That every child has an inherent right to an education which will enhance the development of maximum capability regardless of gender, ethnic, economic, social, or religious background.

That every child has the ability to learn, and that we must build on this positive assumption.

That every child has an inalienable right to an education which facilitates the achievement of personal goals and the fulfilment of obligations to society.

That education is fundamental to the overall development of Trinidad and Tobago.

That a system of 'heavily subsidised' and universal education up to age 16 is the greatest safeguard of the freedom of our people and is the best guarantee of their social, political, and economic well-being at this stage in our development.

That the educational system of Trinidad and Tobago must endeavour to develop a spiritually, morally, physically, intellectually and emotionally sound individual.

That ethical and moral concerns are central to human development and survival. Fundamental constructs such as "decency," "justice," "respect," "kindness," "equality," "love," "honesty," and "sensitivity," are major determinants of the survival of our multi-cultural society.

That the parent and the home have a major responsibility for the welfare of the child and that the well-being of the child can best be served by a strong partnership between the community and the school.

That the educational system must provide curricular arrangements and choices that ensure that cultural, ethnic, class and gender needs are appropriately addressed.

That students vary in natural ability, and that schools therefore should provide, for all students, programmes which are adapted to varying abilities, and which provide opportunities to develop differing personal and socially useful talents.

That we must be alert to new research and development in all fields of human learning and to the implications of these developments for more effective teaching and school improvement.

That the educational system must be served by professionals who share and are guided in their operations by a set of systematic and incisive understandings, beliefs and values about education in general and its relationship to the development of the national community of Trinidad and Tobago.

That there is a need to create and sustain a humanised and democratised system of education for the survival of our democracy.

That the democratisation and humanisation of the educational system are largely contingent on the degree to which the system is professionalised. The nature of educational problems are [sic] such that the professional core must be engaged in decision-making with respect to the problems that affect their expert delivery of the services to the clientele and ultimately to Trinidad and Tobago. Professionals must come to experience a real sense of 'control and ownership' of matters educational.

That from a psychological perspective, education is a means of looking out beyond the boundaries of the immediate. It can be the viable means which creates individuals with the intellect and capacity to develop and lead societies, communities, villages, and/or neighbourhoods and families of the future. It should be responsive to and stimulate the searing human spirit and the emphatic quest for human communication, interaction, love and trust.

That learning is cumulative and that every stage in the educational process is as important and critical for the learner's development as what has gone before it and what is to come. As such we must view educational programming and development in the round, recognising the importance of every rung on the ladder of delivery by intensifying our efforts throughout the system.

THE GOALS OF EDUCATION

Coming out of the articulated philosophy, formal education in Trinidad and Tobago must aim to:

- provide opportunities for all students to develop spiritually, morally, emotionally, intellectually and physically;
- develop in all students attitudes of honesty, tolerance, integrity and efficiency;
- provide opportunities for self-directed and life-long learning;
- provide opportunities for all students to develop numeracy, literacy, scientific and technological skills;
- promote national development and economic sustainability;
- promote an understanding of the principles and practices of a democratic society;
- equip all students with basic life skills;
- promote the preservation and protection of the environment;

- develop in all students an understanding of the importance of a healthy lifestyle;
- help all students acquire the knowledge, skills and attitudes necessary to be intelligent consumers;
- provide opportunities for all students to develop an understanding and appreciation of the diversity of our culture; and
- provide opportunities for all students to develop an appreciation for beauty and human achievement in the visual and performing arts.

An analysis of the educational philosophy of the Ministry of Education's Policy Paper (1993 – 2003) and of the goals for education derived from it by the Curriculum Development Division (as outlined above), taken with the research conducted in developed nations, has led to the identification of six areas in which all secondary students must achieve. These are universally accepted goals that have been developed and underscored by other educational jurisdictions and have been described as essential learning outcomes. These outcomes help to define standards of attainment for all secondary school students.

THE ESSENTIAL LEARNING OUTCOMES

The six outcomes are in the areas of:

- Aesthetic Expression
- Citizenship
- Communication
- Personal Development
- Problem Solving
- Technological Competence

The achievement of these essential learning outcomes by all students is the goal that every core curriculum subject must facilitate. The core curriculum subjects, their content, and the teaching, learning and assessment strategies are the means to fulfil this end.

It is expected that by the end of the third year of secondary school students' achievement in all six areas will result in a solid foundation of knowledge, skills and attitudes which will constitute

the base for a platform for living in the Trinidad and Tobago society, and for making informed choices for further secondary education.

The essential learning outcomes are described more fully below.

Aesthetic Expression

Students should recognise that the arts represent an important facet of their development, and that they should respond positively to its various forms. They should be able to demonstrate visual acuity and aesthetic sensibilities and sensitivities in expressing themselves through the arts.

Students should be able, for example, to:

- use various art forms as a means of formulating and expressing ideas, perceptions and feelings;
- demonstrate understanding of the contribution of the arts to daily life, cultural identity and diversity;
- demonstrate an understanding of the economic role of the arts in the global village society;
- demonstrate understanding of the ideas, perceptions and feelings of others as expressed in various art forms;
- demonstrate understanding of the significance of cultural resources, such as museums, theatres, galleries, and other expressions of the multi-cultural reality of society.

Citizenship

Students should be able to situate themselves in a multicultural, multiethnic environment with a clear understanding of the contribution they must make to social, cultural, economic, and environmental development in the local and global context.

Students should be able, for example, to:

- demonstrate an understanding of sustainable development and its implications for the environment locally and globally;

- demonstrate an understanding of Trinidad and Tobago's political, social and economic systems in the global context;
- demonstrate understanding of the social, political and economic forces that have shaped the past and present, and apply those understandings to the process of planning for the future;
- examine issues of human rights and recognize and react against forms of discrimination, violence and anti-social behaviours;
- determine the principles and actions of a just, peaceful, pluralistic and democratic society, and act accordingly;
- demonstrate an understanding of their own cultural heritage, cultural identity and that of others and the contribution of multiculturalism to society.

Communication

Students should be able to, through the use of their bodies, language, tools, symbols and media, demonstrate their deeper understandings of synergies inherent in the exchange of ideas and information and thus communicate more effectively.

Students should be able, for example, to:

- explore, reflect on, and express their own ideas, learning, perceptions and feelings;
- demonstrate understanding of facts and relationships presented through words, numbers symbols, graphs and charts;
- demonstrate sensitivity and empathy where necessary in communicating various kinds of emotions and information;
- present information and instructions clearly, logically, concisely and accurately for a variety of audiences;
- interpret and evaluate data, and express ideas in everyday language;
- critically reflect on and interpret ideas presented through a variety of media.

Personal Development

Students should be able to grow from inside out, continually enlarging their knowledge base, expanding their horizons and challenging themselves in the pursuit of a healthy and productive life.

Students should be able, for example, to:

- demonstrate preparedness for the transition to work and further learning;
- make appropriate decisions and take responsibility for those decisions;
- work and study purposefully both independently and in cooperative groups;
- demonstrate an understanding of the relationship between health and lifestyle;
- discriminate amongst a wide variety of career opportunities;
- demonstrate coping, management and interpersonal skills;
- display intellectual curiosity, an entrepreneurial spirit and initiative;
- reflect critically on ethical and other issues;
- deal effectively with change and become agents for positive, effective change.

Problem Solving

Students should know problem-solving strategies and be able to apply them to situations they encounter. They should develop critical thinking and inquiry skills with which they can process information to solve a wide variety of problems.

Students should be able, for example, to:

- acquire, process and interpret information critically to make informed decisions;
- use a variety of strategies and perspectives with flexibility and creativity for solving problems;
- formulate tentative ideas, and question their own assumptions and those of others;
- solve problems individually and collaboratively;

- identify, describe, formulate and reformulate problems;
- frame and test hypotheses;
- ask questions, observe relationships, make inferences, and draw conclusions;
- identify, describe and interpret different points of view and distinguish fact from opinion.

Technological Competence

Students should be technologically literate, able to understand and use various technologies, and demonstrate an understanding of the role of technology in their lives, in society, and the world at large.

Students should be able, for example, to:

- locate, evaluate, adapt, create, and share information using a variety of sources and technologies;
- demonstrate understanding of and use existing and developing technologies appropriately;
- demonstrate an understanding of the impact of technology on society;
- demonstrate an understanding of ethical issues related to the use of technology in a local and global context.

THE CURRICULUM DESIGN AND DEVELOPMENT PROCESS

In order to achieve the outcomes as defined by the underpinning philosophy and goals, the Curriculum Division of the Ministry of Education embarked on a design and development programme consonant with the current approaches to curriculum change and innovation.

CURRICULUM DESIGN

George A. Beauchamp (1983) says, “curriculum planning is a process of selecting and organizing culture content for transmission to students by the school. The process is very complex, involving input from many sources, but the organized end result of the process is the design of the curriculum.”

The varied perspectives as to the nature of knowledge, the nature of the learner, what should be learnt and how, and to what end, have resulted in three (3) major classifications of curriculum designs. Zais (1976, p.376) lists them as: subject-centered, learner-centered, and problem-centered designs. Also bringing influences to bear on the design is what Eisner and Vallance (1974) call the “orientations to curriculum.” These orientations aid in the comprehension of what the curriculum is geared towards in terms of the development of the individual.

This curriculum displays a learner-centered design. It is based primarily on ‘man-centered’ philosophical assumptions employing constructivist theory. Its major orientation is to curriculum as self-actualization. It is student-centered, seeks to provide personally satisfying experiences for each student, and is growth oriented. As the student moves from one level to another, the activities expand to allow him/her new insights and approaches to dealing with and integrating new knowledge.

The curriculum design is defined by two structures, the substantive and the syntactic.

The substantive structure reflects the “range of subject matters with which it is concerned”; the syntactic structure describes the “procedures of inquiry and practice that it follows”.

The substantive structure begins with a vision statement, a rationale, lists the general and specific outcomes of the programme, and establishes the nature of the connections with the other core subjects on the timetable. The syntactic structure is developed along a tabular format in which the intended outcomes are associated with activities making it easy to read and teacher friendly. The content finds coherence with Tyler's (1950) three criteria for the organization of learning activities: continuity, sequence and integration.

CURRICULUM DEVELOPMENT

The first stage of the curriculum development process consisted of stakeholder consultations held with a cross section of the community.

Consultations were held with primary and secondary school teachers, principals, members of denominational school boards, members of the business community, the executive of the TTUTA, representatives from the UWI, John S. Donaldson Technical Institute, San Fernando Technical Institute, Valsayn Teachers' College and Caribbean Union College, parents, librarians, guidance counsellors, students, curriculum officers and school supervisors. They were focused on the philosophy, goals and learning outcomes of education.

The results of these consultations were:

- agreement on the concept of a “core”, that is, essential learning outcomes consisting of skills, knowledge attitudes and values that students must acquire BY the end of five years of secondary schooling;
- agreement on the eight subjects to form the core;
- agreement on the desirable outcomes of secondary school education in Trinidad and Tobago.

THE CORE CURRICULUM SUBJECTS

These are subjects that every student is required to take in forms one to three. Students will be allowed to choose from a list of subject offerings thereafter.

Minimum time allocation is recommended for each subject. The principal as instructional leader of the school will make the final decision according to the needs of the students and the resources available at any given time.

The subjects and the time allocations are as follows

Subject	No. of Periods	Subject	No. of Periods
English	Six	Mathematics	Five
Science	Four	Physical Education	Two
Spanish	Four	Technology Education	Four
Social Studies	Four	Visual and Performing Arts	Four

In Stage Two of the process, the officers of the Curriculum Development Division studied the reports of the consultations, the Education Policy Paper, the reports of the Curriculum Task Force and of the Task Force for “Removal of Common Entrance” as well as newspaper articles and letters to the editor on education over the past five years.

The School Libraries Division and the Division of School Supervision assisted the Curriculum Development Division in this task. The result of the study was the identification and statement of a set of desirable outcomes and essential exit competencies to be had by all students on leaving school. All learning opportunities, all teaching and learning strategies, all instructional plans, are to contribute to the realization of these outcomes and competencies.

At Stage Three ten existing schools were identified to pilot the new curriculum. Teachers from eight subject areas were drawn from these schools to form Curriculum Writing Teams for each subject. Teachers with specific subject or curriculum development skills from other schools were also included in the teams. These teams met initially for three days, then for one day per week during April to July 2000, to conduct the writing phase of the curriculum development. In this phase learning outcomes specific to each subject, which contribute to the fulfilment of the

national outcomes were identified. Subject content, teaching and learning and assessment strategies to support these outcomes were developed.

The process of curriculum development for years two and three continued in a similar fashion. Curriculum Officers were assisted by teachers who were released from their teaching duties for varying periods of time.

The following curriculum document is the result of their efforts.

The International Consultant, for Curriculum Development, Dr. Robert Sargeant, (Associate Professor - Mount St. Vincent University, Nova Scotia, Canada) guided the curriculum design and development process.

PART TWO

VISION

Any vision of Language Arts is embedded in the role of the humanities. The humanities articulate the ideals of any society. They portray a way of life, which embodies and is meant to reflect the ideal human being and the ideal culture.

Literature, as an integral part of the humanities, mirrors life and society. Through an experience of literature man lives vicariously and is able to appreciate a common experience more deeply.

Man's essential humanity is reflected in his ability to think critically and creatively, to speak, to listen, to read, to write – in essence, to communicate effectively both with himself and with others.

We live in an encroaching global culture. Our skills of communication must therefore allow us to function effectively not only at national and regional levels, but universally.

The Language Arts programme therefore envisages that all citizens of Trinidad and Tobago will acquire competence in all the language arts skills and will therefore be able to communicate effectively in all spheres of human endeavour.

RATIONALE

The Language Arts curriculum is holistic and a vehicle for the development of all the communication skills. Communication undergirds most human activity and creates meaningfulness in culture. Every language is associated with ontology of the world. It is through language and within language that the possibilities of a particular world-view are made manifest. Therefore, the importance of language is not only to communicate, but also to create the common ground on which communication is made possible.

Great literature allows the writers to delineate and define reality. To be conscious of this, it is necessary to be immersed in their works. It is important to present students with works of great writers so that the students can assess and construct their own world-view. Literature is therefore central to Language Arts. A literature-rich environment thus promotes and facilitates effective Language Arts teaching and learning. Attention is also given to the often forgotten skills of listening and speaking, and the mechanics of reading and comprehension.

By using a brain-based approach to language learning, one creates a low-threat and high-challenge environment for the students. In this child-centred setting, learning becomes an interactive process whereby the students participate in activities in which they are required to think and integrate new ideas. Students engage in critical thinking and problem solving. The language teacher is therefore a facilitator who presents the students with opportunities to qualitatively enhance their concepts at the appropriate time in a constructivist approach to teaching.

The Multiple Intelligences theory offers language teachers an opportunity to use a broad range of activities and develop innovative teaching strategies, as no one set of teaching strategies will work best for all students at all times. The Multiple Intelligences theory emphasises strategies for open-ended language activities that cater to the diverse learning styles and needs of each student.

The Language Arts curriculum takes cognisance of the life skills that the student will eventually need when he enters the world of work. The strands in this syllabus facilitate this by engaging the student in activities that encourage group work, listening and speaking skills, empathy, critical thinking and problem solving. The student's self-esteem grows and empowers his capacity for independent thinking.

This modernised Language Arts curriculum moulds citizens who respect their country and appreciate the diversity inherent in a multicultural society. The intention is to create citizens of Trinidad and Tobago who can easily adapt to a global environment.

GOALS OF THE LANGUAGE ARTS PROGRAMME

Language Arts plays a significant role in the development of communication skills among students. These skills include listening, speaking, reading, writing and viewing. Within the Language Arts Curriculum, these skills are woven in several strands that are inter-connected. Listening and speaking are fundamental to the development of reading, writing and viewing, and the processes of thinking underlie all the language skills. The Grammar strand provides outcomes to be integrated as needed in the larger framework of a writing assignment or unit. Literature uses language in the most heightened form, and it is an integrating element in the Language Arts curriculum.

In Trinidad and Tobago, there are two linguistic systems, Standard English and the Trinidad and Tobago dialect or English-based Creole. The vast majority of children in our school system speak a dialect to express their feelings, thoughts and experiences. The dialect is an organised grammatical system with a vocabulary that is largely drawn from Standard English. The co-existence of two linguistic systems poses problems for learners of English in our school system. For example, in the area of reading, problems of decoding and making meaning derive from the differences in syntax, phonology and morphology between the standard language and the dialect. Our global culture requires communicative competence and the secondary school graduate can be a competent Standard English speaker even as he enjoys his first language – the language of his heart.

The Language Arts Syllabus explicitly recognises the nature of the problem which learners experience in the acquisition and use of Standard English and therefore seeks to address it. The major area of focus relates to the structures of Standard English consistent with current communicative language teaching approaches. The techniques and strategies recommended in this document include:

- (a) use of a variety of controlled and meaningful drills and dialogue practice;
- (b) role-playing and dramatisation;
- (c) use of objects, charts, maps, tables, cartoons and other visual materials;
- (d) use of oral and written texts combining form, function, meaning and situation;
- (e) authentic varied oracy and literacy tasks for which Standard English structures are required.

The principles which govern the above techniques and strategies are:

- (a) The use of language to accomplish genuine purposes in meaningful experience-based contexts promotes language competence;
- (b) The social situation is a major determinant of students' language behaviour. A social interactive classroom climate that encourages risk-taking is conducive to language growth.

- (c) Mastery of the grammatical structures of Standard English depends on a variety of practice activities that familiarise students with the structures in context, in both form and communicative meaning;
- (d) The grammatical elements/items of language are best acquired in situations that encourage authentic tasks in reading, writing, speaking and listening;
- (e) Teachers of Language Arts, who are exemplars of Standard English usage, and who model their love of reading, joy in composing, and responsiveness in listening, contribute to students' linguistic resources. Students bring to the classroom an extensive range of language experiences. Teachers' respect and value for students' linguistic background are motivating factors in students' acquisition of Standard English.

GENERAL INTENDED LEARNING OUTCOMES OF THE LANGUAGE ARTS PROGRAMME

The main goal of the Language Arts curriculum is that students will be able to communicate effectively through speech and writing by means of Standard English. The student will:

- ❖ listen with a high degree of understanding to instructions, descriptions, explanations and narration in Standard English, in a familiar accent and appropriate vocabulary and sentence structure;
- ❖ speak using words appropriately and precisely to communicate thoughts and feelings;
- ❖ demonstrate spontaneity in speaking in a variety of situations;
- ❖ think creatively, critically and constructively;
- ❖ respond sensitively to varied and meaningful literature and other forms of art at the appropriate level;
- ❖ read effectively and for different purposes a variety of print and electronic media;
- ❖ express himself or herself in various modes of writing - expository, narrative, descriptive, argumentative/persuasive – and do so legibly;
- ❖ use various forms of visual literacy to interpret and gain information.

CONNECTIONS AND INTEGRATION

Theories of how students learn and how they learn Language Arts provide the bases for the teaching of Language Arts. In fact, a view of the learner, the learning process, teaching, and language should inform what we do in the everyday transaction within the classroom.

In recent times, the call for the integration of the Language arts has come from current views derived from language education research. The claims are:

- (a) the Language arts skills are so strongly inter-related that no single skill can be taught in isolation;
- (b) the strands of language are so closely interwoven that speaking, listening, reading and writing can emerge simultaneously in any one activity;
- (c) communication is a dynamic complex of interdependent systems involving thinking, speaking, listening, reading, writing and viewing;
- (d) language is a meaning-making process;
- (e) learning language is an integrated, holistic, interactive process;
- (f) language growth and development is not a sequential, linear process.

Language is not a collection of discrete, unrelated elements, but a process which organically combines various elements. In reading, for example, the language modes are used simultaneously and reciprocally. Almost any language activity involves more than one language skill. Within a typical language lesson, students engage in talking and asking questions, listening, reading and writing. Each one becomes a medium for supporting and reinforcing the other. Students discuss or talk about what they have written, listen to their peers reading what they have produced, and write about what they have read. When students read, they are learning about writing; when they have written to others, they are learning about reading. There is much overlap in an integrated curriculum.

The view of language as an integrated holistic collaborative activity is demonstrated in the following features inherent in this document:

- (a) the inclusion of the category “Integrating Curricular Activities” within the syllabus framework:
 - i. there is an internal integration of the strands of English . For example, in process writing, one uses the skills of listening, speaking, reading, writing and visual representation;
 - ii. there is also external integration with other subject areas. For example, passages from the Science or Social Studies texts can be used to teach comprehension, punctuation or grammar;
- (b) the practice of process writing which includes pre-writing, drafting, revising, editing;
- (c) the focus on literature and its organic relationship with language;
- (d) the reading-writing connections;
- (e) the language experience approach.

ORGANISATION OF THE SYLLABUS

The Language Arts curriculum is spiral rather than hierarchical in nature. It is an integrated reality in which all the strands are intertwined. The syllabus is structured in strands, and to maintain the links, all the strands share a theme and take into consideration what the other strands are focusing on.

This curriculum consists of skills of communication that have to be deepened and broadened term after term and year after year. These skills are developed and practised in many forms and genres, including stories, poetry, informational articles, reports, explanations, advertisements and arguments, for a variety of purposes and audiences.

The syllabus contains the following elements in increasing levels of complexity:

- ❖ Listening/Speaking
- ❖ Literature
- ❖ Reading – Comprehension and Mechanics
- ❖ Writing Skills
- ❖ Media and Visual Literacy
- ❖ Mechanics of English and Grammar

Each element is organised under the following headings:

- ❖ Topic/ Outcome
- ❖ Suggested Teaching/Learning Strategies
- ❖ Integrating Curricular Activities
- ❖ Resources
- ❖ Suggested Assessment/Evaluation Activities

FRAMEWORK FOR YEAR ONE - TOPICS

LISTENING AND SPEAKING	LITERATURE/ READING	READING COMPREHENSION AND MECHANICS OF READING	WRITING	VIEWING AND REPRESENTING	MECHANICS OF ENGLISH AND GRAMMAR
Term 1					
Gift of Listening Attentive Listening	Enjoy Reading Stories	Following events in chronological order	Story Writing	Understanding analysing and evaluating Visual Media	Simple Sentences Noun
Getting meaning from oral texts Main Idea	Comprehension Identifying explicit details	Developing descriptive vocabulary	Expository Writing	Making a journal booklet	Verb agreement Simple present tenses, past irregular plurals of nouns
		Sequencing of events in a story		Sketch-to-stretch - based on materials read	
		Identifying parts of a book – skimming and scanning			
Term 2					
Telephone conversation	Reading and expressing ideas using KWL	Reading and expressing ideas using KWL	Descriptive Writing Story Writing Report Writing	Discussing the merits and demerits of audio media	Irregular verbs

FRAMEWORK FOR YEAR ONE - TOPICS

LISTENING AND SPEAKING	LITERATURE/ READING	READING COMPREHENSION AND MECHANICS OF READING	WRITING	VIEWING AND REPRESENTING	MECHANICS OF ENGLISH AND GRAMMAR
Listening for details in poetry and other genres	Enjoying basic elements of poetry Comprehending Main Ideas	Enjoying basic elements of poetry Comprehending Main Ideas	Expository Writing Argumentative Writing	Tape recording a story and poem	Adjectives of degree Conjunctions – time, place, reason
Term 2					
	Differentiating between Fact and Opinion	Differentiating between Fact and Opinion			Irregular verbs, adjectives of degree, conjunctions – time, place, reason
Term 3					
Introducing and thanking speakers	Enjoying drama and basic elements of a play script	Enjoying drama and basic elements of a play script	Description of an area and its community	Understanding and appreciating audio video and television programming	Direct and Indirect Speech
Listening to understand main points	Antonyms and multi-meaning words	Antonyms and multi-meaning words	Story writing	Composing a still or moving picture representation	Comparative and superlative forms
		Making inferences	Letters of Complaint	Discussing the merits and demerits of a television show or video Compound sentences	Phrases – Clauses
		Understanding the writer's intention Abbreviations, acronyms	Designing questionnaires		Comparative and superlative forms Compound sentences

FRAMEWORK FOR YEAR TWO - TOPICS

LISTENING AND SPEAKING	LITERATURE/ READING	READING COMPREHENSION AND MECHANICS OF READING	WRITING	VIEWING AND REPRESENTING	MECHANICS OF ENGLISH AND GRAMMAR
Term 1					
Oral communication, distinguishing fact from opinion	Responding critically to a variety of prose	Differentiating fact and opinion in texts and composing these	Narrative Writing – using person point of view	Visual response to text, story; time in stories and poem	Concord
Active listening	Identifying and demonstrating the features of a short story	Collecting and identifying details	Format letter writing	Drawing – story board of scenes from a story	Tense
Communicate orally for different purposes	Identifying character traits	Understanding sequence of events	Giving information Creating headlines and a news-board	Drawing comic strips and cartoons to tell a story	Commas Link Words
	Critically assessing the setting of a story	Previewing vocabulary – diphthong sounds	Simple report writing		Punctuation – apostrophe
Term 2					
Appreciating Listening	Enjoying and responding to different types of poetry	Inferring main idea statement by connecting major and minor details	Third person narrative	Using persuasion in advertisements to promote a place of interest	Preposition
Analysing oral language	Demonstrating an understanding of how language is used figuratively to appeal to the senses	Predicting outcomes	Following and writing instructions to produce an object	Understanding print media and producing a flyer	Punctuation – colon

FRAMEWORK FOR YEAR TWO - TOPICS

LISTENING AND SPEAKING	LITERATURE/ READING	READING COMPREHENSION AND MECHANICS OF READING	WRITING	VIEWING AND REPRESENTING	MECHANICS OF ENGLISH AND GRAMMAR
Term 2					
Making oral presentations	Creating one's own poems to reflect feelings and experiences	Previewing vocabulary – consonant diphthongs	Interpreting information documented statistically	Understanding television advertising, the intended audience and techniques used	Dash Continuous tense Compose sentences
Term 3					
Establishing criteria for judging a presentation	Developing the ability to communicate and interpret drama; text for performance	Identifying keys words and phrases to understand comparison and contrast	Narrative writing based on a picture	Design – book covers for stories and novels	Eclipses
Interview skills	Identifying a play and describing its features and contrasts	Examine similarities and differences in various genres	Writing a letter to the editor	Classification of programmes	Present perfect tense
Oral presentation/ report on places of interest	Comparison and contrasting story, poem, play genres	Preview vocabulary consonant 'r' blends	Writing a letter of complaint and making recommendations	Understanding visual media	Past perfect tense
	Writing and acting out a script				Prefix and Suffix Homophones

CONTENT FRAMEWORK FOR FORM THREE LANGUAGE ARTS CURRICULUM

TERM 1

THEME: *Youth Culture*

LISTENING AND SPEAKING	READING	LITERATURE	WRITING	MEDIA
Discriminatory Listening	Fact and Opinion	Poetry – Rhythm and Rhyme	Expository	Brochure
Critical Listening	Research Skills	Poetry-Literary Devices	Persuasive	Advertisement
Critical/Discriminatory Listening	Inference	Poetry-Appeal to the Sense	Descriptive	Magazine

CONTENT FRAMEWORK FOR FORM THREE LANGUAGE ARTS CURRICULUM

TERM 2

THEME: *Relationships*

LISTENING AND SPEAKING	READING	LITERATURE	WRITING	MEDIA
Oracy Skills	Topic Sentence	Point of View	Argumentative Essay	TV-Talk Shows/Panel
Debate	Summary skills	Setting	Fallacies	TV-Talk Shows/Panel
Critical Listening	Comparison and Contrast	Role of Character	Speech	Caricature

CONTENT FRAMEWORK FOR FORM THREE LANGUAGE ARTS CURRICULUM

TERM 3

THEME: *Careers*

LISTENING AND SPEAKING	READING	LITERATURE	WRITING	MEDIA
Monologue	Summarizing	Plot Development	Narrative	Headlines/Captions
Choral Speaking	Cause and Effect	Sources of Conflict	Questioning Skills	Comic Strips
Interviewing Skills	Application Forms	Symbolism	Letter of Invitation	Cartoons

**TOPICS AND OBJECTIVES FOR THE FORM THREE
LANGUAGE ARTS CURRICULUM**

TERM ONE

Skills	Topics	Objectives
LISTENING/ SPEAKING	Discriminatory Listening	Students will be able to: <ul style="list-style-type: none"> - derive message and theme in a piece of music - become aware of the value of wholesome lyrics - identify mood - make connections between rhythm, mood and theme
READING	Fact and Opinion	<ul style="list-style-type: none"> - differentiate between fact and opinion - perceive bias in writing - identify subjective language - be sensitized to the power of subjective language
LITERATURE	Poetry, Rhythm and Ryhme	<ul style="list-style-type: none"> - identify metre - mark out rhythm in poems - identify the rhythm in poems - mark rhyme scheme - state types of rhyme scheme- quatrains, couplets, alternate
WRITING	Expository	<ul style="list-style-type: none"> - select relevant information - organise details selected - write an expository essay using information gathered - develop an appreciation of varying tastes in dress and music
VISUAL LITERACY	Brochure	<ul style="list-style-type: none"> - list the characteristics of a brochure - use research information effectively in a brochure - apply techniques of brochure design to make one of their own - appreciate the value of collaborative effort

TERM ONE (cont'd)

Skills	Topics	Objectives
LISTENING/ SPEAKING	Critical Listening	<ul style="list-style-type: none"> - identify the associations that are made in jingles - identify the target group - indicate the purposes for which jingles are used - give examples of the devices used in jingles - define jingles - use devices identified in the creation of their own jingles
READING	Research Skills	<ul style="list-style-type: none"> - use a variety of media to conduct research - organize information effectively - be sensitized to copyright laws
LITERATURE	Poetry-Literary Devices	<ul style="list-style-type: none"> - identify and use literacy devices <ul style="list-style-type: none"> ➤ assonance ➤ alliteration ➤ personification - analyse the effectiveness of language in poetry - value the power of language
WRITING	Persuasive	<ul style="list-style-type: none"> - identify persuasive devices/techniques - assess the impact of devices used - create an advertisement
VISUAL LITERACY	Advertisement	<ul style="list-style-type: none"> - identify technical devices used in advertisements - assess the impact of the devices used - create an advertisement for non-print media

TERM ONE (cont'd)

Skills	Topics	Objectives
LISTENING/ SPEAKING	Critical/Discriminatory listening	<ul style="list-style-type: none"> - identify theme and message in text - respond to language use - discriminate tone - discriminate mood
READING	Inference	<ul style="list-style-type: none"> - infer meaning from texts (proverbs, fiction, non-fiction excerpts) - become aware of implicit messages
LITERATURE	Poetry-appeal to The Sense	<ul style="list-style-type: none"> - identify language in poetry that appeals to the senses - create poems using language that appeals to the senses - analyse the poet's use of language to create effect
WRITING	Descriptive	<ul style="list-style-type: none"> - use descriptive language to create sensory impact - appreciate the power of words to create sensory effect
VISUAL LITERACY	Magazine	<ul style="list-style-type: none"> - identify types of magazines - list characteristics of a magazine - use research information to create a magazine - apply the techniques of magazines design to create a magazine

TERM TWO

Skills	Topics	Objectives
LISTENING/ SPEAKING	Oracy Skills	<ul style="list-style-type: none"> - list the oracy skills of a good speaker - identify the characteristics of a good speaker - become aware of the need to be respectful of a speaker and his/her views.
READING	Topics Sentence	<ul style="list-style-type: none"> - identify the topic sentence in a paragraph/text - identify supporting details in a paragraph/text - explain the methods by which topic sentences can be developed
LITERATURE	Point of View	<ul style="list-style-type: none"> - identify different points of view - examine factors that influence point of view - empathize with others' points of view
WRITING	Argumentative Essay	<ul style="list-style-type: none"> - generate main ideas for a given topic - identify supporting details - develop an argument on a chosen topic - use connectives to produce coherent writing
VISUAL LITERACY	TV-Talk Shows/Panel	<ul style="list-style-type: none"> - identify the features of a talk show/panel discussion - explore the composition of a panel/talk show - deduce the rules that govern formal discussion

TERM TWO (cont'd)

Skills	Topics	Objectives
LISTENING/ SPEAKING	Debate	<ul style="list-style-type: none"> - assess the validity of an argument - identify the argument - detect fallacies - deduce persuasive techniques - be aware of the importance of expressing their views in a respectful manner
READING	Summary skills	<ul style="list-style-type: none"> - identify topic sentences - identify relevant details - use connectives to summarize main ideas into a cohesive unit - categorize a group of items - summarize phrases and expressions into one word
LITERATURE	Setting	<ul style="list-style-type: none"> - define the literary terms, setting and atmosphere - describe different types of setting ➤ Place ➤ Time ➤ Atmosphere - relate setting to plot and atmosphere
WRITING	Fallacies	<ul style="list-style-type: none"> - detect fallacies used in arguments ➤ bandwagon ➤ circular argument - define the terms, bandwagon and circular argument - present logical arguments - become more critical in their thinking
VISUAL LITERACY	TV-Talk Shows/Panel	<ul style="list-style-type: none"> - identify the features of a talk show/panel discussion - explore the composition of a panel/talk show - deduce the rules that govern formal discussion

TERM TWO (cont'd)

Skills	Topics	Objectives
LISTENING/ SPEAKING	Critical Listening	<ul style="list-style-type: none"> - list the purpose for which a speech can be given - associate types of speech with their purpose and distinguishing features - assess the delivery of a speech - appreciate the importance of using the voice effectively
READING	Comparison and Contrast	<ul style="list-style-type: none"> - examine similarities and differences in texts - group texts based on their similarities and differences - become more discerning individuals
LITERATURE	Role of Character	<ul style="list-style-type: none"> - identify types of characters <ul style="list-style-type: none"> ➤ minor ➤ major - define the term, “role” - examine roles played by characters - value the contribution of individuals in society - empathize with others
WRITING	Speech	<ul style="list-style-type: none"> - deduce the format of a speech - develop a sense of audience - identify the purpose for writing - write a speech - become aware of the link between <ul style="list-style-type: none"> ➤ language ➤ audience ➤ purpose
VISUAL LITERACY	Caricature	<ul style="list-style-type: none"> - define the term, “caricature” - state the functions of caricature - identify the message sent through caricature - become aware of the built-in bias in caricature - become sensitive to the negative effects of caricaturing

TERM THREE

Skills	Topics	Objectives
LISTENING/ SPEAKING	Monologues	<ul style="list-style-type: none"> - use language to communicate a message to an audience. - use tone, mood, pitch, volume, pace effectively when communicating with an audience. - value their voice as an organ for communication - develop confidence and poise when performing before an audience - develop self-esteem - demonstrate an understanding of the purpose and function of monologues
READING	Summarizing	<ul style="list-style-type: none"> - summarize text - appreciate the value of concise language
LITERATURE	Plot Development	<ul style="list-style-type: none"> - identify the main events of a text - analyse plot development - determine the relationship between story structure and author's intention - analyse the purpose and function of different parts of a text
WRITING	Narration	<ul style="list-style-type: none"> - generate and develop ideas - use language effectively to make story vivid and appealing to audience - create a story using a headline from a newspaper
VISUAL LITERACY	Headlines/Captions	<ul style="list-style-type: none"> - state the purpose of headlines and captions - describe techniques used in the creation of headlines and captions - create headlines and captions for chosen articles and pictures - value the power of concise language - Prior to lesson, collect photos with captions from newspapers - create a code to connect caption and photo

TERM THREE (cont'd)

Skills	Topics	Objectives
LISTENING/ SPEAKING	Choral Speaking	<ul style="list-style-type: none"> - pronounce words correctly - enunciate clearly - use words to create effect - appreciate language as an efficient vehicle to communicate tone, mood, atmosphere and message - appreciate the value of working as a team - appreciate the importance of synchronization
READING	Cause and Effect	<ul style="list-style-type: none"> - determine cause and effect relationships - deduce the effects of stated causes - deduce the cause/s of stated effects
LITERATURE	Sources of Conflict	<ul style="list-style-type: none"> - identify and explore sources of conflict - determine appropriate resolution to conflict situations - deduce the impact of conflict on individuals, societies and institutions - appreciate the importance of being self-disciplined - appreciate the value of peace and harmony - appreciate the role of conflict in life
WRITING	Questioning	<ul style="list-style-type: none"> - frame questions accurately - use different methods to frame questions: <ul style="list-style-type: none"> ➤ Inversion ➤ Question tags: Who/what/where/when/how - demonstrate effective questioning skills
VISUAL LITERACY	Comic Strips	<ul style="list-style-type: none"> - state the features of comic strips - explain the functions of comic strips - outline the devices used in comic strips - create comic strips using devices outlined

TERM THREE (cont'd)

Skills	Topics	Objectives
LISTENING/ SPEAKING	Interviewing Skills	<ul style="list-style-type: none"> - ask precise, unambiguous questions to obtain information - deduce significant details from responses given - respond appropriately to responses received - demonstrate respect for the other person during the interview
READING	Application Forms	<ul style="list-style-type: none"> - interpret information on forms - deduce the meaning of standard abbreviations used on forms - identify how information is organized on forms - appreciate the usefulness of forms - categorize information needed on forms - complete forms accurately - create forms to access data - appreciate the importance of honesty when completing forms
LITERATURE	Symbolism	<ul style="list-style-type: none"> - identify the literary device – symbols - explain the meaning of this literary device when used - use this literary device effectively - appreciate the impact of its use in speech and writing - develop an appreciation of literary works
WRITING	Letter of Invitation	<ul style="list-style-type: none"> - use the format for writing formal letters to frame a letter of invitation - identify the essential details needed in a letter of invitation - use language appropriate for a formal letter - make appropriate choice of stationery - demonstrate suitable addressing system on envelope - appreciate the importance of presentation when writing formal letters
VISUAL LITERACY	Cartoons	<ul style="list-style-type: none"> - state the features of cartoons - explain the functions of cartoons - outline the devices used in cartoons - explain the procedure used in the creation of cartoons - discern the impact that cartoons can have on the viewer

LANGUAGE ARTS CURRICULUM

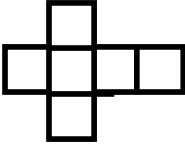
TERM ONE




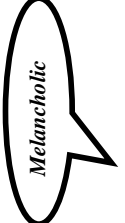

THEME: YOUTH CULTURE (1)

STRANDS	LISTENING/SPEAKING CRITICAL/ DISCRIMINATORY LISTENING	READING FACT AND OPINION	LITERATURE POETRY-RHYTHM	WRITING EXPOSITION	MEDIA/VISUAL LITERACY BROCHURE
O B J E C T I V E S	<p><i>Students will be able to :</i></p> <ul style="list-style-type: none"> - derive message and theme in a piece of music - become aware of the value of wholesome lyrics - identify different types of mood - make connections between rhythm, mood and theme 	<ul style="list-style-type: none"> - differentiate between fact and opinion - perceive bias in writing - identify subjective language - be sensitized to the power of subjective language 	<ul style="list-style-type: none"> - identify metre - mark out rhythm in poems - identify the rhythm in poems - mark rhyme scheme - state types of rhyme scheme <ul style="list-style-type: none"> - quatrains - couplets - alternate 	<ul style="list-style-type: none"> - select relevant information - organize details selected - write an expository essay using information gathered - develop an appreciation of varying tastes in dress and music 	<ul style="list-style-type: none"> - list the characteristics of a brochure - use research information effectively in a brochure - apply techniques of brochure design to create a brochure - appreciate the value of collaborative effort

Language Arts Curriculum TERM ONE

THEME: *YOUTH CULTURE (1)*

STRANDS	LISTENING/SPEAKING	READING	LITERATURE	WRITING	MEDIA/VISUAL LITERACY
TOPICS	DISCRIMINATORY LISTENING	FACT AND OPINION	POETRY RHYTHM AND RHYME	EXPOSITION	BROCHURE
S	SMALL GROUP WORK	WHOLE GROUP WORK	SMALL GROUP WORK	WHOLE GROUP WORK	WHOLE GROUP WORK
T	<ul style="list-style-type: none"> A variety of appropriate music is played 	<ul style="list-style-type: none"> Students listen to short story that is narrated from multiple perspectives. 	<p>RHYTHM</p> <ul style="list-style-type: none"> Students listen to Haiku and Cinquaine poems 	<ul style="list-style-type: none"> Topic decided on by teacher and students e.g. “Dress or Music from the sixties to the present.” 	<p>FIELD TRIP</p> <ul style="list-style-type: none"> Visit an advertising agency
R	<ul style="list-style-type: none"> Students select one piece of music and in a group, using a teacher-made checklist, they identify the theme of the piece 	<ul style="list-style-type: none"> Students role-play the different stories. 	<ul style="list-style-type: none"> Students identify distinguishing features 	<ul style="list-style-type: none"> Students are introduced to the strategy -<i>CUBING</i> 	<p>RESOURCE PERSONNEL</p> <ul style="list-style-type: none"> Invite resource personnel to class to obtain information about features and design of a brochure
A	<ul style="list-style-type: none"> Students present orally to class, justifying theme chosen. 	<div style="border: 3px double black; padding: 10px; text-align: center;"> <p>MINI LESSON</p> <p><i>Emotive language</i></p> <ul style="list-style-type: none"> - <i>Definition</i> - <i>Effect of use of Emotive language</i> </div>	<ul style="list-style-type: none"> Students are put in groups to write either a Cinquaine or Haiku 		
T	WHOLE GROUP WORK	SMALL GROUP WORK			
E	<ul style="list-style-type: none"> A medley is played 				
G	<ul style="list-style-type: none"> Students beat the rhythm by clapping/drumming/ tapping feet. 				
I	<ul style="list-style-type: none"> Students relate rhythm to the theme. 				
E	<ul style="list-style-type: none"> Students examine writer’s use of language. 				
S	<ul style="list-style-type: none"> Students identify the reason/s for writer’s use of emotive words 				
					
					<p>SMALL GROUP WORK</p> <ul style="list-style-type: none"> Students examine different brochures and make a list of characteristics
					<p>WHOLE GROUP WORK</p> <ul style="list-style-type: none"> Students present listed information

STRANDS	LISTENING/SPEAKING	READING	LITERATURE	WRITING	MEDIA/VISUAL LITERACY
TOPICS	DISCRIMINATORY LISTENING	FACT AND OPINION	POETRY RHYTHM AND RHYME	EXPOSITION	BROCHURE
<p>S</p> <p>T</p> <p>R</p> <p>A</p> <p>T</p> <p>E</p> <p>G</p> <p>I</p> <p>E</p> <p>S</p>	<p>INDIVIDUAL WORK</p> <ul style="list-style-type: none"> • Music is played again. • Think Sheets are distributed. • Students connect rhythm to mood. <p><i>Calypso</i></p>  <p><i>Waltz</i></p>  <p><i>Love song</i></p>  <p><i>Dirge</i></p>  <p><i>Rap</i></p> 	<ul style="list-style-type: none"> • Students select emotive words • Students extract factual and opinion statements from stories • Students categorize statements on T-charts. <p>WHOLE GROUP WORK</p> <ul style="list-style-type: none"> • Students discuss the term 'bias' • Students explore how language can be used to manipulate thoughts and action <p>e.g political speeches sermons advertisements</p>	<div style="border: 3px double black; padding: 5px; margin-bottom: 10px;"> <p>MINI-LESSON <i>Syllabication Rules</i></p> </div> <p>WHOLE CLASS WORK</p> <ul style="list-style-type: none"> • Taped poems or songs are played e.g. "Tarantella" "And Now" • Poem on chart is placed on the chalkboard • Rhythm of the poem is marked <p>INDIVIDUAL WORK</p> <ul style="list-style-type: none"> • Copies of poem- "Education is Cool" are given to students. • Students mark out the rhythm of the poem <p>SMALL GROUP WORK</p> <p>RHYME</p> <ul style="list-style-type: none"> • Students are placed in small group 	<div style="border: 3px double black; padding: 5px; margin-bottom: 10px;"> <p>MINI LESSON</p> <ul style="list-style-type: none"> - <i>Examination of terms on cube</i> - <i>Discussion of areas of the cube</i> - <i>Contribution of areas of the cube to the development of the topic</i> </div> <p>SMALL GROUP WORK</p> <ul style="list-style-type: none"> • Students are grouped and allowed to choose area on the cube to explore 	<ul style="list-style-type: none"> • Information is collated in the form of a checklist on the chalkboard <p>SMALL GROUP WORK</p> <ul style="list-style-type: none"> • Using information from WRITING UNIT, students create a brochure, using checklist as a guide

TERM ONE

THEME: YOUTH CULTURE (1)

STRANDS	LISTENING/SPEAKING	READING	LITERATURE	WRITING	MEDIA/VISUAL LITERACY
TOPICS	DISCRIMINATORY LISTENING	FACT AND OPINION	POETRY RHYTHM AND RHYME	EXPOSITION	BROCHURE
S T R A T E G I E S	<p>SMALL GROUP WORK</p> <ul style="list-style-type: none"> • Students choose a piece of music • Students identify the rhythm, theme, mood • Students prepare for performance of piece of chosen music 	<p>INDIVIDUAL WORK</p> <ul style="list-style-type: none"> • Students create a short passage employing emotive language • Students make class presentation. • Feedback is given by peers and teacher. 	<ul style="list-style-type: none"> • Stanzas of Limericks and Clerihews are given to each group along with a written task <p>TASK</p> <ul style="list-style-type: none"> ➢ Note similarity in sound of end words. ➢ Devise a way to indicate words which are similar in sound ➢ Represent findings graphically ➢ Report on findings ➢ Identify types of rhyme scheme 	<div style="border: 3px double black; padding: 5px;"> <p>MINI LESSON</p> <p>GRAMMAR</p> <ul style="list-style-type: none"> • Types of Sentences • Tense <ul style="list-style-type: none"> Present ↙ Past ↘ • Voice <ul style="list-style-type: none"> Passive ↙ active ↘ </div> <ul style="list-style-type: none"> • Library work – research on chosen topic/area • Individual groups make chalkboard presentation putting ideas on the cube together • Using information from the cube, students write a plan for an expository essay 	

TERM ONE

THEME: *YOUTH CULTURE (1)*

STRANDS	LISTENING/SPEAKING	READING	LITERATURE	WRITING	MEDIA/VISUAL LITERACY
TOPICS	DISCRIMINATORY LISTENING	FACT AND OPINION	POETRY RHYTHM AND RHYME	EXPOSITION	BROCHURE
S T R A T E G I E S			<div style="border: 3px double black; padding: 10px;"> <p>MINI LESSON</p> <ul style="list-style-type: none"> - Marking a rhyme scheme in a poem - Explanation of types of rhyme scheme: <ul style="list-style-type: none"> - quatrain, - couplet, - alternate </div>	<ul style="list-style-type: none"> • Students write their first draft. 	

TERM ONE

THEME: YOUTH CULTURE (1)

STRANDS	LISTENING/SPEAKING	READING	LITERATURE	WRITING	MEDIA/VISUAL LITERACY
<p>TOPICS</p> <p>EVALUATION</p>	<p>DISCRIMINATORY LISTENING</p> <ul style="list-style-type: none"> • Group performance of musical piece • Oral discussion of message and mood of a piece of music 	<p>FACT AND OPINION</p> <ul style="list-style-type: none"> • Identification of facts/bias in one of the following texts – <ul style="list-style-type: none"> • newspaper article, • letter to the Editor • speech, • written • conversation 	<p>POETRY RHYTHM AND RHYME</p> <ul style="list-style-type: none"> • Creation of either a limerick or clerihew • Identification of rhythm in a given poem 	<p>EXPOSITION</p> <ul style="list-style-type: none"> • Writing of an expository essay 	<p>BROCHURE</p> <ul style="list-style-type: none"> • Display of brochures • Evaluation of process – <ul style="list-style-type: none"> -organization skills -collaborative skills -ability to present ideas effectively -participation
<p>RESOURCES</p>	<ul style="list-style-type: none"> • CALYPSO • CLASSICAL MUSIC • DIRGE • LOVE SONG • RAP • TAPE RECORDER • CASSETTES • THINK SHEETS • CHECKLIST 	<ul style="list-style-type: none"> • STORY • T – CHART • WRITTEN TEXTS 	<ul style="list-style-type: none"> • POETRY TEXT <ul style="list-style-type: none"> <i>Bite-In</i> <i>Sun-Song</i> <i>Talk Of The Tamarinds</i> • TAPED POEM: <ul style="list-style-type: none"> <i>“Education Is Cool”</i> • CHARTS • SONGS • CALYPSO • RAP 	<ul style="list-style-type: none"> • CUBE • INTERNET • WRITTEN TEXT <ul style="list-style-type: none"> newspaper magazine encyclopedia • RESOURCE PERSONNEL <ul style="list-style-type: none"> Librarian Music teacher 	<ul style="list-style-type: none"> • COMPUTER • SAMPLE BROCHURES • RESOURCE PERSONNEL • CHECKLIST • WRITTEN TEXTS

TERM ONE

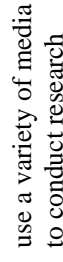
THEME: YOUTH CULTURE (1)

STRANDS	LISTENING/SPEAKING	READING	LITERATURE	WRITING	MEDIA/VISUAL LITERACY
TOPICS	DISCRIMINATORY LISTENING	FACT AND OPINION	POETRY RHYTHM AND RHYME	EXPOSITION	BROCHURE
INTEGRATING CURRICULAR ACTIVITIES	<ul style="list-style-type: none"> • MUSIC • TECHNOLOGY • EDUCATION 	<ul style="list-style-type: none"> • SOCIAL STUDIES 	<ul style="list-style-type: none"> • MUSIC 	<ul style="list-style-type: none"> • SOCIAL STUDIES • TECHNOLOGY EDUCATION • MATHS 	<ul style="list-style-type: none"> • SOCIAL STUDIES • ART • TECHNOLOGY EDUCATION

TERM ONE

THEME : YOUTH CULTURE (2)

STRANDS	LISTENING/SPEAKING	READING	LITERATURE LANGUAGE IN POETRY LITERARY DEVICES	WRITING	MEDIA/LITERACY ADVERTISEMENTS
TOPICS	CRITICAL LISTENING	RESEARCH SKILLS	LITERARY DEVICES	PERSUASION	ADVERTISEMENTS
	<i>Students will be able to:</i>				
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V					
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- use a variety of media to conduct research
- organize information effectively
- be sensitized to copyright laws
- identify and use literary devices
- analyse the effectiveness of language in poetry
- value the power of language

- identify persuasive devices/techniques
- assess the impact of devices used
- create an advertisement

- identify technical devices used in advertisements
- assess the impact of the devices used
- create an advertisement for non-print media- television, radio

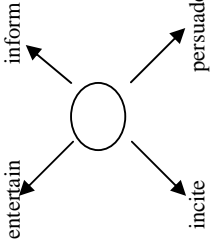
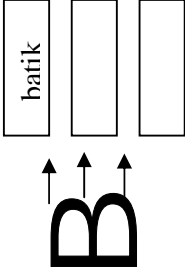
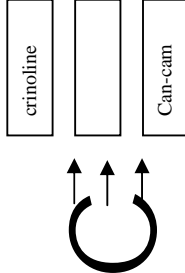
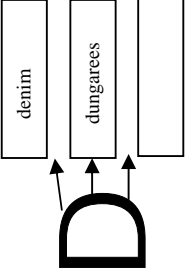
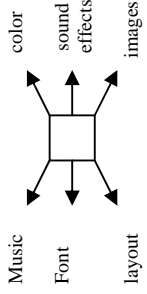
TERM ONE

THEME : YOUTH CULTURE (2)

STRANDS	LISTENING/SPEAKING	READING	LITERATURE	WRITING	MEDIA/VISUAL LITERACY
TOPICS	CRITICAL LISTENING	RESEARCH SKILLS	LANGUAGE IN POETRY LITERARY DEVICES	PERSUASION	ADVERTISEMENTS
S	<p>SMALL GROUP WORK</p> <p>SKETCH-TO-STRETCH</p> <ul style="list-style-type: none"> • A jingle is played twice. • Students sketch the associated images that are created in their minds. • Students display and give oral explanations of their sketches • Students discuss the groups targeted in the jingle 	<p>SMALL GROUP WORK</p> <p>CONCEPT MAPPING- ABCDARIUM</p> <ul style="list-style-type: none"> • Students are grouped and assigned five letters of the alphabet to use as stimulus for brainstorming chosen topic: “Music and Dress from the Sixties to the Present” <p>Group 1 – A – E Group 2 – F – J</p> <ul style="list-style-type: none"> • Students map information gathered for presentation <p><i>e.g.</i></p> <div style="display: flex; align-items: center; justify-content: center;"> <div style="text-align: center; margin-right: 10px;"> </div> <div style="text-align: center;"> <div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">anglais</div> <div style="border: 1px solid black; width: 50px; height: 20px; margin-bottom: 5px;"></div> <div style="border: 1px solid black; width: 50px; height: 20px;"></div> </div> </div>	<p>WHOLE GROUP WORK</p> <p>GAME – TONGUE-TWISTERS (alliteration)</p> <ul style="list-style-type: none"> • Students repeat familiar tongue twisters • Students use consonants of the alphabet to create tongue-twisters • Students beat out rhythm of tongue-twister <p>WHOLE GROUP WORK</p> <p>COMPETITION</p> <ul style="list-style-type: none"> • Class is divided into two and the groups compete to determine which group can create the longest tongue-twister - which group can say the tongue-twister in the fastest possible time 	<p>SMALL GROUP WORK</p> <ul style="list-style-type: none"> • Students are given samples of advertisements from different media along with guiding questions to stimulate discussions on devices used in advertisements - newspaper - television - radio <div style="border: 3px double black; padding: 10px; margin-top: 10px;"> <p style="text-align: center; margin: 0;">MINI LESSON</p> <ul style="list-style-type: none"> - <i>The psychology of advertisements</i> - <i>The appeal to specific needs and desires</i> </div>	<p>SMALL GROUP WORK</p> <ul style="list-style-type: none"> • Students are asked to create an advertisement for non-print media – television or radio • Students are given a list of products to choose from and technical devices which can be included in their advertisements
T					
R					
A					
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E	<p>PAIRED ACTIVITY</p> <ul style="list-style-type: none"> • A variety of jingles is played. • Students make lists of possible reasons for each jingle. • Teacher maps students’ contributions of purposes of jingles on the chalkboard 				
S					

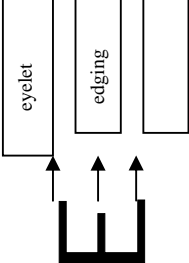
TERM ONE

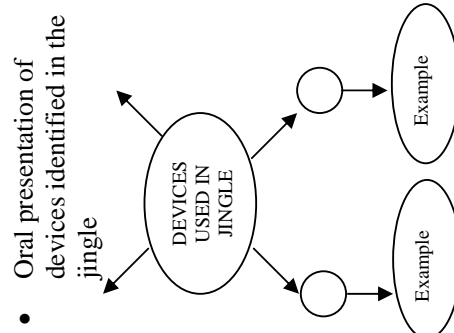
THEME : YOUTH CULTURE (2)

STRANDS	LISTENING/SPEAKING	READING	LITERATURE	WRITING	MEDIA/VISUAL LITERACY
TOPICS	CRITICAL LISTENING	RESEARCH SKILLS	LANGUAGE IN POETRY LITERARY DEVICES	PERSUASION	ADVERTISEMENTS
S T R A T E G I E S	 <p style="text-align: center;">WORKSHOP ACTIVITY</p> <ul style="list-style-type: none"> • One jingle is played • Copies of the jingle are distributed • Given a checklist, students analyze the effectiveness of the devices used in the jingle 	  	<p>INDIVIDUAL WORK</p> <ul style="list-style-type: none"> • Students write definition of alliteration. • Students identify functions of alliteration. <p>WHOLE CLASS WORK</p> <p>LISTENING ACTIVITY (ASSONANCE)</p> <ul style="list-style-type: none"> • Students are given copies of a selection of verses • Students listen to verses read by teacher. • Students identify repeated sounds and underline the words with the sounds • Students draw conclusions about what is identified 	<p>CLASS DISCUSSION</p> <ul style="list-style-type: none"> • Students will discuss findings and name the devices/techniques <p>CHALKBOARD WORK</p> <ul style="list-style-type: none"> • Students examine three different advertisements selected by the teacher • Students will identify the most effective advertisement and justify their choice <p>INDIVIDUAL WORK</p> <ul style="list-style-type: none"> • Students create an advertisement for a product of their choice 	 <div style="border: 3px double black; padding: 10px; text-align: center;"> <p>MINI LESSON</p> <p>- <i>Explanation of use and impact of technical devices</i></p> </div>

TERM ONE

THEME : YOUTH CULTURE (2)

STRANDS	LISTENING/SPEAKING	READING	LITERATURE	WRITING	MEDIA/VISUAL LITERACY
TOPICS	CRITICAL LISTENING	RESEARCH SKILLS	LANGUAGE IN POETRY LITERARY DEVICES	PERSUASION	ADVERTISEMENTS
S T R A T E G I E S	<p>CHECKLIST:-</p> <ul style="list-style-type: none"> - WORD CHOICE - USE OF MUSIC - USE OF EXAGGERATION - USE OF REPETITION 	 <p>INDIVIDUAL WORK</p> <ul style="list-style-type: none"> • Students identify aspects of the topics for individual research. • Students brainstorm sources of information - internet, magazine, newspaper, people in their neighbourhood • Research Work - Students conduct research on chosen aspects of the topic 	<ul style="list-style-type: none"> • Students create a definition • Students point out differences between the two devices - alliteration and assonance • Students create one sentence showing the use of assonance <p>SMALL GROUP WORK</p> <ul style="list-style-type: none"> • Students are given copies of a suitable song, e.g. <i>“Color of the wind”</i> or view an appropriate advertisement • Students listen to song/view a video of the song 	<div style="border: 3px double black; padding: 10px; text-align: center;"> <p>MINI LESSON</p> <p>GRAMMAR</p> <ul style="list-style-type: none"> - imperative mood - adverbial phrase/ clauses - adjectival phrases/clauses </div>	<ul style="list-style-type: none"> • Students make presentation and are evaluated by their peers



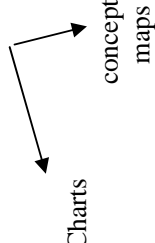
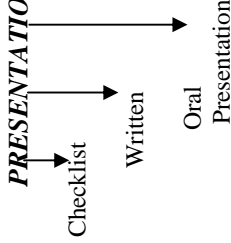

TERM ONE

THEME : YOUTH CULTURE (2)

STRANDS	LISTENING/SPEAKING	READING	LITERATURE	WRITING	MEDIA/VISUAL LITERACY
TOPICS	CRITICAL LISTENING	RESEARCH SKILLS	LANGUAGE IN POETRY LITERARY DEVICES	PERSUASION	ADVERTISEMENTS
<p>S T R A T E G I E S</p>		<div style="border: 3px double black; padding: 10px; margin-bottom: 10px;"> <p style="text-align: center;">MINI LESSON</p> <p><i>NOTE-TAKING STRATEGIES</i></p> <ul style="list-style-type: none"> - "OH RATS" - DIA - KWL - INFORMATION - GATHERING MAP, - COLLABORATIVE - NOTE-TAKING </div> <p>WHOLE GROUP WORK</p> <ul style="list-style-type: none"> • Presentation by resource person from (COTT) - Copyright Organization of Trinidad and Tobago • Students ask questions. • Students use note-taking strategies to collate information for a written report <p>INDIVIDUAL WORK</p> <ul style="list-style-type: none"> • Each student writes a definition of a jingle 	<ul style="list-style-type: none"> • Students view/listen to identify the human actions or qualities displayed by animals or inanimate things e.g. <i>"the moon"</i> • Students listen to song/view videos again with the same focus • Students discuss observations and formulate definition of "personification" <p>WHOLE GROUP WORK</p> <ul style="list-style-type: none"> • Students identify examples of personification from a selection of verses e.g. <i>"Spider and the Fly"</i> or <i>"The Flattered Flying Fish"</i> <p>- Students discuss the effect of the use of personification in the verses e.g. to make images more vivid</p>		

TERM ONE

THEME : YOUTH CULTURE (2)

STRANDS	LISTENING/SPEAKING	READING	LITERATURE	WRITING	MEDIA/VISUAL LITERACY
TOPICS	CRITICAL LISTENING	RESEARCH SKILLS	LITERARY DEVICES	PERSUASION	ADVERTISEMENTS
E V A L U A T I O N	<ul style="list-style-type: none"> - Creation of a jingle using some of the devices identified - Oral presentation of jingles - Evaluation of group work process 	<ul style="list-style-type: none"> - Display of information gathered using research strategies <p style="text-align: center;">Charts</p>  <ul style="list-style-type: none"> - Research on a chosen topic - Short answer responses on research topic 	<ul style="list-style-type: none"> - Creation of texts (advertisements, poems, songs, paragraphs) using examples of the literary devices effectively - Creation of illustration to show an object that has been personified 	<ul style="list-style-type: none"> - Creation of an advertisement. - Evaluation of an advertisement which they do not consider effective using one of the following: <p style="text-align: center;">METHODS OF PRESENTATION</p>  <ul style="list-style-type: none"> • Identification of techniques that can be deemed offensive by the consumer. Justification of their choice 	<ul style="list-style-type: none"> - Teacher evaluation of product. - Teacher evaluation of process <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>CHECKLIST TO ASSESS THE PROCESS</p> <ul style="list-style-type: none"> - <i>willing to listen to other views</i> - <i>ability to participate</i> - <i>willing to explore</i> - <i>ability to persevere</i> - <i>willing to contribute ideas</i> - <i>ability to organize.</i> </div> <ul style="list-style-type: none"> • Creation of Venn Diagram to show the common characteristics of media advertisements. 

TERM ONE

THEME : YOUTH CULTURE (2)

STRANDS	LISTENING/SPEAKING	READING	LITERATURE	WRITING	MEDIA/VISUAL LITERACY
TOPICS	CRITICAL LISTENING	RESEARCH SKILLS	LANGUAGE IN POETRY LITERARY DEVICES	PERSUASION	ADVERTISEMENTS
R E S O U R C E S	<ul style="list-style-type: none"> • CASSETTE PLAYER • TAPED JINGLES • RADIO • CHECKLISTS • COPIES OF JINGLES 	<ul style="list-style-type: none"> • COMPUTER • ENCYCLOPAEDIA • WRITTEN TEXTS • RESOURCE • PERSONNEL <i>e.g. Fashion Designers</i> 	<ul style="list-style-type: none"> • SONG • VIDEOS • POEMS e.g. "The Flying Fish" "The Spider and The Fly" 	<ul style="list-style-type: none"> • ELECTRONIC MEDIA • NEWSPAPER • MAGAZINES 	
I N T E G R A T I O N G C U R R I C U L A R A C T I V I T I E S	<ul style="list-style-type: none"> • TECHNOLOGY • EDUCATION 	<ul style="list-style-type: none"> • SOCIAL STUDIES • SCIENCE • TECHNOLOGY • EDUCATION 	<ul style="list-style-type: none"> • MUSIC 	<ul style="list-style-type: none"> • ART • TECHNOLOGY • EDUCATION • SOCIAL STUDIES 	<ul style="list-style-type: none"> • TECHNOLOGY • EDUCATION • ART • MATHS

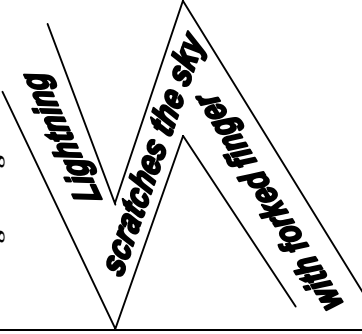
TERM ONE

THEME : YOUTH CULTURE (3)

STRANDS	LISTENING/SPEAKING	READING	LITERATURE	WRITING	MEDIA/VISUAL LITERACY
TOPIC	CRITICAL AND DISCRIMINATORY	CRITICAL AND DISCRIMINATORY	LANGUAGE IN POETRY LITERARY DEVICES	DESCRIPTION	MAGAZINE
	<i>Students will be able to :</i>				
O	- identify theme and message in text	- infer meaning from texts - proverbs, fiction, non-fiction	- identify language in poetry that appeals to the senses	- use descriptive language to create sensory impact	- identify types of magazines
B	- respond to language use	- discern implicit messages	- create poems using language that appeals to the senses	- appreciate the power of words to create sensory effect	- list characteristics of magazine
J	- discriminate tones				- use information gained through research to create a magazine
E	- discriminate moods				- apply the techniques of magazine design to create a magazine
C					
T					
I					
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TERM ONE

THEME : YOUTH CULTURE (3)

STRANDS	LISTENING/SPEAKING	READING	LITERATURE	WRITING	MEDIA/VISUAL LITERACY
TOPIC	CRITICAL AND DISCRIMINATORY	INFERENCE	LANGUAGE IN POETRY	DESCRIPTION	MAGAZINE
S	WHOLE GROUP WORK	WHOLE GROUP WORK	WHOLE GROUP WORK	WHOLE GROUP WORK	SMALL GROUP WORK
T	<ul style="list-style-type: none"> Students listen to taped text 	THEATRE SPORTS	CONCRETE POEMS	FIVE SENSE POEM	<ul style="list-style-type: none"> Students examine samples of magazines e.g. Sports, Fashion magazines
R	<ul style="list-style-type: none"> Students are given a selection of three or four options from which to choose one correct theme 	<ul style="list-style-type: none"> Some objects are placed on the teacher's table e.g. an umbrella, a bandana, a bowl 	<ul style="list-style-type: none"> Teacher shows an example of a concrete poem. 	<ul style="list-style-type: none"> Students are guided to create sensory images in a five sense poem. 	<ul style="list-style-type: none"> Students brainstorm what they notice about the types of magazines
A	<ul style="list-style-type: none"> Taped text is replayed. 	<ul style="list-style-type: none"> A student selects one and uses it for a purpose other than the one intended 	<ul style="list-style-type: none"> “Lightning” 	<ul style="list-style-type: none"> Students are taken outside 	<ul style="list-style-type: none"> Students brainstorm what they notice about the types of magazines
T	<ul style="list-style-type: none"> Students and teachers discuss their choice. 	<ul style="list-style-type: none"> Class suggests what the object has become 		<ul style="list-style-type: none"> They stop at a variety of scenic spot, e.g. at a poui tree in bloom 	<ul style="list-style-type: none"> Using a concept web, the teacher highlights the characteristics of a fashion magazine
E	WHOLE GROUP WORK	WHOLE GROUP WORK	<ul style="list-style-type: none"> Students brainstorm the other words/phrases that are associated with the subject of the poem 	<ul style="list-style-type: none"> Students focus on one and respond to the following questions: 	
G	READ ALOUD	WHOLE GROUP WORK		<ul style="list-style-type: none"> What do you see? What do you hear? How does it smell? How does the scene make you feel? 	
I	<ul style="list-style-type: none"> Teacher reads text 	<ul style="list-style-type: none"> Students are given copies of an experiment from a Science text 			
E	<ul style="list-style-type: none"> Students respond to text by answering the following questions: 	<ul style="list-style-type: none"> Class discussion on observations drawn from the activity which was done 			
S	<ul style="list-style-type: none"> What does it mean to you? How does it make you feel? What does the text remind you of? 				

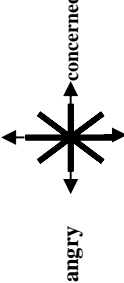
TERM ONE

THEME : YOUTH CULTURE (3)

STRANDS	LISTENING/SPEAKING	READING	LITERATURE	WRITING	MEDIA/VISUAL LITERACY
TOPIC	CRITICAL AND DISCRIMINATORY	INFERENCE	LANGUAGE IN POETRY	DESCRIPTION	MAGAZINE
S	<ul style="list-style-type: none"> Responses to each are mapped on to chalkboard 	<ul style="list-style-type: none"> Students use information given in experiment to draw inferences 	<ul style="list-style-type: none"> Students use their words to create a concrete poem of their own. 	<ul style="list-style-type: none"> Students describe the scene richly and vividly. 	<div style="text-align: center;"> </div>
T	<ul style="list-style-type: none"> Students draw conclusions that people respond to texts in different ways 	<ul style="list-style-type: none"> Inferences are noted on the chalkboard 	<ul style="list-style-type: none"> Teacher reads poem or plays tape of a poem 	<ul style="list-style-type: none"> Responses are read aloud 	
R	<ul style="list-style-type: none"> Students conclude that a single statement can be said in different tones 	<ul style="list-style-type: none"> Students note factors which contribute to making accurate inferences 	<ul style="list-style-type: none"> Students are given copies of the poem 	<p>WHOLE GROUP WORK</p> <p>GUESSING GAME</p>	
A	<p>WHOLE GROUP WORK</p> <p>GAME: "Lets change the tone"</p>	<p>WHOLE GROUP WORK</p>	<ul style="list-style-type: none"> Students are guided to identify the words that appeal to the senses by the use of the following questions: 	<ul style="list-style-type: none"> Students take turn in describing unidentified popular personalities of the day, e.g. Shadow 	
T	<ul style="list-style-type: none"> Students stand in a circle 	<ul style="list-style-type: none"> Teacher introduces a proverb in a meaningful and interesting way e.g. in a short story 	<ul style="list-style-type: none"> What mental images come to mind? 	<ul style="list-style-type: none"> Students use a checklist to indicate physical appearance, distinguishing features and dress 	
E	<ul style="list-style-type: none"> One student makes a statement in a particular tone e.g. 	<ul style="list-style-type: none"> Students discuss use of actual proverb 	<ul style="list-style-type: none"> What sound is suggested by.....? 	<ul style="list-style-type: none"> Students use a checklist to indicate physical appearance, distinguishing features and dress 	
G	<ul style="list-style-type: none"> Happy Sad Concerned 	<div style="border: 3px double black; padding: 5px; text-align: center;"> <p>MINI LESSON</p> <p><i>Use of context clues</i></p> <ul style="list-style-type: none"> <i>drawing conclusion</i> <i>identifying details</i> </div>	<ul style="list-style-type: none"> Students compare responses and justify their answers 	<ul style="list-style-type: none"> Other students guess who the personalities are 	
I	<ul style="list-style-type: none"> Each student, in turn repeats the statement changing the tone 				
E	<ul style="list-style-type: none"> Students conclude that a single statement can be said in different tones 				
S					

TERM ONE

THEME : YOUTH CULTURE (3)

STRANDS	LISTENING/SPEAKING	READING	LITERATURE	WRITING	MEDIA/VISUAL LITERACY
TOPIC	CRITICAL AND DISCRIMINATORY	INFERENCE	LANGUAGE IN POETRY	DESCRIPTION	MAGAZINE
S T R A T E G I E S	<p>anxious</p>  <p>angry</p> <ul style="list-style-type: none"> Students discuss the link between tone and mood <div style="border: 3px double black; padding: 5px; margin-top: 10px;"> <p>MINI LESSON</p> <ul style="list-style-type: none"> Definition of terms TONE/MOOD Factors which contribute to the creation of mood and tone in texts Use of punctuation marks to suggest tone, for e.g. <ul style="list-style-type: none"> the question mark Has person dots The dash </div>	<p>SMALL GROUP WORK</p> <ul style="list-style-type: none"> Students are given copies of proverbs Students read proverbs and say or sketch the meaning <p>WHOLE GROUP WORK</p> <ul style="list-style-type: none"> Students make presentations and discuss how they arrived at their conclusion Students are given copies of an excerpt Students identify the significant details Students make pertinent links among details Students make inferences 	<p>SMALL GROUP WORK</p> <p>COLOUR POEMS</p> <ul style="list-style-type: none"> Students explore the power of sensory language by composing color poems. <p>QAR – Question Answer Relationship</p> <ul style="list-style-type: none"> Students research and collect poems which employ the use of sensory language Students analyse one of the poems using QAR technique Students make presentation of their analysis Students select poems for their <i>Poetry Pool</i> 	<div style="border: 3px double black; padding: 5px; margin-bottom: 10px;"> <p>MINI LESSON</p> <ul style="list-style-type: none"> Adjectival clause/phrase Tenses – present/past continuous </div> <p>SMALL GROUP WORK</p> <ul style="list-style-type: none"> Class Project : Fashion Research/display Students are grouped to conduct research on fashion of different periods : <ul style="list-style-type: none"> Stone Age 16th Century, 20th century 	<p>SMALL GROUP WORK</p> <ul style="list-style-type: none"> Students create a magazine using research information from descriptive writing unit.

THEME : YOUTH CULTURE (3)

TERM ONE

STRANDS	LISTENING/SPEAKING	READING	LITERATURE	WRITING	MEDIA/VISUAL LITERACY
TOPIC	CRITICAL AND DISCRIMINATORY	INFERENCE	LANGUAGE IN POETRY	DESCRIPTION	MAGAZINE
<p>E V A L U A T I O N</p>	<ul style="list-style-type: none"> - Play a taped story that is well read - Students listen to story and answer specific questions on theme, mood, tone e.g. - In a sentence, say what the passage is about - Identify the mood of the main character - Select the evidence that indicates this mood. 	<p>Matching exercise-</p> <ul style="list-style-type: none"> - Match vignettes with proverbs - Solve riddles with inferential questions - Comprehension passage with inferential questions. 	<ul style="list-style-type: none"> - Poetry Analysis Students analyse a poem and respond using a <i>Think Sheet</i> - Students answer questions on a given poem - Students create a Colour/Concrete Poem 	<ul style="list-style-type: none"> • Groups present their findings in the form of a display accompanied by a rich description of each style of dress 	
				<ul style="list-style-type: none"> - Evaluation of project (process and product)- display - Fashion Show - Evaluation of Commentary - Written description each student will submit a description of his/her favorite model and his/her dress 	<p>The creation of the magazine</p> <ul style="list-style-type: none"> - Evaluation of the process involved in the creation of the magazine

TERM ONE

THEME : YOUTH CULTURE (3)

STRANDS	LISTENING/SPEAKING	READING	LITERATURE	WRITING	MEDIA/VISUAL LITERACY
TOPIC	CRITICAL AND DISCRIMINATORY	INFERENCE	LANGUAGE IN POETRY	DESCRIPTION	MAGAZINE
R E S O U R C E S	<ul style="list-style-type: none"> • <i>TAPED TEXT</i> • <i>WRITTEN TEXTS</i> 	<ul style="list-style-type: none"> • <i>TEXTS</i> <ul style="list-style-type: none"> - <i>Science Experiment</i> - <i>Riddles</i> - <i>Vignettes</i> - <i>Short Story</i> 	<ul style="list-style-type: none"> • <i>POETRY TEXTS</i> <ul style="list-style-type: none"> - <i>Sunsong</i> - <i>Bite In</i> • <i>TAPED POEMS</i> 	<ul style="list-style-type: none"> • <i>REALIA</i> • <i>TEXT</i> <ul style="list-style-type: none"> - <i>Encyclopedia</i> - <i>Magazines</i> - <i>Newspaper</i> 	<ul style="list-style-type: none"> • <i>TEXT</i> <ul style="list-style-type: none"> - <i>Magazines</i> • <i>GRAPHICS</i> <ul style="list-style-type: none"> - <i>Semantic Feature</i> • <i>Analysis Sheet</i> • <i>Concept Map</i>
I N T E G R A T I O N A L A C T I V I T I E S	<ul style="list-style-type: none"> • <i>VISUAL AND PERFORMING ARTS</i> 	<ul style="list-style-type: none"> • <i>SCIENCE</i> • <i>SOCIAL STUDIES</i> 	<ul style="list-style-type: none"> • <i>SCIENCE</i> 	<ul style="list-style-type: none"> • <i>SOCIAL STUDIES</i> • <i>HISTORY</i> • <i>TECHNOLOGY EDUCATION</i> 	<ul style="list-style-type: none"> • <i>SOCIAL STUDIES</i> • <i>TECHNOLOGY EDUCATION</i> • <i>ART</i>

TERM TWO

THEME: *RELATIONSHIPS (1)*

STRAND	LISTENING/SPEAKING	READING	LITERATURE	WRITING	MEDIA/VISUAL LITERACY
TOPIC	ORACY SKILLS	TOPIC SENTENCE	POINT OF VIEW	ARGUMENTATIVE ESSAY	TV – TALK SHOW/PANEL DISCUSSION
O	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> - list the oracy skills of a speaker. - identify the characteristics of a good speaker. - identify other features which contribute to effective delivery. - appreciate the need to be respectful of a speaker and his/her views. 	<ul style="list-style-type: none"> - identify the topic sentence in paragraph/ text. - identify supporting details in paragraph/ text. - explain the methods by which topic sentences can be developed. - develop paragraphs from chosen topic sentences. - deduce the importance of topic sentences in texts. 	<ul style="list-style-type: none"> - identify different points of view. - examine factors that influence point of view. - empathize with others' point of view. 	<ul style="list-style-type: none"> - generate main ideas for a given topic. - identify supporting details. - develop an argument on a chosen topic. - use connectives to produce coherent writing. - appreciate the importance of other points of view. 	<ul style="list-style-type: none"> - identify the elements of a talk show/panel discussion. - explore the composition of a panel/talk show. - deduce the rules that govern formal discussion.
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TERM TWO

THEME: *RELATIONSHIPS (1)*

STRAND	LISTENING/SPEAKING	READING	LITERATURE	WRITING	MEDIA/VISUAL LITERACY										
TOPIC	ORACY SKILLS	TOPIC SENTENCE	POINT OF VIEW	ARGUMENTATIVE ESSAY	TALK SHOW/PANEL DISCUSSION										
S T R A T E G I E S	<p>WHOLE GROUP WORK</p> <ul style="list-style-type: none"> Students view video footage of the semi-final leg of the public speaking competition Student are given prompt questions to guide their viewing, for example, <ul style="list-style-type: none"> ➤ How clear were the speakers' words? ➤ Were their words well pronounced? ➤ Did they speak too quickly/too slowly? Students share and collate information on characteristics of a good speaker. 	<p>TOPIC SENTENCE</p> <ul style="list-style-type: none"> Students are given a selection of paragraphs and topic sentences. In groups, students read each paragraph and number/identify the details within each. Student read the selection of topic sentences and match topic sentences with paragraphs. <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 60%;">PARAGRAPH</th> <th style="width: 40%;">TOPIC SENTENCE</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">1.</td> <td style="text-align: center;">1.</td> </tr> <tr> <td style="text-align: center;">2.</td> <td style="text-align: center;">2.</td> </tr> <tr> <td style="text-align: center;">3.</td> <td style="text-align: center;">3.</td> </tr> <tr> <td style="text-align: center;">4.</td> <td style="text-align: center;">4.</td> </tr> </tbody> </table>	PARAGRAPH	TOPIC SENTENCE	1.	1.	2.	2.	3.	3.	4.	4.	<p>READ ALOUD</p> <ul style="list-style-type: none"> Teacher reads a familiar fairy tale, for example, “The Three Little Pigs.” Teacher then reads the fractured fairy tale: <ul style="list-style-type: none"> - “The True Story of the Three Little Pigs. <li style="text-align: center;">Or - A recording of “The True Story of The Three Little Pigs” is played. 	<p>WHOLE GROUP WORK</p> <ul style="list-style-type: none"> Students are given copies of a calypso, for e.g. “Portrait of Trinidad” and a graphic organizer. Students listen to the calypso. Students use graphic organizers to identify main ideas and supporting details. 	<p>WHOLE GROUP WORK</p> <p>TALK SHOW</p> <ul style="list-style-type: none"> Students view a popular talk show. Teacher and students brainstorm and organize information on elements of a talk show using a graphic organizer. <p><i>For Example</i></p> <div style="border: 2px solid black; padding: 10px;"> <p>TOPICAL ISSUE</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> <input type="checkbox"/> Host </div> <div style="text-align: center;"> <input type="checkbox"/> Guest </div> </div> <p style="text-align: center;">LIVE AUDIENCE</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">○</div> <div style="text-align: center;">○</div> <div style="text-align: center;">○</div> <div style="text-align: center;">○</div> </div> <div style="display: flex; justify-content: space-around; align-items: center; margin-top: 10px;"> <div style="text-align: center;">○</div> <div style="text-align: center;">○</div> <div style="text-align: center;">○</div> <div style="text-align: center;">○</div> </div> </div>
PARAGRAPH	TOPIC SENTENCE														
1.	1.														
2.	2.														
3.	3.														
4.	4.														

STRAND	LISTENING/SPEAKING	READING	LITERATURE	WRITING	MEDIA/VISUAL LITERACY
TOPIC	ORACY SKILLS	TOPIC SENTENCE	POINT OF VIEW	ARGUMENTATIVE ESSAY	TV – TALK SHOWS/PANEL DISCUSSION
S T R A T E G I E S	<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p>MINI LESSON <i>Identification and explanation of oracy skills.</i></p> </div> <ul style="list-style-type: none"> Students view a video clip of the finals of a public speaking competition. <p>SMALL GROUP WORK</p> <ul style="list-style-type: none"> Students discuss which factors (apart from oracy skills) contributed to the winning performance, for example, <ul style="list-style-type: none"> sense of audience use of gestures body language confident delivery Students represent information on a graphic organizer. 	<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p>MINI LESSON <i>Topic Sentence</i></p> <ul style="list-style-type: none"> Definition Position Development <p style="text-align: center;">↑ Illustration</p> <p style="text-align: center;">↑ Cause/ effect</p> <p style="text-align: center;">↑ Compare/ contrast</p> </div> <p>INDIVIDUAL WORK</p> <ul style="list-style-type: none"> Students are given topic sentences and are asked to develop each using one of the methods of development during the mini lesson. Students evaluate each other's work. Whole class sharing. 	<p>PAIRED WORK</p> <ul style="list-style-type: none"> Students discuss the point of view from which each story is told. <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p>MINI LESSON Point of View</p> <ul style="list-style-type: none"> <i>Factors that determine point of view</i> <i>First and third person narration.</i> </div> <p>SMALL GROUP WORK</p> <ul style="list-style-type: none"> Students retell incidents in a story from multiple perspectives, for example, The Pearl: the throwing away of the pearl at the end of the novel from the point of view of. <ol style="list-style-type: none"> Kino Juana the pearl 	<ul style="list-style-type: none"> Students discuss ideas raised and collate the main ideas of the calypso. <p>WHOLE GROUP WORK</p> <p>LET'S VOTE</p> <p>On a T-Chart</p> <p>(i) Students identify general characteristics of individuals found in literary works e.g.</p> <ul style="list-style-type: none"> evil malicious generous friendly <p>(ii) Students identify a character from a literature text associated with any of the above characteristics.</p>	<ul style="list-style-type: none"> Students assess how each element contributes to the quality of the show. <p>SMALL GROUP WORK</p> <p>PANEL DISCUSSION</p> <ul style="list-style-type: none"> Students view a panel discussion. Students examine and assess the composition of the panel. <ul style="list-style-type: none"> Students describe the composition of the panel, for example <ul style="list-style-type: none"> Moderator Balanced panel Topical issue

TERM TWO

THEME: *RELATIONSHIPS (1)*

STRAND	LISTENING/SPEAKING	READING	LITERATURE	WRITING	MEDIA/VISUAL LITERACY
TOPIC	ORACY SKILLS	TOPIC SENTENCE	POINT OF VIEW	ARGUMENTATIVE ESSAY	SHOWS/PANEL DISCUSSION
<p>S</p> <p>T</p> <p>R</p> <p>A</p> <p>T</p> <p>E</p> <p>G</p> <p>I</p> <p>E</p> <p>S</p>	<p>SMALL GROUP WORK</p> <p><i>SIMULATION EXERCISE</i></p> <ul style="list-style-type: none"> Students are divided into groups. One member is selected to represent the group and is coached by the group to deliver one of the following speeches: <ul style="list-style-type: none"> - acceptance of an award - thank you speech - victory speech Students deliver prepared speeches to an audience. The audience becomes the judges of the exercise, using a checklist. 	<p>SMALL GROUP WORK</p> <ul style="list-style-type: none"> Students are given supporting details of a paragraph and are asked to create a suitable topic sentence. Students share their topic sentences and these sentences are evaluated by their peers. 	<ul style="list-style-type: none"> - <i>Animal Farm</i> when Napoleon drove Snowball off the farm from the point of view of: <ol style="list-style-type: none"> Napoleon Snowball Squealer <p>CLASS DISCUSSION</p> <ul style="list-style-type: none"> Students discuss the impact of the use of different points of view. 	<ul style="list-style-type: none"> Students list supporting details from the text to justify their choice. Students write a paragraph to justify their choice. <p>WHOLE GROUP WORK</p> <p><i>MAGAZINE ARTICLE</i></p> <ul style="list-style-type: none"> Students are presented with a provocative statement; “Teenagers of today do not respect authority” Students generate ideas on the topic, using a graphic organizer. Students organize ideas in preparation for the writing of an essay. 	<ul style="list-style-type: none"> Students are invited to represent their findings on a graphic organizer. <p>WHOLE GROUP WORK</p> <p><i>T-CHART</i></p> <ul style="list-style-type: none"> Students compare and contrast the features of a talk show and a panel discussion.

TERM TWO

THEME: *RELATIONSHIPS (1)*

STRAND	LISTENING/SPEAKING	READING	LITERATURE	WRITING	MEDIA/VISUAL LITERACY
TOPIC	ORACY SKILLS	TOPIC SENTENCE	POINT OF VIEW	ARGUMENTATIVE ESSAY	TV – TALK SHOWS/PANEL DISCUSSION
S T R A T E G I E S				<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p>MINI LESSON</p> <ul style="list-style-type: none"> - Connectives - Development of ideas for argument (Refer to unit on Topic Sentence) </div> <ul style="list-style-type: none"> • Students write their first draft. • Students complete the essay following the <i>Process Approach</i>. 	<p><i>CLASS DISCUSSION</i></p> <ul style="list-style-type: none"> • Students reflect on the two video clips of a talk show and a panel discussion that they have seen and point out the rules that govern formal discussion.
E V A L U A T I O N	<ul style="list-style-type: none"> - Delivery of short speeches by individual students. - Creation of graphics to represent information learnt. 	<ul style="list-style-type: none"> - Explanation of term, “Topic Sentence.” - Selection of topic sentence from paragraphs. - Development of paragraph from a chosen topic sentence. 	<ul style="list-style-type: none"> - Students are given copies of extracts of first and third person narration to identify the points of view and state the impact on the reader. 	<ul style="list-style-type: none"> - Final draft of argumentative essay. - Submission of graphic organizers. 	<ul style="list-style-type: none"> - Multiple choice exercise. - Quiz (Features of a talk show/panel). - Short – answer questions.

TERM TWO

THEME: RELATIONSHIPS (1)

STRAND	LISTENING/SPEAKING	READING	LITERATURE	WRITING	MEDIA/VISUAL LITERACY
E V A L U A T I O N	ORACY SKILLS	TOPIC SENTENCE	<p style="text-align: center;">POINT OF VIEW</p> <ul style="list-style-type: none"> • Students step into the role of a character in a literature text and do a monologue from that character's point of view, for example, <ul style="list-style-type: none"> - Character's feelings in response to an incident. <p style="text-align: center;">DIARY ENTRY</p> <ul style="list-style-type: none"> • Students make entries into a character's diary. <ul style="list-style-type: none"> - Character's explanation of an action/event. 	ARGUMENTATIVE ESSAY	<p style="text-align: center;">TV – TALK SHOWS/PANEL DISCUSSION</p> <ul style="list-style-type: none"> • Students look at a talk show that a teacher has identified and write a critique of it. • Students stage a talk show/panel discussion.

TERM TWO

THEME: RELATIONSHIPS (1)

STRAND	LISTENING/SPEAKING	READING	LITERATURE	WRITING	MEDIA/VISUAL LITERACY
TOPIC	ORACY SKILLS	TOPIC SENTENCE	POINT OF VIEW	ARGUMENTATIVE ESSAY	TV – TALK SHOWS/PANEL
R E S O U R C E S	<ul style="list-style-type: none"> • VIDEO CLIP • GRAPHICS 	<ul style="list-style-type: none"> • TEXTS • GRAPHIC ORGANISERS 	<ul style="list-style-type: none"> • TEXTS 	<ul style="list-style-type: none"> • TEXT – Calypso • GRAPHIC • ORGANISERS 	<p>VIDEO CLIPS OF</p> <ul style="list-style-type: none"> • TALK SHOW/ • PANEL • DISCUSSION • GRAPHICS • T-CHART
I N T E G R A T I N G A C T I V I T I E S	<ul style="list-style-type: none"> • SOCIAL STUDIES • PHYSICAL EDUCATION 	<ul style="list-style-type: none"> • SOCIAL STUDIES • SCIENCE • GEOGRAPHY 	<ul style="list-style-type: none"> • SOCIAL STUDIES • MORAL AND VALUES EDUCATION 	<ul style="list-style-type: none"> • MORAL AND VALUES EDUCATION • MUSIC 	<ul style="list-style-type: none"> • SOCIAL STUDIES • TECHNOLOGY EDUCATION

TERM TWO

THEME: *RELATIONSHIPS (2)*

STRAND	LISTENING/SPEAKING	READING	LITERATURE	WRITING	MEDIA/VISUAL LITERACY
TOPIC	CRITICAL LISTENING (DEBATE)	SUMMARY SKILLS	SETTING	FALLACIES	
O	- assess the validity of an argument.	- identify topic sentences	- define the literary terms, 'setting' and 'atmosphere.'	- detect fallacies used in arguments; bandwagon circular, argument and ad hominem.	
B	- identify the main point of argument.	- identify relevant details.	- identify the factors which contribute to setting.	- define these terms.	
J	- detect fallacies in argument.	- categorize a group of items.	- describe different types of setting.	- present logical arguments.	
E	- deduce persuasive techniques.	- use connectives to summarize main ideas into a cohesive unit.	- relate setting to atmosphere.	- become more critical in their thinking.	
C	- become aware of the importance of expressing their views in a respectful manner.	- summarize phrases and expressions into one word.			
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STRAND	LISTENING/SPEAKING	READING	LITERATURE	WRITING	MEDIA/VISUAL LITERACY
TOPIC	CRITICAL LISTENING (DEBATE)	SUMMARY SKILLS	SETTING	FALLACIES	
<p>S</p> <p>T</p> <p>R</p> <p>A</p> <p>T</p> <p>E</p> <p>G</p> <p>I</p> <p>E</p> <p>S</p>	<p>INDIVIDUAL WORK</p> <ul style="list-style-type: none"> Students listen to a debate presentation. Using a checklist, students assess the validity of the arguments presented by each speaker. 	<p>INDIVIDUAL WORK</p> <ul style="list-style-type: none"> Students are given copies of paragraphs and are required to select the topic sentence in each. <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>MINI LESSON</p> <p>Review</p> <p><i>Topic Sentence – refer to Term II, p. 2-23</i></p> </div> <p>WHOLE GROUP WORK</p> <p>MAZE CLOZE</p> <ul style="list-style-type: none"> Students are given copies of a maze cloze. Students read the passage and choose the most appropriate connective to complete it. 	<ul style="list-style-type: none"> Students are given passages in which the setting is vividly described. Students produce a basic sketch of the setting described in the passage. <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>MINI LESSON</p> <p><i>Elements of setting – e.g. people, place, time, weather, objects</i></p> </div> <p>WHOLE GROUP WORK</p> <ul style="list-style-type: none"> Students view video clips of various scenes/settings. 	<p>WHOLE GROUP WORK</p> <ul style="list-style-type: none"> Students are presented with examples of the three fallacies, for example, <ul style="list-style-type: none"> “Smoking cannot be bad for people. Millions of people smoke.” Students say what each statement means and decide whether valid reasons were given. Students are asked to give examples of valid reasons to support the main statement. 	

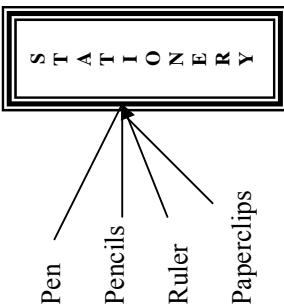
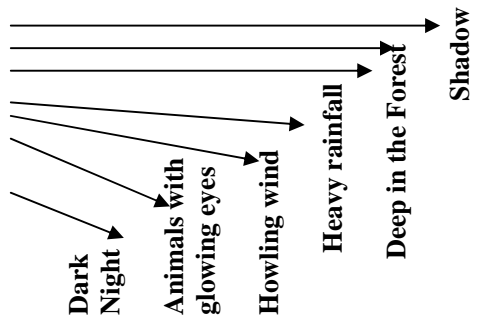
TERM TWO

THEME: *RELATIONSHIPS (2)*

STRAND	LISTENING/SPEAKING	READING	LITERATURE	WRITING	MEDIA/VISUAL LITERACY
S T R A T E G I E S	<p style="text-align: center;">CRITICAL LISTENING (DEBATE)</p> <ul style="list-style-type: none"> Students present their assessment and give justification. <div style="border: 1px solid black; padding: 5px; margin: 5px 0;"> <p style="text-align: center;">MINI LESSON</p> <ul style="list-style-type: none"> Techniques of good debating. The role of participants in a debate. </div> <p style="text-align: center;">SMALL GROUP WORK</p> <p style="text-align: center;">DEBATING</p> <ul style="list-style-type: none"> Students are grouped for debate on a chosen topic Students generate and develop ideas for presentation. 	<p style="text-align: center;">SUMMARY SKILL</p> <div style="border: 1px solid black; padding: 5px; margin: 5px 0;"> <p style="text-align: center;">MINI LESSON</p> <ul style="list-style-type: none"> <i>Connectives</i> </div> <ul style="list-style-type: none"> Class discussion on choice of answers. <p style="text-align: center;">SMALL GROUP WORK</p> <ul style="list-style-type: none"> Students are given five sentences in random order. Students sequence the sentences and connect them in a meaningful way. <p style="text-align: center;">SMALL GROUP WORK</p> <ul style="list-style-type: none"> Students are given lists of items and they categorize them. 	<p style="text-align: center;">SETTING</p> <ul style="list-style-type: none"> Students examine the scenes to determine the atmosphere created by the setting/scene. <div style="border: 1px solid black; padding: 5px; margin: 5px 0;"> <p style="text-align: center;">MINI LESSON</p> <p style="text-align: center;">VOCABULARY DEVELOPMENT</p> <ul style="list-style-type: none"> <i>words, phrases, clauses that can be used to describe atmosphere and mood</i> </div> <ul style="list-style-type: none"> Students write a description of one of the scenes viewed. <p style="text-align: center;">INDIVIDUAL WORK</p> <ul style="list-style-type: none"> Close study of a passage. 	<p style="text-align: center;">FALLACIES</p> <div style="border: 1px solid black; padding: 5px; margin: 5px 0;"> <p style="text-align: center;">MINI LESSON</p> <p style="text-align: center;">TYPES OF FALLACIES</p> <p style="text-align: center;"><i>Explanation of – ad hominem, bandwagon circular argument.</i></p> </div> <p style="text-align: center;">SMALL GROUP WORK</p> <p style="text-align: center;">ROLE PLAY</p> <ul style="list-style-type: none"> Students are asked to write a brief scenario in which they illustrate the use of one of the fallacies mentioned above. Each group will role play. The other groups infer the fallacy used in the presentation and each student writes one logical argument to replace it. 	

TERM TWO

THEME: RELATIONSHIPS (2)

STRAND	LISTENING/SPEAKING	READING	LITERATURE	WRITING	MEDIA/VISUAL LITERACY																																				
S T R A T E G I E S	<p style="text-align: center;">CRITICAL LISTENING (DEBATE)</p> <ul style="list-style-type: none"> • Debate is conducted. • Students judge the presentation based on evaluation of delivery using checklist evaluation of delivery seeing the checklist below. • Evaluation of content, using the following checklist. <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: center;">Enunciation</td> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> <td style="text-align: center;">3</td> <td style="text-align: center;">4</td> <td style="text-align: center;">5</td> </tr> <tr> <td style="text-align: center;">Diction</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td style="text-align: center;">Fluency</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td style="text-align: center;">Clarity</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td style="text-align: center;">Modulation</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td style="text-align: center;">Volume</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table>	Enunciation	1	2	3	4	5	Diction						Fluency						Clarity						Modulation						Volume						<p style="text-align: center;">SUMMARY SKILL</p> <p><i>FOR EXAMPLE</i></p>  <p>Pen Pencils Ruler Paperclips</p> <p style="text-align: center;">SMALL GROUP WORK</p> <p><i>GAME – Condense the phrase!</i></p> <ul style="list-style-type: none"> • Students are grouped and each group is given fifteen cue cards with phrases written on them. • Students write a word for those phrases on the reverse side of the card. 	<p style="text-align: center;">SETTING</p> <ul style="list-style-type: none"> • Students examine the passage. • Students describe the setting. • Students state how the writer creates/builds the atmosphere of the passage. <p><i>For Example</i> <i>A gloomy atmosphere</i></p> 	<p style="text-align: center;">FALLACIES</p> <p>PAIRED WORK</p> <ul style="list-style-type: none"> • Students are given copies of texts in which these fallacies are used, for example, <ul style="list-style-type: none"> - <i>Advertisements</i> - <i>Passages/extracts from magazines, newspapers</i> • Students identify the fallacies and write out logical arguments in their place. • Students share information. 	
Enunciation	1	2	3	4	5																																				
Diction																																									
Fluency																																									
Clarity																																									
Modulation																																									
Volume																																									

TERM TWO

THEME: RELATIONSHIPS (2)

STRAND	LISTENING/SPEAKING		READING	LITERATURE	WRITING	MEDIA/VISUAL LITERACY																	
TOPIC	CRITICAL LISTENING (DEBATE)		SUMMARY SKILLS	SETTING	FALLACIES																		
S T R A T E G I E S	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%;">CHECKLIST</th> <th style="width: 25%;">YES</th> <th style="width: 25%;">NO</th> </tr> </thead> <tbody> <tr> <td>Clear thesis statement</td> <td></td> <td></td> </tr> <tr> <td>Relevance</td> <td></td> <td></td> </tr> <tr> <td>Logical Development</td> <td></td> <td></td> </tr> <tr> <td>Factual Information</td> <td></td> <td></td> </tr> <tr> <td>Fallacies</td> <td></td> <td></td> </tr> </tbody> </table>	CHECKLIST	YES	NO	Clear thesis statement			Relevance			Logical Development			Factual Information			Fallacies			<p>FOR EXAMPLE</p> <p>All of a Sudden → Suddenly</p> <p>in the end → Finally</p> <ul style="list-style-type: none"> The group that finishes first with all the correct answers is declared the winner. <p>INDIVIDUAL WORK</p> <ul style="list-style-type: none"> Students are given a short passage containing redundancies for example, <ul style="list-style-type: none"> - <i>Triangular in shape</i> - <i>It is an abandoned house. No one lives there now.</i> Students revise the passage to eliminate the redundant words and phrases and statements. 	<p>SMALL GROUP WORK</p> <p>READERS THEATRE</p> <ul style="list-style-type: none"> Students are given excerpts of graphically described settings. Students read aloud the excerpts in an attempt to communicate mood and atmosphere of the setting to their peers. Students attempt to identify mood/atmosphere communicated. 		
CHECKLIST	YES	NO																					
Clear thesis statement																							
Relevance																							
Logical Development																							
Factual Information																							
Fallacies																							

TERM TWO

THEME: *RELATIONSHIPS (2)*

STRAND	LISTENING/SPEAKING	READING	LITERATURE	WRITING	MEDIA/VISUAL LITERACY
TOPIC	CRITICAL LISTENING (DEBATE)	SUMMARY SKILL	SETTING	FALLACIES	
E V A L U A T I O N	<ul style="list-style-type: none"> - Based on a listening activity, the identification of: <ul style="list-style-type: none"> - Fallacies - Facts presented as opinions - Use of persuasive techniques 	<ul style="list-style-type: none"> • Class Discussion on the importance of precision in language use - Students are given an appropriate passage and are required to do the following:- <ul style="list-style-type: none"> - State the topic sentence - Extract three connectives from the passage and comment on their use. 	<ul style="list-style-type: none"> - Composition of a descriptive paragraph which evokes an atmosphere of any one of the following: <ul style="list-style-type: none"> - <i>fear</i> - <i>excitement</i> - <i>happiness</i> 	<ul style="list-style-type: none"> - <i>Identification of fallacies.</i> - Students are given sentences with fallacies and sentences with logically presented arguments. They are asked to identify the sentences in which fallacies are used and label them. 	

THEME: RELATIONSHIPS (2)

TERM TWO

STRAND	LISTENING/SPEAKING	READING	LITERATURE	WRITING	MEDIA/VISUAL LITERACY
TOPIC	CRITICAL LISTENING (DEBATE)	SUMMARY SKILLS	SETTING	FALLACIES	
EVALUATION	<ul style="list-style-type: none"> - Evaluation of the process involved in preparing for a debate presentation: <ul style="list-style-type: none"> - Participation. - Willingness to listen to each other. - Willingness to share ideas. - Respect for other's views 	<ul style="list-style-type: none"> - Substitute synonyms for underlined phrases. - Give two examples of redundancies from a passage. - Write a summary of a given passage. 	<ul style="list-style-type: none"> - A sketch of a setting described in an excerpt. - A written analysis of the setting in an excerpt. 	<ul style="list-style-type: none"> - Students are asked to write reasoned arguments for/against a chosen topic. 	
RESOURCES	<ul style="list-style-type: none"> • TELEVISION/RADIO • AUDIO/VIDEO CASSETTE RECORDER/PLAYER 	<ul style="list-style-type: none"> • TEXT 	<ul style="list-style-type: none"> • VIDEO CLIPS • GRAPHICS 	<ul style="list-style-type: none"> • NEWSPAPERS • ADVERTISEMENTS • MAGAZINES 	
INTEGRATING CURRICULAR AREAS	<ul style="list-style-type: none"> • MORAL AND VALUES • EDUCATION • SOCIAL STUDIES 	<ul style="list-style-type: none"> • SOCIAL STUDIES • SCIENCE • GEOGRAPHY 	<ul style="list-style-type: none"> • SCIENCE • GEOGRAPHY • TECHNICAL EDUCATION 	<ul style="list-style-type: none"> • SOCIAL STUDIES • SCIENCE • PHYSICAL EDUCATION 	

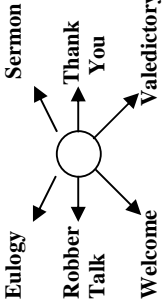
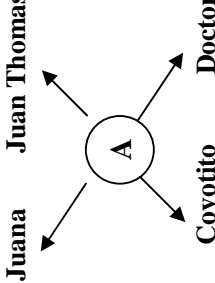
TERM TWO

THEME: RELATIONSHIPS (3)

STRAND	LISTENING/SPEAKING	READING	LITERATURE	WRITING	MEDIA/VISUAL LITERACY
TOPICS	CRITICAL LISTENING (SPEECH)	COMPARE AND CONTRAST	ROLE OF CHARACTER	SPEECH	CARICATURE
<p>O</p> <p>J</p> <p>E</p> <p>C</p> <p>T</p> <p>I</p> <p>V</p> <p>E</p> <p>S</p>	<p><i>Student will be able to:</i></p> <ul style="list-style-type: none"> - list the purpose for which a speech can be given. - associate types of speeches with their purpose and distinguishing features. - assess the delivery of a speech. - appreciate the importance of using the voice effectively. 	<ul style="list-style-type: none"> - identify similarities and differences in texts. - categorise texts based on their similarities and differences. - become more discerning individuals. 	<ul style="list-style-type: none"> - identify types of characters. <ul style="list-style-type: none"> ↙ minor ↘ major - define the term, “role” - examine roles played by characters. - value the contribution of individuals in society. - empathize with others. 	<ul style="list-style-type: none"> - state the format of a speech. - develop a sense of audience. - identify purpose for writing. - write a speech. - become aware of the link between language audience and purpose. 	<ul style="list-style-type: none"> - define the term, “caricature.” - state the functions of caricature. - identify the messages sent through caricature. - become aware of bias in caricature. - become sensitive to the negative effects of caricatures.

TERM TWO

THEME: *RELATIONSHIPS (3)*

STRAND	LISTENING/SPEAKING CRITICAL LISTENING (SPEECH)	READING COMPARE AND CONTRAST	LITERATURE ROLE OF CHARACTER	WRITING SPEECH	MEDIA/VISUAL LITERACY CARICATURE
S	<p>WHOLE GROUP WORK</p> <ul style="list-style-type: none"> Students brainstorm to identify the types of speeches which they know. This information is collated on a web, for example,  <ul style="list-style-type: none"> Students further categorize the types of speeches identified. <p><i>Informative</i> → <i>Oral Business</i></p> <p><i>Persuasive</i> → <i>Political Speech</i></p> <p><i>Social</i> → <i>Wedding Speech</i></p>	<p>SMALL GROUP WORK</p> <ul style="list-style-type: none"> Sheets of bristol board each indicating a period of the year. e.g. October 21st to November 22nd, are stuck around the classroom. Students are asked to go to the area representing the period during which their birthday falls. Each group of students lists on bristol board all the characteristics they have in common. Each group moves to the area on the right and lists/identifies similarities and differences in characteristics of the people in the two groups. This is represented on a Venn diagram and stuck between the two sheets of bristol board. 	<p>WHOLE GROUP WORK</p> <p>MAPPING</p> <ul style="list-style-type: none"> In relation to a character in a selected text, students identify all the other characters with whom he/she interacts. <p>FOR EXAMPLE</p>  <ul style="list-style-type: none"> Students classify characters into two groups: those who make a significant impact in the text. those who make little impact in the text. 	<p>WHOLE GROUP WORK</p> <ul style="list-style-type: none"> Students are given copies of different types of speeches. (abridged if necessary). Students are given a speech along with prompt question, for example, <p><i>Whom is the speaker addressing?</i></p> <p><i>How does he/she begin his address?</i></p> <p><i>Do his/her methods of address follow any particular order?</i></p> <p><i>What is the speaker's intention?</i></p> <p><i>Does the speaker's intention affect his/her choice of words?</i></p> <p><i>How does he/she conclude the speech?</i></p>	<p>SMALL GROUP</p> <ul style="list-style-type: none"> Students volunteer to tell the meaning of their name and reveal a nickname by which they are also called. Students give reasons why they have been given the nickname. Students draw a sketch to depict their nickname. Students make links between nickname and characteristics/qualities. <p>INDIVIDUAL WORK</p> <ul style="list-style-type: none"> Teacher produces pictures of well-known personalities in the society. Students identify distinctive features of each personality.
T					
R					
A					
T					
E					
G					
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S					

TERM TWO

THEME: *RELATIONSHIPS (3)*

STRAND	LISTENING/SPEAKING CRITICAL LISTENING (SPEECH)	READING COMPARE AND CONTRAST	LITERATURE ROLE OF CHARACTER	WRITING SPEECH	MEDIA/VISUAL LITERACY CARICATURE
<p>S</p> <p>T</p> <p>R</p> <p>A</p> <p>T</p> <p>E</p> <p>G</p> <p>I</p> <p>E</p> <p>S</p>	<p>SMALL GROUP WORK</p> <ul style="list-style-type: none"> • Students listen to three types of speeches:- - <i>informative</i> - <i>persuasive</i> - <i>social</i> <ul style="list-style-type: none"> • Students identify the purpose of the speeches and compare and contrast the distinguishing features of each. • Class shares information. 	<p>INDIVIDUAL WORK</p> <p>SPOT THE DIFFERENCE</p> <ul style="list-style-type: none"> • Students are given two pictures each and are asked to spot the differences between them. • The student who finishes first is allowed to point out differences on the enlarged pictures on the blackboard. <p>PAIRED WORK</p> <ul style="list-style-type: none"> • Each student receives an envelope with two different samples. <p>EXAMPLE OF TEXTS</p> <ul style="list-style-type: none"> - Advertisements - Poems - Brochures - Jingles - Newspaper articles 	<p>STIMULATION EXERCISE</p> <p><i>This is your Life</i></p> <ul style="list-style-type: none"> - Presentation of the main character’s life. 	<ul style="list-style-type: none"> • Students examine the speech. • Students discuss their findings and teacher makes a chalk board summary of the information. <p>ROLE PLAY</p> <ul style="list-style-type: none"> • Students are given card with scenarios – the same situation with a different audience and purpose, for example, Relating the details of a fight to: i) A friend. ii) The Principal/Dean. 	<ul style="list-style-type: none"> • Students share with the class, features identified. • Students choose one character and sketch a picture emphasizing/exaggerating a feature identified. <p>SMALL GROUP WORK</p> <ul style="list-style-type: none"> • Teacher distributes copies of caricature of well-known persons. • Students identify exaggerated features and give possible reasons for the exaggeration.

TERM TWO

THEME: RELATIONSHIPS (3)

STRAND	LISTENING/SPEAKING	READING	LITERATURE	WRITING	MEDIA/VISUAL LITERACY
<p>TOPICS</p> <p>S</p> <p>T</p> <p>R</p> <p>A</p> <p>T</p> <p>E</p> <p>G</p> <p>I</p> <p>E</p> <p>S</p>	<p>CRITICAL LISTENING (SPEECH)</p> <p>INDIVIDUAL WORK</p> <ul style="list-style-type: none"> Students deliver speeches prepared in the Writing Unit (These speeches are taped to facilitate evaluation). Students assess speeches using prepared checklists. 	<p>Each pair must have one sample in common with another pair, for example,</p> <div style="border: 2px solid black; padding: 5px; margin: 10px 0;"> <p>A</p> <p><i>POEM</i></p> <p><i>ADVERTISEMENT</i></p> </div> <div style="border: 2px solid black; padding: 5px; margin: 10px 0;"> <p>B</p> <p><i>POEM</i></p> <p><i>NEWSPAPER ARTICLE</i></p> </div> <ul style="list-style-type: none"> Students move around to find a student with a sample text which is similar to theirs. Pairs examine sample texts and list the similarities of the two similar texts and the differences of the other two texts. 	<p>SMALL GROUP WORK</p> <ul style="list-style-type: none"> In small groups, students take on the role of individual characters in a text and make a presentation detailing his/her relationship with the major character. Each character is introduced by the host of the show/presenter. <div style="border: 2px solid black; padding: 10px; margin: 10px 0;"> <p>MINI LESSON</p> <p><i>Factors which determine major and minor characters.</i></p> </div>	<p>SPEECH</p> <ul style="list-style-type: none"> Students role play scenarios Class discussion on how purpose and audience impact on language. <p>SMALL GROUP WORK</p> <ul style="list-style-type: none"> Students are divided into small groups, given a choice of speech types, and are asked to plan one speech with specific focus on: <div style="text-align: center;"> <p>opening</p> <p>FORMAT</p> <p>closing</p> </div>	<p>CARICATURE</p> <ul style="list-style-type: none"> Students then suggest/infer the artist's intention: exaggerate a distinctive feature. suggest a quality the person possesses. communicate a message. attempt to amuse. make audience more aware. <ul style="list-style-type: none"> Students discuss the issue of caricaturing, giving reasons for/against the use of caricature.

TERM TWO

THEME: *RELATIONSHIPS* (3)

STRAND	LISTENING/SPEAKING	READING	LITERATURE	WRITING	MEDIA/VISUAL LITERACY
TOPICS	CRITICAL LISTENING (SPEECH)	COMPARE AND CONTRAST	ROLE OF CHARACTER	SPEECH	CARICATURE
S T R A T E G I E S			<p>INDIVIDUAL WORK</p> <p>WRITTEN EXERCISE</p> <ul style="list-style-type: none"> Each student identifies the character who in his/her opinion had the most significant impact/least significant impact on the major character's life and in the text. Each student writes a brief explanation of his/her choice. <p>INDIVIDUAL WORK</p> <ul style="list-style-type: none"> Students make presentation to the class. Students give feedback on presentations. 	<ul style="list-style-type: none"> <i>Audience</i> <i>Purpose</i> <i>Language</i> <p>FOR EXAMPLE</p> <ul style="list-style-type: none"> <i>A sales representative audience to buy computers.</i> <i>A welcome speech at a birthday party.</i> <i>Speech on AIDS prevention to the school assembly.</i> <p>INDIVIDUAL WORK</p> <ul style="list-style-type: none"> Students write their speech. 	

TERM TWO

THEME: RELATIONSHIPS (3)

STRAND	LISTENING/SPEAKING	READING	LITERATURE	WRITING	MEDIA/VISUAL LITERACY
TOPICS	CRITICAL LISTENING (SPEECH)	COMPARE AND CONTRAST	ROLE OF CHARACTER	SPEECH	CARICATURE
<p>E</p> <p>V</p> <p>A</p> <p>L</p> <p>U</p> <p>A</p> <p>T</p> <p>I</p> <p>O</p> <p>N</p>	<ul style="list-style-type: none"> - Evaluation of taped Speech. - Evaluation of graphics representing different types of speeches. 	<ul style="list-style-type: none"> - Compare and contrast an excerpt from a literature text to one from a science text. - Compare and contrast an “ole time” character to a modern character from a Carnival band. - Compare before and after pictures. 	<p>SMALL GROUP WORK</p> <ul style="list-style-type: none"> - Students examine the major character’s role in the life of two other characters. - Students examine the role of an important figure in his/her society. <div style="border: 3px double black; padding: 5px; text-align: center;"> <p>MINI LESSON</p> <p><i>Definition of role</i></p> <p><i>Importance of role.</i></p> </div> <ul style="list-style-type: none"> - Using another text, students examine the role of three characters in relation to the major character. 	<ul style="list-style-type: none"> - Evaluation of the plan for the speech. - Evaluation of written speech. - Evaluation of group work. 	<ul style="list-style-type: none"> - Imagine you have been caricatured, write a response to the artist, telling him how you feel about his caricature of you. - Creation of caricatures of characters in a literature text. - Creation of an “Ole Mas” band.

TERM TWO

THEME: *RELATIONSHIPS (3)*

STRAND	LISTENING/SPEAKING	READING	LITERATURE	WRITING	MEDIA/VISUAL LITERACY
TOPICS	CRITICAL LISTENING (SPEECH)	COMPARE AND CONTRAST	ROLE OF CHARACTER	SPEECH	CARICATURE
RESOURCES	<ul style="list-style-type: none"> TAPE RECORDER CASSETTES TEXT- Speeches GRAPHIC ORGANIZERS 	<ul style="list-style-type: none"> GRAPHIC ORGANIZER <i>Venn Diagram</i> TEXTS – <i>Newspaper Articles, Brochures, Poems</i> 	<ul style="list-style-type: none"> TEXTS- <i>Short Stories</i> 	<ul style="list-style-type: none"> TEXT - <i>Scenarios Speeches</i> 	<ul style="list-style-type: none"> TEXTS- <i>Caricatures by “Dew” – Dunston Eustuce Williams</i>
INTEGRATING CURRICULAR VIEWS	<ul style="list-style-type: none"> TECHNOLOGY EDUCATION SOCIAL STUDIES SCIENCE 	<ul style="list-style-type: none"> MATHEMATICS SCIENCE SOCIAL STUDIES 	<ul style="list-style-type: none"> VISUAL AND PERFORMING ARTS SOCIAL STUDIES 	<ul style="list-style-type: none"> VISUAL AND PERFORMING ARTS SOCIAL STUDIES 	<ul style="list-style-type: none"> ART SOCIAL STUDIES MORAL AND VALUES EDUCATION

TERM THREE

THEME: CAREERS (1)

STRAND	LISTENING/SPEAKING ORACY SKILLS (MONOLOGUES)	READING CAUSE AND EFFECT	LITERATURE SOURCES OF CONFLICT	WRITING QUESTIONING SKILLS	MEDIA/VISUAL LITERACY COMIC STRIPS
	<p><i>Students will be able to:</i></p>				
O	- use language to communicate a message to an audience	- determine cause and effect relationships	- identify and explore sources of conflict	- frame questions accurately	- list the features of comic strips
B	- effectively use tone, mood, pitch, volume and pace when communicating with an audience	- deduce the effects of stated causes	- determine appropriate resolution to conflict situations	- use different methods to frame questions:	- explain the functions of comic strips
J		- deduce the cause/s of stated effects	- analyze motives for behaviour	<ul style="list-style-type: none"> ➤ Do/Does ➤ Inversion ➤ Interrogatory tags ➤ Who/what/where/when/how 	- outline the devices used in comic strips
E	- value their voice as an organ for communication	- draw accurate conclusions based on evidence	- deduce the impact of conflict on individuals, societies and in institutions	- demonstrate effective questioning skills	- create comic strips using devices outlined
C			- appreciate the importance of being self-disciplined		
T	- develop confidence and poise when performing before an audience		- appreciate the value of peace and harmony		
I	- demonstrate an understanding of the purpose and function of monologues		- appreciate the part that conflict plays in life.		
V					
E	- develop self-esteem				
S					

TERM THREE

THEME: CAREERS (1)

STRAND	LISTENING/SPEAKING	READING	LITERATURE	WRITING	MEDIA/VISUAL LITERACY						
TOPIC	ORACY SKILLS (MONOLOGUES)	CAUSE AND EFFECT	SOURCE OF CONFLICT	QUESTIONING SKILLS	COMIC STRIPS						
S T R A T E G I E S	<p>READERS THEATRE</p> <ul style="list-style-type: none"> • Students are given an excerpt containing dialogue to read silently • Students volunteer to read the lines of the different characters in the excerpt. The teacher or students can read the narrative parts. • Individual students read their lines when it is their turn • Class discussion on individual reading in response to the following questions: <ul style="list-style-type: none"> ➤ Would you have read C's line in the same way? Why/why not? (Tone/mood) ➤ How should it be read? ➤ What tone would you use? ➤ Would you have read R's line at that speed/so loudly/at that pitch? ➤ How would you have read it? 	<p>PAIRED WORK</p> <ul style="list-style-type: none"> • Students are given two envelopes, one containing pictures showing possible causes and another with pictures showing possible effects For example: <ul style="list-style-type: none"> ➤ A picture of someone watering plants ➤ A picture of someone striking a match ➤ A picture of flowers in bloom ➤ A picture of a match ablaze <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> • Students view the same pictures on the computer 	<p>WHOLE GROUP WORK</p> <ul style="list-style-type: none"> • Students view film clip of a conflict scene • Class discusses the nature of the conflict: <ul style="list-style-type: none"> ➤ What was the conflict about? ➤ Who was involved in the conflict? ➤ Why did individuals behave the way they did? ➤ What alternative course of action could they have taken? • Chalkboard summary using T-Chart <table border="1" style="margin-left: 20px; margin-top: 10px;"> <tr> <td style="padding: 5px;"><i>Source of Conflict</i></td> <td style="padding: 5px;"><i>Ways to resolve Conflict</i></td> </tr> <tr> <td style="height: 40px;"></td> <td style="height: 40px;"></td> </tr> </table> ➤ Possible sources of conflict ➤ Possible ways to 	<i>Source of Conflict</i>	<i>Ways to resolve Conflict</i>			<p>WHOLE GROUP WORK</p> <ul style="list-style-type: none"> • Students are given the following scenarios: <ul style="list-style-type: none"> □ You are a tourist and you need to find your way to a popular site/tourist attraction. □ You are a policeman and someone has asked you to help him/her find a lost child. □ You need the store clerk's help to make a purchase. • Students volunteer sample questions for each scenario and these are placed on chalkboard. Teacher uses information to categorize and point out the different ways that questions can be formed: <ul style="list-style-type: none"> ➤ Inversion ➤ Interrogatory tags ➤ Using 4W's and H 	<p>SMALL GROUP WORK</p> <ul style="list-style-type: none"> • Students are given sample comic strips along with a data sheet • Students examine comic strips and complete the data sheet <p>DATA SHEET Features of Comic Strips</p> <table border="1" style="margin-left: 20px; margin-top: 10px;"> <tr> <td style="padding: 5px;">LANGUAGE</td> </tr> <tr> <td style="padding: 5px;"> <ul style="list-style-type: none"> • Direct speech • Concise language • Onomatopoeia • Humour </td> </tr> </table> <p>CHARACTERS</p> <ul style="list-style-type: none"> • Caricatures • Few in number 	LANGUAGE	<ul style="list-style-type: none"> • Direct speech • Concise language • Onomatopoeia • Humour
<i>Source of Conflict</i>	<i>Ways to resolve Conflict</i>										
LANGUAGE											
<ul style="list-style-type: none"> • Direct speech • Concise language • Onomatopoeia • Humour 											

TERM THREE

THEME: CAREERS (1)

STRAND	LISTENING/SPEAKING	READING	LITERATURE	WRITING	MEDIA/VISUAL LITERACY
<p>TOPIC</p> <p>S</p> <p>T</p> <p>R</p> <p>A</p> <p>T</p> <p>E</p> <p>G</p> <p>I</p> <p>E</p> <p>S</p>	<ul style="list-style-type: none"> Students are invited to demonstrate alternative ways of reading the lines. Students decide on the best way to read the characters' lines, and the excerpt is read for a final time. 	<ul style="list-style-type: none"> Students match pictures to show a possible cause and its effect Students write the cause/effect relationship <p>FOR EXAMPLE</p> <ul style="list-style-type: none"> ➤ If you water your plants, they will bloom ➤ If you strike a match, it will ignite ➤ When you water your plants, they bloom. ➤ When you strike a match, it ignites 	<p>MINI LESSON</p> <p>Definition of terms “conflict” and “conflict resolution”</p> <p><i>Identification of major sources of conflict</i></p> <ul style="list-style-type: none"> - with nature - with self - with society - between individuals - among individual characters 	<p>MINI LESSON</p> <ul style="list-style-type: none"> • Inversion using the present tense • Questions using do/does • Interrogatory tags without contraction • With Contraction don't/aren't/won't <p>SMALL GROUP WORK</p> <p><i>Correction of Imprecise and Double-barrelled Questions</i></p> <ul style="list-style-type: none"> • Students are given a list of questions and are asked to rewrite them, to make them clearer and more effective <p>FOR EXAMPLE:</p> <ul style="list-style-type: none"> - <i>If you had a choice</i> where would you live? 	<p>COMIC STRIPS</p> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> <p><i>VISUAL EFFECTS</i></p> <p>Use of symbols</p> <p style="text-align: center;">SUN MOON</p> <p>Use of images</p> </div> <div style="border: 1px solid black; padding: 5px;"> <p><i>STRUCTURE</i></p> <p>Use of frames</p> <p>Use of speech bubbles</p> </div> <ul style="list-style-type: none"> • Students share and discuss their findings. • Information agreed on is placed on a similar data sheet which is placed on the chalkboard. • Referring to the data sheet on the chalkboard, students ensure that their individual data sheet is correct.

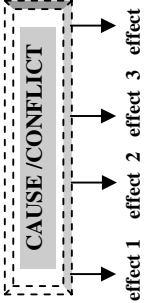
TERM THREE

THEME: CAREERS (1)

STRAND	LISTENING/SPEAKING	READING	LITERATURE	WRITING	MEDIA/VISUAL LITERACY
TOPIC	ORACY SKILLS (MONOLOGUES)	CAUSE AND EFFECT	SOURCES OF CONFLICT	QUESTIONING SKILLS	COMIC STRIPS
S T R A T E G I E S	<p>SMALL GROUP WORK</p> <ul style="list-style-type: none"> • Taped monologue is played or teacher performs a dramatic monologue for students • Each group of students is then invited to choose a monologue from one of their literature texts. (Teachers may supply supplementary pieces). • Students prepare their monologue (peer tutoring) and make class presentation. • Students assess each other's presentations using student made checklist. 	<div style="border: 2px solid black; padding: 5px; margin-bottom: 10px;"> <p style="text-align: center;">MINI LESSON</p> <p>Construction of sentences beginning with IF clauses.</p> <p>Construction of sentences introduced by WHEN clauses.</p> </div> <p>WHOLE GROUP WORK</p> <ul style="list-style-type: none"> • Students are presented with an extract from Agriculture or Science or Geography texts. • Students identify the effects of stated causes in the passage. • Students use T-chart or other graphics to illustrate responses. • Students make presentations to the class using 'if' and 'when' constructions 	<p>SMALL GROUP WORK</p> <ul style="list-style-type: none"> • Students describe conflict that teenagers have at home/school/in society/with self. • Students determine the source of each conflict and provide a means of dealing with it • Students identify the impact of conflict on self and others. • Students report to class and responses are mapped on chalkboard. <div style="text-align: center;"> </div>	<p>➤ If you had a choice, in which country would you live?</p> <ul style="list-style-type: none"> - If you had a choice, in which type of house would you live? - How long will it take to get to Princes Town? - What did you learn this morning? - What do you think about teachers? <ul style="list-style-type: none"> • Students make presentations and there is discussion and feedback 	<p>SMALL GROUP WORK</p> <ul style="list-style-type: none"> • Each group of students is given a different comic strip. • Students explore the contents of the comic strip in order to identify the author's intention • Students report on their findings and a chalkboard summary is made of the purpose and function of comic strips. <p>FUNCTIONS OF COMIC STRIPS</p> <ul style="list-style-type: none"> - <i>To entertain</i> - <i>To warn</i> - <i>To advise</i> - <i>To explore issues</i>

TERM THREE

THEME: CAREERS (1)

STRAND	LISTENING/SPEAKING (MONOLOGUES)	READING CAUSE AND EFFECT	LITERATURE SOURCES OF CONFLICT	WRITING QUESTIONING SKILLS	MEDIA/VISUAL LITERACY COMIC STRIPS
S	INDIVIDUAL WORK	SMALL GROUP WORK		MINI LESSON <i>Factors which contribute to effective questioning skills</i> <ul style="list-style-type: none"> <input type="checkbox"/> Precise phrasing <input type="checkbox"/> Lack of ambiguity <input type="checkbox"/> Absence of double-barrelled questions 	PAIRED WORKED
T	<ul style="list-style-type: none"> • Students are asked to write a brief response to one of the following experiences: 	<ul style="list-style-type: none"> • Students view a short Science or Geography documentary. 	<ul style="list-style-type: none"> • JOURNAL ENTRY 	<ul style="list-style-type: none"> • Individual Work 	<ul style="list-style-type: none"> • Students are given carefully selected sample comic strips along with lead questions.
R	<ul style="list-style-type: none"> <input type="checkbox"/> You have just lost your Pet. 	<ul style="list-style-type: none"> • A list of effects is given to them. 	<ul style="list-style-type: none"> - Students are invited to note what for them, is a source of conflict, and write a private message to themselves in their journal about how they resolve to deal with it in the future 	<ul style="list-style-type: none"> • Resource persons from different professions are to be invited to make presentations to the class 	<ul style="list-style-type: none"> • Students examine the comic strips using questions as a guide.
A	<ul style="list-style-type: none"> <input type="checkbox"/> You have just won a Competition. 	<ul style="list-style-type: none"> • Students view film again and identify the possible cause/s 	<ul style="list-style-type: none"> - Students are invited to note what for them, is a source of conflict, and write a private message to themselves in their journal about how they resolve to deal with it in the future 	<ul style="list-style-type: none"> - A policeman - A secretary - A doctor - A fashion designer - A disc jockey - A hair dresser 	<ul style="list-style-type: none"> • What is the effect of the close-up shot in this frame? • How does the writer give the impression of distance in this frame? • What purpose does using only two frames serve? • What is the effect of varying letter size?
T	<ul style="list-style-type: none"> <input type="checkbox"/> You have been unfairly treated by someone in authority. 	<ul style="list-style-type: none"> • Students share and discuss their response. 	<ul style="list-style-type: none"> - Students are invited to note what for them, is a source of conflict, and write a private message to themselves in their journal about how they resolve to deal with it in the future 	<ul style="list-style-type: none"> - A policeman - A secretary - A doctor - A fashion designer - A disc jockey - A hair dresser 	<ul style="list-style-type: none"> • What is the effect of the close-up shot in this frame? • How does the writer give the impression of distance in this frame? • What purpose does using only two frames serve? • What is the effect of varying letter size?
E	<ul style="list-style-type: none"> <input type="checkbox"/> You have been unfairly treated by someone in authority. 	<ul style="list-style-type: none"> • Students share and discuss their response. 	<ul style="list-style-type: none"> - Students are invited to note what for them, is a source of conflict, and write a private message to themselves in their journal about how they resolve to deal with it in the future 	<ul style="list-style-type: none"> - A policeman - A secretary - A doctor - A fashion designer - A disc jockey - A hair dresser 	<ul style="list-style-type: none"> • What is the effect of the close-up shot in this frame? • How does the writer give the impression of distance in this frame? • What purpose does using only two frames serve? • What is the effect of varying letter size?
G	<ul style="list-style-type: none"> • A number of students may choose to respond to the same experience 	<ul style="list-style-type: none"> • Students read a selected passage and identify the cause and effect relationships. 	<ul style="list-style-type: none"> - Students are invited to note what for them, is a source of conflict, and write a private message to themselves in their journal about how they resolve to deal with it in the future 	<ul style="list-style-type: none"> - A policeman - A secretary - A doctor - A fashion designer - A disc jockey - A hair dresser 	<ul style="list-style-type: none"> • What is the effect of the close-up shot in this frame? • How does the writer give the impression of distance in this frame? • What purpose does using only two frames serve? • What is the effect of varying letter size?
I	<ul style="list-style-type: none"> • Students can tape their responses 	<ul style="list-style-type: none"> • Students write the cause and effect relationship using either IF clauses or WHEN clauses. 	<ul style="list-style-type: none"> - Students are invited to note what for them, is a source of conflict, and write a private message to themselves in their journal about how they resolve to deal with it in the future 	<ul style="list-style-type: none"> - A policeman - A secretary - A doctor - A fashion designer - A disc jockey - A hair dresser 	<ul style="list-style-type: none"> • What is the effect of the close-up shot in this frame? • How does the writer give the impression of distance in this frame? • What purpose does using only two frames serve? • What is the effect of varying letter size?
E	<ul style="list-style-type: none"> • Students make presentations 	<ul style="list-style-type: none"> • Students share and discuss their responses 	<ul style="list-style-type: none"> - Students are invited to note what for them, is a source of conflict, and write a private message to themselves in their journal about how they resolve to deal with it in the future 	<ul style="list-style-type: none"> - A policeman - A secretary - A doctor - A fashion designer - A disc jockey - A hair dresser 	<ul style="list-style-type: none"> • What is the effect of the close-up shot in this frame? • How does the writer give the impression of distance in this frame? • What purpose does using only two frames serve? • What is the effect of varying letter size?
S	<ul style="list-style-type: none"> • Class assessment of performance 	<ul style="list-style-type: none"> • Teacher gives feedback. 	<ul style="list-style-type: none"> - Students are invited to note what for them, is a source of conflict, and write a private message to themselves in their journal about how they resolve to deal with it in the future 	<ul style="list-style-type: none"> - A policeman - A secretary - A doctor - A fashion designer - A disc jockey - A hair dresser 	<ul style="list-style-type: none"> • What is the effect of the close-up shot in this frame? • How does the writer give the impression of distance in this frame? • What purpose does using only two frames serve? • What is the effect of varying letter size?

TERM THREE

THEME: CAREERS (1)

STRAND	LISTENING/SPEAKING ORACY SKILLS (MONOLOGUES)	READING CAUSE AND EFFECT	LITERATURE SOURCES OF CONFLICT	WRITING QUESTIONING SKILLS	MEDIA/VISUAL LITERACY
<p style="text-align: center;">S T R A T E G I E S</p>			<div style="border: 1px solid black; padding: 10px; margin-bottom: 10px;"> <p>MINI LESSON</p> <ul style="list-style-type: none"> • Will/Would • Use of the construction "I resolve" and other similar constructions <div style="text-align: center;"> <pre> graph TD A[] --> B[I intend] A --> C[I resolve] A --> D[I have decided] </pre> </div> </div> <p>WHOLE GROUP WORK</p> <ul style="list-style-type: none"> • Students examine sources of conflict in familiar stories, for example, “The Ugly Duckling” <p>SMALL GROUP WORK</p> <ul style="list-style-type: none"> • Students retell parts of the stories to suggest acceptable, alternative patterns of behaviour. • Students identify the source/s of conflict and ways to resolve it/them. • Students role-play to show alternative patterns of behaviour. 	<ul style="list-style-type: none"> • Students are asked to prepare a list of five questions to ask one of the persons who will be invited. <p>SMALL GROUP WORK</p> <ul style="list-style-type: none"> • Students are grouped based on their choice of career person and are asked to share and revise their questions. • Students compile one list for submission. <p>INDIVIDUAL WORK</p> <ul style="list-style-type: none"> • Students create a list of questions needed to gain additional information on career of their choice. • Students use computer/library to gather information on the career of their choice. 	<p>COMIC STRIPS</p> <ul style="list-style-type: none"> • Student presentations and class discussions are held to explore the devices which can be used in the creation of comic strips. • Students create a graphic to represent the devices. <p>SMALL GROUP WORK</p> <ul style="list-style-type: none"> • Students create a five-frame comic strip based on excerpts from literature texts or selected themes. • Comic strips are circulated to other groups and are critiqued by peers. • Students revise comic strips based on feedback given.

TERM THREE

THEME: CAREERS (1)

STRAND	LISTENING/SPEAKING (MONOLOGUES)	READING CAUSE AND EFFECT	LITERATURE SOURCES OF CONFLICT	WRITING QUESTIONING SKILLS	MEDIA/VISUAL LITERACY COMIC STRIPS
E V A L U A T I O N	<ul style="list-style-type: none"> - Presentation of monologues chosen from text - Assessment of checklist for assessing oral performances - Creation of a graphic to represent effective communication skills - Written exercise:- The Importance of Effective Communication skills - Assessment of taped response 	<ul style="list-style-type: none"> - Identification of cause and effect relationships - Composition of statements showing cause and effect relationships 	<ul style="list-style-type: none"> - Graphic work showing cause and effect relationships resulting from conflict situations - Labelling of excerpts based on their source of conflict. - <i>Conflict with characters</i> - <i>Conflict among characters</i> - <i>Conflict with self</i> - <i>Conflict with society</i> - <i>Conflict with nature</i> <p>Written exercise:</p> <ul style="list-style-type: none"> - Write a creative piece showing the resolution of a conflict 	<ul style="list-style-type: none"> - Creation of list of questions for interview of career person - Rewriting of ineffective questions 	<ul style="list-style-type: none"> - Creation of comic strip - Creation of checklist to assess comic strips - Written exercise: “The Purpose and Function of Comic Strips”

TERM THREE

THEME: CAREERS (1)

STRAND	LISTENING/SPEAKING (MONOLOGUES)	READING CAUSE AND EFFECT	LITERATURE SOURCES OF CONFLICT	WRITING QUESTIONING SKILLS	MEDIA /VISUAL LITERACY
R E S O U R C E S	<ul style="list-style-type: none"> • TEXT • TAPED MONOLOGUE • TAPE RECORDER 	<ul style="list-style-type: none"> • PICTURE • COMPUTER TEXTS • GRAPHICS – T-Chart • DOCUMENTARY 	<ul style="list-style-type: none"> • VIDEO CLIP • GRAPHICS – T- Charts • TEXTS 	<ul style="list-style-type: none"> • TEXTS • COMPUTER 	<ul style="list-style-type: none"> • DATA SHEET • TEXTS • COMIC STRIPS • COMPUTER (INTERNET)
I N T E G R A T I N G C U R R I C U L A R A C T I V I T I E S	<ul style="list-style-type: none"> • MUSIC • TECHNOLOGY EDUCATION • VISUAL AND PERFORMING ARTS 	<ul style="list-style-type: none"> • GEOGRAPHY • SCIENCE • TECHNOLOGY EDUCATION 	<ul style="list-style-type: none"> • TECHNOLOGY EDUCATION • VISUAL AND PERFORMING ARTS • MORAL AND VALUES EDUCATION • SOCIAL STUDIES 	<ul style="list-style-type: none"> • SOCIAL STUDIES 	<ul style="list-style-type: none"> • TECHNOLOGY EDUCATION • VISUAL AND PERFORMING ARTS

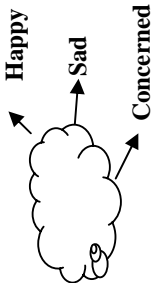
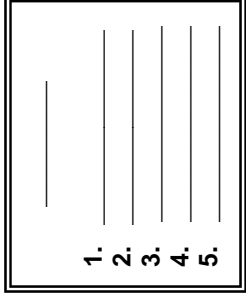

TERM THREE

THEME: CAREERS (2)

STRAND	LISTENING/ SPEAKING	READING	LITERATURE	WRITING	MEDIA/VISUAL LITERACY
TOPIC	ORACY SKILL CHORAL SPEAKING	SUMMARIZING	PLOT DEVELOPMENT	NARRATIVE	HEADLINES AND CAPTIONS
<p>O</p> <p>B</p> <p>J</p> <p>E</p> <p>C</p> <p>T</p> <p>I</p> <p>V</p> <p>E</p> <p>S</p>	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> - pronounce words correctly - enunciate accurately - use words to create effect - appreciate language as an efficient vehicle to communicate tone, mood, atmosphere and message - appreciate the importance of synchronization - appreciate the value of working as a team 	<ul style="list-style-type: none"> - summarize text - appreciate the value of concise language - appreciate the importance of sequence 	<ul style="list-style-type: none"> - identify the main events in a text - analyse the story structure of a given text - determine the relationship between story structure and author's intention - identify different types of story structure and the purpose and function of each - appreciate the value of story structure - transfer knowledge of story structure to the creation of their own stories 	<ul style="list-style-type: none"> - generate and develop ideas in response to a given topic - use language effectively to make a story vivid and appealing to an audience - use punctuation effectively - create a story using a headline from a newspaper. 	<ul style="list-style-type: none"> - state the purpose of headlines and captions - describe techniques used in the creation of headlines and captions - create headlines and captions for chosen articles and pictures. - value the power of concise language

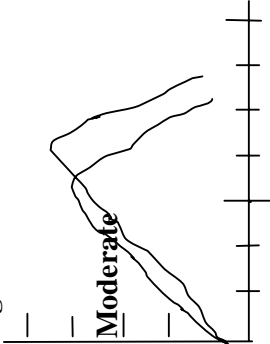
THEME: CAREERS (2)

TERM THREE

STRAND	LISTENING/ SPEAKING	READING	LITERATURE	WRITING	MEDIA/VISUAL LITERACY						
TOPIC	ORACY SKILLS CHORAL SPEAKING	SUMMARIZING	PLOT DEVELOPMENT	NARRATIVE	HEADLINES AND CAPTIONS						
<p>S</p> <p>T</p> <p>R</p> <p>A</p> <p>T</p> <p>E</p> <p>G</p> <p>I</p> <p>E</p> <p>S</p>	<p>INDIVIDUAL WORK</p> <ul style="list-style-type: none"> Students are given a text and are asked to read quietly <p>WHOLE GROUP WORK</p> <ul style="list-style-type: none"> Teacher then reads text and guides whole class discussion to ensure that the text is understood Students are asked to dramatize portions of the text in order to consolidate meaning With the help of leading questions, students identify mood and atmosphere created in the text and the tone of the speaker. <p><i>FOR EXAMPLE</i></p> <ul style="list-style-type: none"> What feelings do the words arouse in you? What is the tone of the writer in line 	<p>SMALL GROUP WORK</p> <ul style="list-style-type: none"> Students are given a short story and are asked to create, in five frames, a comic strip based on it. Class presentation, followed by discussion. Students post comic strip around the room. In groups, students view and evaluate each strip. <p>INDIVIDUAL WORK</p> <ul style="list-style-type: none"> Students are given an experiment from a Science text and are asked to enumerate the steps Students are given a numbered chart with which to work 	<p>SMALL GROUP WORK</p> <ul style="list-style-type: none"> Students are given copies of a chosen short story or short play Students are asked to use one of the following graphics to map out main events of the story/play <table border="1" data-bbox="639 735 754 1038"> <tr> <td>STORY TRAIN</td> <td>STORY MAP</td> <td>STORY LADDER</td> </tr> <tr> <td></td> <td></td> <td></td> </tr> </table> <ul style="list-style-type: none"> Group presentation and verification of responses 	STORY TRAIN	STORY MAP	STORY LADDER				<p>WHOLE GROUP WORK</p> <ul style="list-style-type: none"> Students are given a newspaper headline to generate ideas using a Story Star for e.g. “Baby found abandoned in fast food outlet” <p>STORY STAR</p> <p>Where?</p> <p>Who?</p>  <p>When?</p> <p>Result</p> <p>Conclusion</p> <p>SMALL GROUP WORK</p> <p>COOPERATIVE CLASS STORY</p> <ul style="list-style-type: none"> In relation to ideas generated above, each group of about five students develops a short story. Stories are written and they are shared orally. 	<p>WHOLE GROUP WORK</p> <p>CAPTIONS</p> <ul style="list-style-type: none"> Students are given picture with captions from the newspaper Students examine picture in an attempt to identify the relationship between the caption and the picture Students examine the language used in captions Chalkboard summary done
STORY TRAIN	STORY MAP	STORY LADDER									

THEME: CAREERS (2)

TERM THREE

STRAND	LISTENING/ SPEAKING	READING	LITERATURE	WRITING	MEDIA/VISUAL LITERACY						
TOPIC	ORACY SKILLS CHORAL SPEAKING	SUMMARIZING	PLOT DEVELOPMENT	NARRATIVE	HEADLINES AND CAPTIONS						
<p>S</p> <p>T</p> <p>R</p> <p>A</p> <p>T</p> <p>E</p> <p>G</p> <p>I</p> <p>E</p> <p>S</p>	<ul style="list-style-type: none"> • What is the general atmosphere of the text? • Identify words/expressions which, in your opinion, help to create this atmosphere • Chalkboard review and summary <p>WHOLE GROUP WORK</p> <ul style="list-style-type: none"> • Students and teachers identify words that they will have to exercise care in pronouncing. • Words are placed on chalkboard and students listen to the correct pronunciation/ enunciation on tape or by the teacher • Students repeat, then practise in small groups 	<ul style="list-style-type: none"> • Students are encouraged to use graphics to accompany the list. <p>INTEREST GRAPH</p> <p>Points of interest</p> <p>High</p>  <p>Moderate</p>	<p>WHOLE GROUP WORK</p> <div data-bbox="354 735 600 1038" style="border: 2px solid black; padding: 5px;"> <p>MINI LESSON</p> <p><i>Review – identifying relevant details</i></p> </div> <ul style="list-style-type: none"> • Using the previous short story/play students are asked to divide another story into beginning/ middle/end. • Students’ ideas are presented on chalkboard using a graphic organizer. <p>EVENTS OF STORY</p> <table border="1" data-bbox="1085 756 1270 1028"> <tr> <td>Beginning</td> <td>Middle</td> <td>End</td> </tr> <tr> <td> </td> <td> </td> <td> </td> </tr> </table>	Beginning	Middle	End				<ul style="list-style-type: none"> • Class discussion on development of ideas <div data-bbox="400 393 1255 695" style="border: 2px solid black; padding: 5px;"> <p>MINI LESSON</p> <ul style="list-style-type: none"> - Use of effective language - Choosing the most appropriate word for the context. <p>MOVEMENT</p> <ul style="list-style-type: none"> - <i>Gallop, scurry, ran, march, strut.</i> <p>EMOTIONS</p> <ul style="list-style-type: none"> - <i>Frightened, anxious, petrified</i> <p>SPEECH</p> <ul style="list-style-type: none"> - <i>gossip whisper, berate, grumble, mumble</i> </div>	<p>SMALL GROUP WORK</p> <p>CAPTIONS</p> <ul style="list-style-type: none"> • Students are given three picture and an envelope with four captions • Students match pictures with captions • Students explain choice • Whole class assessment <div data-bbox="739 80 1370 362" style="border: 2px solid black; padding: 5px;"> <p>MINI LESSON</p> <p><i>Purpose and function of captions</i></p> <ul style="list-style-type: none"> - Attract attention - Cue reader into significant details - Shape readers’ response - Put picture into context <p><i>Language of Captions: Clear, Graphic, Concise, Witty</i></p> </div>
Beginning	Middle	End									

TERM THREE

THEME: CAREERS (2)

STRAND	LISTENING/SPEAKING	READING	LITERATURE	WRITING	MEDIA/VISUAL LITERACY						
TOPIC	<p style="text-align: center;">ORACY SKILLS CHORAL SPEAKING</p> <ul style="list-style-type: none"> Students are invited to listen to the pronunciation and enunciation of words on tape when necessary 	<p style="text-align: center;">SUMMARIZING</p>	<p style="text-align: center;">PLOT DEVELOPMENT</p>	<p style="text-align: center;">NARRATIVE</p>	<p style="text-align: center;">HEADLINES AND CAPTIONS</p>						
<p style="text-align: center;">S T R A T E G I E S</p>	<p style="text-align: center;">WHOLE GROUP WORK <i>Orchestration of text</i></p> <ul style="list-style-type: none"> Students and teachers mark: <ul style="list-style-type: none"> the phrasing throughout the text the points at which to pause the words/lines to be said loudly/softly/fast/slowly the lines where an individual voice or small groups work is needed Students practise text in parts and in its entirety, paying attention to synchronization 	<p style="text-align: center;">INDIVIDUAL WORK</p> <ul style="list-style-type: none"> Students are given a passage from a History text and are asked to summarize the information using a time line or a time ladder. <p style="text-align: center;">SMALL GROUP WORK</p> <ul style="list-style-type: none"> Students are given a passage and are asked to reduce it to one third of its length Students share and feedback is given Students would choose one of the careers from the listening/speaking Strand and create the job application form Suggest that forms could be presented on overhead projector, using bristol board etc. 	<p style="text-align: center;">INDIVIDUAL WORK</p> <ul style="list-style-type: none"> Students are asked to read an extract from a play with a different story structure and perform the same task. Discussion of types of structure and the purpose and function of each. <div style="border: 2px solid black; padding: 5px; margin: 10px 0;"> <p style="text-align: center;">MINI LESSON</p> <p style="text-align: center;">INTRODUCTION TO TERMS:</p> <ul style="list-style-type: none"> - <i>exposition</i> - <i>climax</i> - <i>denouement</i> </div> <ul style="list-style-type: none"> Students are asked to identify points of low, moderate and high interest in the story Students represent this information on a graph on transparencies Transparencies are viewed and discussed. 	<p style="text-align: center;">SMALL GROUP WORK</p> <ul style="list-style-type: none"> Students revise short story previously written to improve language used. <p style="text-align: center;">INDIVIDUAL WORK</p> <p style="text-align: center;">STORY CHART</p> <ul style="list-style-type: none"> Students are given another headline and after brainstorming, they represent ideas on a story chart. <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <tr> <th colspan="2" style="text-align: center;">HEADLINE</th> </tr> <tr> <td style="width: 50%; text-align: center;">Character</td> <td style="width: 50%; text-align: center;">Plot Dev.</td> </tr> <tr> <td style="height: 40px;"></td> <td style="height: 40px;"></td> </tr> </table> <p style="text-align: center;">STORY CHART</p>	HEADLINE		Character	Plot Dev.			<p style="text-align: center;">INDIVIDUAL WORK</p> <ul style="list-style-type: none"> A picture without caption is taped to chalkboard Students are asked to create a caption for the picture Students read captions which they created Class chooses the best caption. This is taped to picture on chalkboard <p style="text-align: center;">HEADLINES</p> <p style="text-align: center;">SMALL GROUP WORK</p> <ul style="list-style-type: none"> Students examine newspaper articles with headlines Students identify the purpose of headlines Students examine the language used in headlines Students engage in whole class sharing Chalkboard summary done
HEADLINE											
Character	Plot Dev.										

TERM THREE

THEME: CAREERS (2)

STRAND	LISTENING/SPEAKING ORACY SKILL CHORAL SPEAKING	READING SUMMARIZING	LITERATURE PLOT DEVELOPMENT	WRITING NARRATIVE	MEDIA/VISUAL LITERACY HEADLINES AND CAPTIONS
<p>S T R A T E G I E S</p>				<ul style="list-style-type: none"> Students write a story <div style="border: 2px solid black; padding: 5px; margin: 10px auto; width: fit-content;"> <p style="text-align: center;">MINI LESSON</p> <p style="text-align: center;"><i>Effective use of punctuation marks</i></p> <p style="text-align: center;">; : ! , . “ ” ?</p> </div> <ul style="list-style-type: none"> Students share orally for peer assessment <p style="text-align: center;">INDIVIDUAL WORK</p> <ul style="list-style-type: none"> Students revise stories to ensure the effective use of language and punctuation 	<p style="text-align: center;">INDIVIDUAL WORK</p> <ul style="list-style-type: none"> The words of a headline are cut apart and placed in an envelope. Students are given the corresponding newspaper article with the envelope of words Students are asked to use words in the envelope to create a headline for the article. Students read the headlines created. Students choose the most effective headline. <p style="text-align: center;">WHOLE GROUP WORK</p> <ul style="list-style-type: none"> The newspaper article and chosen headline are stuck to the chalkboard The students examine original headline and discuss the similarities between the original and the chosen headline.

TERM THREE

THEME: CAREERS (2)

STRAND	LISTENING/SPEAKING ORACY SKILLS CHORAL SPEAKING	READING SUMMARIZING	LITERATURE PLOT DEVELOPMENT	WRITING NARRATIVE	MEDIA/VISUAL LITERACY HEADLINES AND CAPTIONS								
S T R A T E G I E S					<p>WHOLE GROUP WORK</p> <ul style="list-style-type: none"> • Students compare the language of captions and headlines • Responses are noted on a T-Chart on chalkboard. <table border="1" data-bbox="808 76 1131 379"> <thead> <tr> <th data-bbox="808 237 877 379">CAPTION</th> <th data-bbox="808 76 877 237">HEADLINES</th> </tr> </thead> <tbody> <tr> <td data-bbox="877 237 962 379">Full Sentences</td> <td data-bbox="877 76 962 237">Condensed Phrases</td> </tr> <tr> <td data-bbox="962 237 1031 379"></td> <td data-bbox="962 76 1031 237">Channels</td> </tr> <tr> <td data-bbox="1031 237 1131 379"></td> <td data-bbox="1031 76 1131 237">Omission of articles</td> </tr> </tbody> </table>	CAPTION	HEADLINES	Full Sentences	Condensed Phrases		Channels		Omission of articles
CAPTION	HEADLINES												
Full Sentences	Condensed Phrases												
	Channels												
	Omission of articles												

TERM THREE

THEME: CAREERS (2)

STRAND	LISTENING/SPEAKING	READING	LITERATURE	WRITING	MEDIA/VISUAL LITERACY
TOPIC	ORACY SKILLS CHORAL SPEAKING	SUMMARIZING	PLOT DEVELOPMENT	NARRATIVE	HEADLINES AND CAPTIONS
S T R A T E G I E S					<p>SMALL GROUP WORK</p> <ul style="list-style-type: none"> • Students are given an envelope with words • Students use five of these words to create a headline • Students stick headline to a sheet of paper and create a short newspaper article based on the headline. • Students compile finished articles into a class 'newspaper.'

TERM THREE

THEME: CAREERS (2)

STRAND	LISTENING/SPEAKING ORACY SKILLS CHORAL SPEAKING	READING SUMMARIZING	LITERATURE PLOT DEVELOPMENT	WRITING NARRATIVE	MEDIA/VISUAL LITERACY HEADLINES AND CAPTIONS
E V A L U A T I O N	<ul style="list-style-type: none"> - Orchestration is taped for self-assessment - Orchestration is performed for a panel of independent judges before an audience from the school population 	<ul style="list-style-type: none"> - A portfolio assembly of tasks done during the unit - A diary entry of one day's activity - Summary of a newspaper article. 	<ul style="list-style-type: none"> - Mapping story structure on interest graph - Identification of story structure of chosen story - Written response : "The role of story structure in a given text." 	<ul style="list-style-type: none"> - The final draft of short story - Assessment of Story Chart - Assessment of students' portfolio of all four drafts of their story 	<ul style="list-style-type: none"> - Creation of captions in response to given pictures from the newspaper - Creation of headlines for newspaper articles - Creation of captions for wordless cartoons - Creation of articles in response to headlines

TERM THREE

THEME: CAREERS (2)

STRANDS	LISTENING/SPEAKING	READING	LITERATURE	WRITING	MEDIA/VISUAL LITERACY
TOPICS	ORACY SPEAKING CHORAL SPEAKING	SUMMARIZING	PLOT DEVELOPMENT	NARRATIVE	HEADLINES AND CAPTIONS
<p>R E S O U R C E S</p>	<ul style="list-style-type: none"> • <i>TEXT</i> • <i>GRAPHICS</i> • <i>CASSETTES</i> 	<ul style="list-style-type: none"> • <i>COMIC STRIP</i> • <i>GRAPHIC ORGANIZERS</i> 	<ul style="list-style-type: none"> • <i>GRAPHIC ORGANIZERS</i> • <i>TEXTS – Stories</i> 	<ul style="list-style-type: none"> • <i>NEWSPAPERS</i> • <i>GRAPHIC ORGANIZERS</i> 	<ul style="list-style-type: none"> • <i>NEWSPAPER ARTICLES</i> • <i>NEWSPAPER PICTURES</i> • <i>GRAPHICS</i>
<p>I N T E G R A T I N G</p> <p>A C T I V I T I E S</p>	<ul style="list-style-type: none"> • <i>MUSIC</i> 	<ul style="list-style-type: none"> • <i>SCIENCE</i> • <i>ART</i> 	<ul style="list-style-type: none"> • <i>MUSIC</i> 	<ul style="list-style-type: none"> • <i>SOCIAL STUDIES</i> 	<ul style="list-style-type: none"> • <i>SOCIAL STUDIES</i>

TERM THREE

THEME: CAREERS (3)

STRAND	LISTENING/SPEAKING EFFERENT LISTENING/ ORACY SKILLS (INTERVIEWS)	READING COMPLETION OF FORMS	LITERATURE LITERARY DEVICES	WRITING FORMAL LETTER	MEDIA/VISUAL LITERACY CARTOONS
<p>O</p> <p>B</p> <p>J</p> <p>E</p> <p>C</p> <p>T</p> <p>I</p> <p>V</p> <p>E</p> <p>S</p>	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> - to express themselves clearly and precisely when asking questions. - deduce significant details from responses given. - respond appropriately to responses - demonstrate respect for an other person during the interview. 	<ul style="list-style-type: none"> - interpret information on forms. - deduce the meaning of standard abbreviations used on forms. - identify how information is organized on forms - appreciate the usefulness of forms - categorize information needed on forms. - complete forms accurately. - create forms to access data. - appreciate the importance of honesty when completing forms. 	<ul style="list-style-type: none"> - identify the literary device – symbol. - explain the meaning of this literary device when used. - use this literary device effectively. - appreciate the impact of its use in speech and writing. - develop an appreciation of literary works. 	<ul style="list-style-type: none"> - use the format for writing formal letters to frame a letter of invitation. - identify the essential details needed in a letter of invitation. - use language appropriate for a formal letter. - make appropriate choice of stationary. - demonstrate suitable addressing system on envelope. - appreciate the importance of presentation when writing formal letters. 	<ul style="list-style-type: none"> - state the features of cartoons - explain the functions of cartoons - outline the devices used in cartoons - explain the procedure used in the creation of cartoons - discern the impact that cartoons can have on the viewer

TERM THREE

THEME: CAREERS (3)

STRAND	LISTENING/SPEAKING	READING	LITERATURE	WRITING	MEDIA/VISUAL LITERACY
TOPIC	INTERVIEWING SKILLS	COMPLETION OF FORMS	LITERARY DEVICES	FORMAL LETTER	CARTOONS
<p style="text-align: center;">S T R A T E G I E S</p>	<p>WHOLE GROUP WORK</p> <ul style="list-style-type: none"> • A panel of career persons is invited to visit the students • Students pose questions to individual members of the panel to gather information about their career. 	<p>SMALL GROUP WORK</p> <ul style="list-style-type: none"> • Students bring in sample application forms • Students examine the forms to classify the types of information asked, for example, <ul style="list-style-type: none"> ➢ Personal data. ➢ Information related to occupation. ➢ Specifics related to the purpose of application. • Students point out abbreviations used on the forms and state what they mean: <ul style="list-style-type: none"> dd/mm/yy Tel. No: W- H- 	<p>SMALL GROUP WORK</p> <ul style="list-style-type: none"> • Students are shown popular symbols: <ul style="list-style-type: none"> ➢ <i>The victory sign</i> ➢ <i>The thumbs-up sign</i> ➢ <i>The thumbs-down sign</i> ➢ THE OPEN PALM <ul style="list-style-type: none"> UPRIGHT OUTSTRETCHED ➢ The power sign • (Students use interview questions which were framed in WRITING Term 3/2) • Students take careful notes during the interview. 	<p>SMALL GROUP WORK</p> <ul style="list-style-type: none"> • Class intends to invite resource persons to address students on career choices • Students identify the resource persons to whom letters of invitation may be sent • Class engages in discussion to identify essential details needed in the letter: <ul style="list-style-type: none"> ➢ The reason for the invitation ➢ The benefits of the visit to the class ➢ A suitable close 	<p>WHOLE GROUP WORK</p> <ul style="list-style-type: none"> • Students are given a data sheet before viewing three short cartoons. <p>DATA SHEET</p> <p>Features of cartoons</p> <div style="border: 3px double black; padding: 5px; margin: 5px;"> <p>LANGUAGE USE</p> <p><i>Concise language</i></p> <p><i>Narration</i></p> <p><i>Absence of speech</i></p> </div> <div style="border: 3px double black; padding: 5px; margin: 5px;"> <p>CHARACTER</p> <p><i>Stereotypical</i></p> <p><i>Representational</i></p> </div>

TERM THREE

THEME: CAREERS (3)

STRAND	LISTENING/SPEAKING	READING	LITERATURE	WRITING	MEDIA/VISUAL LITERACY
TOPIC	INTERVIEWING SKILLS	COMPLETION OF FORMS	LITERARY DEVICES	FORMAL LETTER	CARTOONS
<p>S</p> <p>T</p> <p>R</p> <p>A</p> <p>T</p> <p>E</p> <p>G</p> <p>I</p> <p>E</p> <p>S</p>	<p>SMALL GROUP WORK</p> <ul style="list-style-type: none"> • Students are grouped according to their career choice. • Students collate information gathered during the interview about their career choice: ➢ What the job entails ➢ The length of the course of study ➢ The institutions where training can be obtained ➢ The qualifications needed ➢ Job opportunities 	<ul style="list-style-type: none"> • Information is collated and chalkboard summary done <div style="border: 3px double black; padding: 10px; margin: 10px 0;"> <p style="text-align: center;">MINI LESSON</p> <p>Protocol for the completion of forms:</p> <ul style="list-style-type: none"> ➢ Use of appropriate writing implement ➢ The need for honesty </div> <ul style="list-style-type: none"> • Students would choose one of the careers from the Listening/Speaking Strand and create the job application form • Forms may be presented on overhead projector/bristol board. 	<ul style="list-style-type: none"> • Students and teacher engage in discussion on the meaning of the signs and the possible relationship between the actual signs and their meaning. • Students suggest other signs, discuss their meaning and show the relationship between the sign and its meaning. <div style="border: 3px double black; padding: 10px; margin: 10px 0;"> <p style="text-align: center;">MINI LESSON</p> <p style="text-align: center;"><i>Difference between graphic symbols and non-graphic signs</i></p> </div> <p>SMALL GROUP WORK</p> <ul style="list-style-type: none"> • Students make a list of symbols they see in their environment: 	<p><i>A chalkboard summary is done</i></p> <ul style="list-style-type: none"> • Students write first draft of their letter. (Each group is to send a letter to a different resource person) • Group letters are read and feedback is given by teacher and students on content of the letter <p>SMALL GROUP WORK</p> <ul style="list-style-type: none"> • Students examine the language used in their letters. • Students are guided by teacher-made checklist to examine the following areas: 	<div style="border: 3px double black; padding: 10px; margin: 10px 0;"> <p style="text-align: center;">SETTINGS</p> <p style="text-align: center;"><i>Single setting clearly defined</i></p> </div> <div style="border: 3px double black; padding: 10px; margin: 10px 0;"> <p style="text-align: center;">STRUCTURE</p> <p style="text-align: center;"><i>Fast paced Episodic</i></p> </div> <ul style="list-style-type: none"> • Students complete the data sheet after viewing the cartoons • Student presentations and class discussion followed by chalkboard summary.

TERM THREE

THEME: CAREERS (3)

STRAND	LISTENING/SPEAKING	READING	LITERATURE	WRITING	MEDIA/VISUAL LITERACY
TOPIC	INTERVIEWING SKILLS	COMPLETION OF FORMS	LITERARY DEVICES	FORMAL LETTER	CARTOONS
S T R A T E G I E S	<p>INDIVIDUAL WORK</p> <ul style="list-style-type: none"> Students confirm their career choice and give reasons for staying with their former choice or changing to another. <p>SMALL GROUP WORK</p> <ul style="list-style-type: none"> Students prepare a document/write-up on their career choice Students are given a stipulated length for the document but can choose their method of presentation All documents are compiled in a single document entitled CAREER CHOICES and a copy is placed in the library. 	<p>INDIVIDUAL WORK</p> <ul style="list-style-type: none"> Students read a vignette which gives a short history of a young person about to make first flight alone to another country he/she has to fill out an immigration form before boarding the airplane. Students fill out the immigration form. Students exchange forms and engage in peer review of the forms. Students and teacher engage in explanation of technical terms used on the forms: 	<ul style="list-style-type: none"> <i>At hospitals</i> <i>On the streets</i> <i>In business places</i> <i>In stores</i> <i>On the computer</i> <i>In schools</i> <i>For particular careers</i> <ul style="list-style-type: none"> Students state the meaning of each symbol. Students share information with class. Students discuss the importance and function of symbols. Chalkboard summary done. <p>INDIVIDUAL WORK</p> <p><i>Sketch to Stretch</i></p> <ul style="list-style-type: none"> Students read a brief story and sketch their response to it. 	<ul style="list-style-type: none"> <i>grammar</i> <i>phrasing/expression</i> <i>vocabulary/diction</i> <i>spelling</i> <i>punctuation</i> <div style="border: 3px double black; padding: 10px; margin: 10px 0;"> <p>MINI LESSONS</p> <p>Explanation of different language issues as they arise</p> <ul style="list-style-type: none"> The use of ‘will’ and ‘would’ Synonyms for words used in letter The use of punctuation marks in the addressing system The creation of complex sentences. </div>	<p>SMALL GROUP WORK</p> <ul style="list-style-type: none"> Based on the cartoons viewed previously, students discuss: The primary target audience of the cartoons The purpose and function of cartoons Violence in cartoons The responsibility of the cartoonist Students re-create the story line of a selected cartoon <p>WHOLE GROUP WORK</p> <ul style="list-style-type: none"> Students view other selected cartoons and identify and discuss the devices used Devices are mapped out on the chalkboard

TERM THREE

THEME: CAREERS (3)

STRAND	LISTENING/SPEAKING	READING	LITERATURE	WRITING	MEDIA/LITERACY
TOPIC	INTERVIEWING SKILLS	COMPLETION OF FORMS	LITERARY DEVICES	FORMAL LETTER	CARTOONS
<p>S</p> <p>T</p> <p>R</p> <p>A</p> <p>T</p> <p>E</p> <p>G</p> <p>I</p> <p>E</p> <p>S</p>	<p>SMALL GROUP WORK</p> <ul style="list-style-type: none"> • Students plan and prepare for a Career Fair • Students prepare necessary materials <ul style="list-style-type: none"> - Hand outs - brochures - charts • Students host the Career Fair for students of the other Forms/classes • Students prepare a booth for display • Student become members of a career panel <ul style="list-style-type: none"> - they make presentation of specific careers - they answer questions posed to them 	<ul style="list-style-type: none"> ➢ Point of embarkation ➢ Resident/ Non - resident ➢ Country of birth ➢ Country of residence ➢ Zip code ➢ Occupation <p>INDIVIDUAL WORK</p> <ul style="list-style-type: none"> • Students fill out application forms for a passport <p>WHOLE GROUP WORK</p> <ul style="list-style-type: none"> • Class discussion on information that a person may need to give on a job application form • Information is represented on a graphic on the chalkboard. 	<ul style="list-style-type: none"> • What is the last individual exercise meant to achieve • Students share their sketches • Students identify and discuss the significant symbols <p>SMALL GROUP WORK</p> <ul style="list-style-type: none"> • Popular songs containing symbols are played for students • Copies of the lyrics are distributed • Students read the lyrics of these tunes and identify symbols used • Students share information and engage in discussion on the impact that the use of symbols can have in songs. 	<ul style="list-style-type: none"> • Students edit and revise their letters. <div style="border: 3px double black; padding: 10px; margin: 10px 0;"> <p style="text-align: center;">MINI LESSON</p> <ul style="list-style-type: none"> • Addressing the envelope • use of punctuation in the address • choice of stationery <div style="text-align: center;"> <p>white manila unscented</p> <p>Free of graphics</p> </div> </div> <p>SMALL GROUP WORK</p> <ul style="list-style-type: none"> • Students address their envelopes • Final draft of letter of invitation is posted to career person identified. 	<p>DEVICES USED IN CARTOONS</p> <ul style="list-style-type: none"> ➢ <i>Onomatopoeia</i> ➢ <i>Exaggeration</i> ➢ <i>Appeal to the senses</i> ➢ <i>Use of contrast</i> ➢ <i>Symbols</i> <p>INDIVIDUAL WORK</p> <ul style="list-style-type: none"> • Students create another graphic to represent the devices mapped out on the chalkboard <p>WHOLE GROUP WORK</p> <ul style="list-style-type: none"> • Students view a documentary on the making of cartoons or view demonstration of how it is done

TERM THREE

THEME: CAREERS (3)

STRAND	LISTENING/SPEAKING	READING	LITERATURE	WRITING	MEDIA/VISUAL LITERACY
S T R A T E G I E S	INTERVIEWING SKILLS	<p>COMPLETION OF FORMS</p> <p>SMALL GROUP WORK</p> <ul style="list-style-type: none"> Students create a job application form Students present forms to the class Students engage in discussion and are given feedback by the teacher Students revise forms Students reproduce forms on the overhead projector <p>INDIVIDUAL WORK</p> <p>Students are given personal data and job history of different persons.</p>	<p>LITERARY DEVICES</p> <div style="border: 2px solid black; padding: 5px; margin: 10px 0;"> <p>MINI LESSON</p> <p><i>The identification of and explanation of traditional symbols in literature</i></p> <ul style="list-style-type: none"> Colours: green, yellow white red Journey The seasons </div> <p>SMALL GROUP WORK</p> <ul style="list-style-type: none"> With the help of the following guiding questions, students explore excerpts from literary works. 	FORMAL LETTER	<p>CARTOONS</p> <ul style="list-style-type: none"> Students engage in a question and answer session on the making of cartoons Students produce a step-by-step procedure for the creation of cartoons

TERM THREE

THEME: CAREERS (3)

STRAND	LISTENING/SPEAKING	READING	LITERATURE	WRITING	MEDIA/VISUAL LITERACY
TOPIC	INTERVIEWING SKILLS	COMPLETION OF FORMS	LITERARY DEVICES	FORMAL LETTER	CARTOONS
<p>S T R A T E G I E S</p>		<ul style="list-style-type: none"> Using the information given, students fill out one of the job application forms created. 	<ul style="list-style-type: none"> What are the symbols used by the writer? What meaning is communicated by their use? Does the use of the symbols help in your understanding of the text? Does the use of the symbols aid in your appreciation of the text? Do you have a better understanding of the way the character feels? Do the symbols help to create a clearer picture in your mind? Do you enjoy the text more? <p>INDIVIDUAL WORK</p> <ul style="list-style-type: none"> Students write about the impact of the use of symbols in a particular piece of literature. 		

TERM THREE

THEME: CAREERS (3)

STRAND	LISTENING/SPEAKING SKILLS	READING	LITERATURE	WRITING	MEDIA/VISUAL LITERACY
E V A L U A T I O N	<ul style="list-style-type: none"> - Individual documents on career choice - Students' questioning skills during the interview - Teacher can create a checklist for this exercise - Assessment of Career Fair 	<ul style="list-style-type: none"> - Evaluation of completed application form - Creation of an entry form for an inter-school competition - Completion of a form to apply for an Identification Card 	<ul style="list-style-type: none"> - Written exercise – The Impact of the Use of Symbols in Literature - Identification and explanation of symbols from a chosen passage - Creation of signs to represent and replace classroom rules - Creation of a verse or paragraph using symbols. 	<ul style="list-style-type: none"> - Evaluation of the process involved in the creation of the letter - Evaluation of the final draft. - Written exercise Letter of invitation. 	<ul style="list-style-type: none"> - Step-by-step procedure for the creation of cartoons - Creation of a graphic representing the features of cartoons - Creation of a graphic representing the devices used in the creation of cartoons - Written exercise: The Impact of Cartoons on the Viewer.

TERM THREE

THEME: CAREERS (3)

STRANDS	LISTENING/SPEAKING	READING	LITERATURE	WRITING	MEDIA/VISUAL LITERACY
<p>TOPICS</p> <p>R E S O U R C E S</p> <p>I N T E R A C T I V E</p> <p>G R A T I U L A R S</p>	<p>INTERVIEWING SKILLS</p> <ul style="list-style-type: none"> • RESOURCE PERSONNEL 	<p>APPLICATION FORMS</p> <ul style="list-style-type: none"> • GRAPHICS • APPLICATION FORMS • VIGNETTES 	<p>LITERARY DEVICES</p> <ul style="list-style-type: none"> • TEXTS- Stories Songs • GRAPHICS • TAPED MUSIC • CASSETTE PLAYER 	<p>FORMAL LETTER</p> <ul style="list-style-type: none"> • WRITING PAPER • ENVELOPES • STAMPS • CHECKLIST 	<p>CARTOONS</p> <ul style="list-style-type: none"> • DOCUMENTARY FILMS • CARTOONS • DATA SHEET • TV/VIDEO • CASSETTE RECORDER PLAYER
	<ul style="list-style-type: none"> • SOCIAL STUDIES 	<ul style="list-style-type: none"> • SOCIAL STUDIES • MORALS AND VALUES EDUCATION 	<ul style="list-style-type: none"> • MUSIC • TECHNOLOGY EDUCATION • ART 	<ul style="list-style-type: none"> • SOCIAL STUDIES 	<ul style="list-style-type: none"> • SOCIAL STUDIES • MORAL AND VALUES EDUCATION

PART THREE

INTEGRATION OF LANGUAGE SKILLS

Language Arts incorporates a number of skills, all of which need to be developed in order to ensure that students acquire the facility needed in language.

The skills do not operate independently of each other and therefore must be developed simultaneously in the classroom. The neglect of one skill can lead to reduced facility in the other.

Each skill feeds the other. Reading provides the vocabulary, expressions, ideas and stylistic devices, which the student can transfer to writing and speaking. Through the skill of listening, the student can also gain information, which can filter into his/her speech and writing. Media and visual literacy facilitates and is facilitated by reading and writing and provides another medium through which students can communicate.

All the skills are informed by thinking and consequently, additional skills are gained by the students. They learn to think critically, analyse problems and draw conclusions.

Thus, they become critical, discerning individuals who are aware of what is taking place in their society and who are able to respond to it. It becomes important, therefore, for the teacher to develop all these skills in the language classroom.

The syllabus is written in different strands. These strands interweave with each other and often in the individual lessons. That each skill demonstrated in each strand, assists in the development of the other is made obvious in the sample units presented here. These highlight the internal integration of the strands of the Language Arts syllabus:

LISTENING

SPEAKING

LITERATURE

READING

WRITING

MEDIA AND VISUAL LITERACY

GUIDELINES FOR CURRICULUM DELIVERY

The curriculum is student-centred, activity-oriented, and encourages a literature-rich environment. It introduces a wealth of up-to-date strategies which are used in developing Language Arts skills of Listening/Speaking, Literature, Reading, Writing, Visual Literacy/Media.

The document encourages teachers to employ graphic organizers and other visual tools that will enable students to clarify information, organize information, construct knowledge and communicate their learning to others. The inclusion of oral strategies aids the integrative and collaborative process. Together, they assist in the development of thinking skills and cater for the multiple intelligences and the different learning styles of students.

The following sample unit plan attempts to demonstrate to teachers the possibility for integration of lessons across the strands. It also shows the connectivity among lessons and reflects the attempt being made in the curriculum document to consolidate learning and to facilitate the transfer of knowledge.

The focus of the sample lesson plan is Reading Inference. The plan demonstrates the internal integration of the strands of the Language Arts as well as the possibility for external integration with other subject areas, for example, Science and Visual and Performing Arts. It also seeks to demonstrate a student-centred, activity-oriented approach to the teaching of Language Arts.

SAMPLE UNIT PLAN

TOPIC: PERSUASIVE LANGUAGE SKILLS

YEAR: 200_ -200_

TERM: I

FORM: 3

TEACHER: _____

DURATION: 4 Weeks

NO. OF LESSONS: 6

SECTION A

GENERAL LEARNING OBJECTIVES

COGNITIVE: Develop persuasive language skills.

AFFECTIVE: Appreciate the use of persuasive language.

PSYCHO-MOTOR: Demonstrate the power of persuasive language through performances

LANGUAGE ARTS STRANDS INVOLVED:

Writing, Reading, Listening, Speaking, Viewing.

PRE-REQUISITE SKILLS/CONCEPTS:

Ability to:

- Identify main idea.
- Identify explicit details.
- Identify supporting details.
- Recognize the difference between literal/figurative language.
- Understanding the concept of “audience.”

SECTION B

LIST OF LESSONS:

1. FACT AND OPINION:

Objectives:

- ◆ Differentiate between fact and opinion.
- ◆ Examine subjective language.
- ◆ Perceive bias in writing.
- ◆ Be sensitized to the power of subjective language.

2. INFERENCE:

Objectives:

- ◆ Infer meaning from text – proverb, fiction, non-fiction.
- ◆ Become aware of implicit meanings.
- ◆ Respond sensitively to implicit meanings.

3. PERSUASIVE WRITING:

Objectives:

- ◆ Identify persuasive devices/techniques used in advertisements.
- ◆ Assess the impact of devices used.
- ◆ Create an advertisement for print media.

4. APPEAL TO THE SENSES:

Objectives:

- ◆ Identify language in poetry that appeals to the senses.
- ◆ Create written texts using language that appeals to the senses.
- ◆ Analyse writer's use of language to create effect.

5. JINGLES

Objectives:

- ◆ Define the term "jingle."
- ◆ Identify the associations that are made in jingles.
- ◆ Identify the target groups aimed at.
- ◆ Indicate the purposes for which jingles are used.
- ◆ Give examples of the devices used in jingles.
- ◆ Use devices identified, in the creation of their own jingles.

6. ADVERTISEMENTS: Objectives:

- ◆ Identify technical devices used in advertisements.
- ◆ Assess the impact of the devices used.
- ◆ Create an advertisement for non-print media.

SECTION C**METHODOLOGY:**

- ◆ Whole group teaching.
- ◆ Small group work.
- ◆ Individual work.
- ◆ Creation of semantic maps.
- ◆ Presentation.
- ◆ Demonstrations

SECTION D**RESOURCES:**

- ◆ Think sheets.
- ◆ Checklists.
- ◆ Video Recorder/Video Clips.
- ◆ Cassette Recorder/Cassette.
- ◆ Graphics.

SECTION E**EVALUATION: 1. FACT AND OPINION**

- ◆ Identify facts/bias in one of the following texts- newspaper article, letter to the editor, speech, written conversation.
- ◆ Oral presentation.

EVALUATION: 2. INFERENCE

- ◆ Matching exercise.
- ◆ Matching vignettes with proverbs.
- ◆ Riddles.
- ◆ Comprehension passage with inferential questions.

EVALUATION: 3. PERSUASIVE WRITING

- ◆ Creation of an advertisement.
- ◆ Assessment of an advertisement which they do not consider effective using one of the following: checklist, written response, oral presentation.
- ◆ Identification of a technique that can be deemed offensive by the consumer, supported by reasons.

EVALUATION: 4. APPEAL TO THE SENSES

- ◆ Poetry analysis.
- ◆ Presentation using graphic organizers.

EVALUATION: 5. JINGLES

- ◆ Creation of a jingle .
- ◆ Creation of graphics to show:
 - purpose/function of jingles.
 - target groups.

EVALUATION: 6. ADVERTISEMENTS

- ◆ Evaluation of product.
- ◆ Evaluation of process.
- ◆ Creation of a Venn diagram to show the common characteristics of media advertisements.

LESSON PLAN**READING**

TOPIC: Inference **DURATION:** 80 – 90 minutes

CLASS: Form 3

OBJECTIVES: **Students will be able to:**

- infer meaning from texts – proverb, fiction, non fiction
- respond sensitively to implicit messages.

PRE-REQUISITE SKILL/KNOWLEDGE:

- ability to identify main idea.
- ability to identify supporting details.
- ability to use context clues.

RESOURCES:

Texts

- Science experiment reports
- Riddles
- Vignettes
- Short story

Realia

- umbrella
- bowl
- chalkboard.

SET INDUCTION: **Theatre Sports**

- Some objects are placed on the teacher's table e.g. an umbrella, a bandana, a bowl.
- A student selects one and uses it for a purpose other than the one intended.
- Class suggests what the object has become.

**STUDENT
ACTIVITY:****Whole Group Work**

- Students are given copies of an experiment from a Science text.
- Class discussion on observations drawn from the activity which was done.
- Students use information given in experiment to draw inferences.
- Inferences are noted on the chalkboard.
- Students note factors which contribute to making accurate inferences.

<p>MINI LESSON</p> <p>Use of context clues</p> <ul style="list-style-type: none"> - Drawing conclusion - Identifying details
--

Whole Group Work

- Teacher introduces a proverb in a meaningful and interesting way e.g. *in a short story*.
- Students discuss use of actual proverb.

Small Group Work

- Students are given copies of proverbs.
- Students read proverbs and say or sketch the meaning.

Whole Group Work

- Students make presentations and discuss how they arrived at their conclusion.

Individual Work

- Students are given copies of an excerpt.
- Students identify the significant details.
- Students make pertinent links among details.
- Students make inferences.

CLOSURE:

Using a graphic, teacher and students review factors which contribute to making accurate inferences.

EVALUATION:

1. Matching vignettes with proverbs.
2. Solve riddles.
3. Comprehension passage with inferential questions.

AUTHENTIC ASSESSMENT

Authentic Assessment uses procedures that are compatible with the instructional objectives set by the teachers.

- ❖ It engages students in tasks that are grounded in instruction.
- ❖ It is personally meaningful for the students.
- ❖ Tasks are used in a real-life context.
- ❖ It is also “performance assessment” in that it refers to the type of student response being assessed. For example, to test punctuation, use an assessment of a performance item that involves students in writing and punctuating their own writing, e.g. portfolios, which encourage students’ self-reflection, self-discovery and self-assessment.

CONTINUOUS ASSESSMENT

Unlike the traditional approach to assessment, which is, to provide a mark or grade to rank students at the end of the term, the new approach makes assessment an integral part of the instructional process.

- ❖ Assessment is not only summative (i.e. takes place at the end of the unit or term), but is also diagnostic and formative in nature.

Formative assessment takes place during the term, and is an indicator of how far the student has progressed, giving the teacher a good idea of how far students are from reaching the desired learning objectives, and what else has to be done.

Diagnostic assessments are used at the beginning of the year or new unit, in order to establish prior knowledge of the students.

The results of continuous assessment help the teacher to guide instruction, monitor student progress and ensure that no student is left behind. Continuous assessment provides the tools to identify ‘*struggling students*’, and reinforces the view that ‘*all students can learn*’. Since most students learn by doing, students must be actively involved in the learning and self-assessment process.

Assessment is conducted as a normal and regular part of the instructional process, throughout each term and during the entire school year.

As the focus of the new curriculum is “a student-centred approach to instruction,” continuous assessment is an integral component of student-centred learning.

ASSESSMENT

Assessment of student achievement is conducted by teachers at several points in the teaching/learning process. Traditionally, the focus has been at the end point of the process : end of term, end of year, or end of course, itself. This end point assessment is known as ‘summative’ assessment or evaluation.

In addition to the above, teachers also perform ‘formative’ assessment or evaluation of students’ work or progress. This is done at intermittent periods/points to determine that the process of student learning is proceeding at an optimal pace.

With the constructivist approach which focuses on students making meaning during the instructional process, it is the wise teacher who recognises that guidance during the process is crucial and that assessment done in this way helps to determine whether, and to what extent, learning is taking place. Thus the teacher can remediate where necessary and plan strategies for forward movement.

In addition to the traditional methods of assessment, therefore, alternative assessment methods give greater coherence to the evaluation process. Assessment must be viewed as intrinsic to learning and the methods or instruments used for assessment must be varied enough to accommodate the varied talk, abilities and competencies expected of Language Arts students.

Some alternative modes that can be part of the formative assessment of your class follow:

- ❖ Discussion – Structured Talk
- ❖ Prepared Speech
- ❖ Oral responses to listening e.g. to poetry
- ❖ Oral responses to recreational reading
- ❖ Graphic organiser response to reading literature
- ❖ Oral and written reading comprehension
- ❖ Open-ended essays
- ❖ Research project
- ❖ Written report
- ❖ Oral and written argument
- ❖ Portfolio of writing tasks
- ❖ Journal writing
- ❖ Learning logs
- ❖ Checklists
- ❖ Interviews
- ❖ Conferences
- ❖ Taped recordings
- ❖ Observations

THE MARKING SYSTEM IS AS FOLLOWS:

- ❖ 60% on continuous assessment during the term;
- ❖ 40% on the end-of-term assessment

SUGGESTED ASSESSMENT STRUCTURE

CRITERIA	FORMATIVE	SUMMATIVE
LISTENING AND SPEAKING (structured talk, speech, oral reading)	20	-
READING COMPREHENSION AND LITERATURE VIEWING	20	20 Getting meaning from a specific type of passage or media
WRITING AND MEDIA – VISUAL REPRESENTING (PORTFOLIO) For a variety of purposes.	20	20
	Individual items to development over time, overall 8 - Time 10 - Presentation 2 - Preface	5 - Mechanics 15 - Response
TOTAL	60%	40%

GUIDELINES FOR ASSESSMENT STRUCTURE:

- ❖ Weighting can vary according to needs; the above is merely an example.
- ❖ Parallel classes must have the same weighting.

Examples:**SCORING RUBRIC FOR A LETTER****Language Arts - Form I, Term I**

The theme is “Self-discovery/self-expression”.

Learning Objective

The student is able to write a detailed personal letter using correct grammar and usage.

Evaluation Activity

Students are asked to write a letter to a pen-pal who is a Form 1 secondary school student in another country. The letter should include the following details:

- ❖ Where the student is from (name and description of town and community, including a description of local characteristics, such as climate, vegetation, urban/rural, etc).
- ❖ What the student is like (physical characteristics, age, etc.)
- ❖ What the student’s family is like (number of brothers and sisters, extended family, parents’ occupations, details about home life, etc.)
- ❖ What are student’s likes and dislikes (foods, television programs, sports, pastimes, etc.)?
- ❖ What is school like for the student (favourite subjects, description of daily activities, etc.)?

The letter should end by asking the recipient to respond and should pose specific questions for the recipient to answer about herself/himself.

If possible, students should actually mail their completed letters, either via regular mail or E-mail. Addresses of many schools interested in pen-pal programs can be obtained on the Internet.

TYPES OF ASSESSMENT**I. The Analytic Method**

This method depends on a marking scheme drawn up by the teacher. It attempts to separate the various features of writing for scoring purposes and is ideally suited to the classroom situation. The following is produced as simply one example of such an analytic scheme.

WRITING SKILLS	MARKS									
	10	9	8	7	6	5	4	3	2	1
Grammar	x									
Mechanics: (Punctuation, Spelling, Penmanship)	x									
Fluency: (Effective Language Use, Sentence Variety)	x									
Relevance: (Content in relation to topic)	x									
Vocabulary	x									

Total = 50

II. MECHANICAL ACCURACY

This procedure consists of deducting marks from a given total. For example, a student may lose marks for grammatical errors, misunderstanding words, misspellings, etc.

Criteria for Evaluation	POINTS
A. CONTENT OF WRITING	
1. The letter addresses all specific content.	40
2. The letter is clearly organised (logical organisation)	10
B. MECHANICS OF LANGUAGE AND WRITING	
3. Student writes in complete sentences.	10
4. Student writes without errors in spelling and grammar	10
5. Student makes correct use of verb tenses.	10
6. Student uses correct punctuation.	10
7. Student utilises appropriate letter format.	10
TOTAL	100

SCORING RUBRIC.**1. The letter addresses all specified content**

- 40 The letter not only addresses all specified content, but adds many details and additional information about the writer. There is a great deal of descriptive narrative. The letter is complete, including questions for the respondent.
- 35 The letter addresses all specified content, and adds some details and additional information about the writer. There is a lot of descriptive narrative. The letter is complete, including questions for the respondent.
- 30 The letter addresses all specified content, but adds few details and additional information about the writer. There is some descriptive narrative. The letter is complete, including questions for the respondent.
- 25 The letter addresses all specified content, but adds little details or additional information about the writer. There is only one complete sentence that addresses each specified content. The letter is complete, including at least one question for the respondent.
- 15 The letter does not address specified content.
- 10 The letter does not address two specified contents.
- 5 The letter does not address three specified contents.
- 0 The letter does not address four or more specified contents.

2. The letter is clearly organised (logical organisation)

- 10 The letter easily flows from start to finish, with good use of transitional sentences. The letter is completely understandable and fully coherent.

3. Student writes in complete sentences.

- 10 All sentences have a subject and verb and are written as complete sentences with good structure.

4. Student writes without errors in spelling and grammar (including correct use of singular/plural).

- 10 Letter has no errors in spelling or grammar.

5. Students make correct use of verb tenses.

- 10 All verb tenses in the letter are correct.

CHECKLISTS

One of the items maintained by students in their portfolios is a series of checklists. Items on the checklist will vary depending on your purpose, subject, and grade level.

Checklist items can be used easily by a student to compare with previous self-assessments.

Open-ended questions that allow comments, encourage the student to provide additional information, as well as to do some expressive writing.

A checklist can also be constructed to assess the group's use of basic reference materials. After a student has demonstrated each of the skills satisfactorily, a check is made next to the student's name by the teacher in conference with the student.

ORAL REPORT-ASSESSMENT CHECKLIST

DID THE STUDENT....	YES	NO	COMMENTS
1. Speak so that everyone could hear?	<input type="checkbox"/>	<input type="checkbox"/>	_____
2. Finish sentences?	<input type="checkbox"/>	<input type="checkbox"/>	_____
3. Seem comfortable in front of the group?	<input type="checkbox"/>	<input type="checkbox"/>	_____
4. Give a good introduction?	<input type="checkbox"/>	<input type="checkbox"/>	_____
5. Seem well informed about the topic?	<input type="checkbox"/>	<input type="checkbox"/>	_____
6. Explain ideas clearly?	<input type="checkbox"/>	<input type="checkbox"/>	_____
7. Stay on the topic?	<input type="checkbox"/>	<input type="checkbox"/>	_____
8. Give a good conclusion?	<input type="checkbox"/>	<input type="checkbox"/>	_____
9. Use effective visuals to make the presentation interesting?	<input type="checkbox"/>	<input type="checkbox"/>	_____
10. Give good answers to questions from the audience?	<input type="checkbox"/>	<input type="checkbox"/>	_____

REFERENCES SOURCES ASSESSMENT CHECKLIST

CRITERIA	BILL	TARA	FRED
1. Uses picture captions and titles to organise information.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Uses glossaries and dictionaries to identify word meaning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Uses dictionaries as aids to pronunciation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Uses a variety of reference works, including sources on the Internet.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Uses an atlas.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Uses the telephone directory and the Yellow Pages as sources of information.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Uses an index to locate information.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Uses newspapers and magazines as sources of information	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Writes letters to obtain information.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Accesses computer database sources.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SPEAKING – STRUCTURED TALK

TASK

- ❖ A scenario in which Standard English is most likely the language of choice.

Pretend you are a television reporter covering a CARICOM Heads of Government Conference. You are interviewing the Prime Minister/Head of State of another country.

- ❖ Responding to literature.

We have just finished reading '*Tanty and Ossimo*'. Enact a scene from the story, imagining you are *Tanty* and one of your classmates is *Ossimo*. A third student is assigned as narrator.

GUIDELINES:

A group should consist of about five students.

- ❖ Each member should have a specific responsibility, e.g., leader/encourager; scribe; monitor of the process (using the checklist); timekeeper; actors.
- ❖ The monitor of the process should check:
 - the timeliness of the process
 - whether everyone has the opportunity to speak
 - whether the task is progressing
 - whether Standard English structures are used
 - whether participants give way to, and disagree courteously with, other speakers
- ❖ Discussion during the task should focus on:
 - selection of the content
 - coverage of the topic/s
 - questions/answers/dialogue
 - practice for the group presentation
 - use of Standard English structures
 - giving way to and disagreeing courteously with other speakers
- ❖ The monitor may use the Structured Talk Checklist for Peer Assessment to record scores for each member of the group. With this assessment, the monitor may initiate discussion with the group about their performance before they present to the class. In subsequent assessments, the roles will be rotated so that each student is given the opportunity to assess the entire group.

SAMPLE SELF ASSESSMENT FOR STRUCTURED TALK

CRITERIA	YES 3	PARTLY 2	No 1
I shared my ideas and offered my suggestions			
I used Standard English structures			
I spoke slowly and at an appropriate pace			
I asked questions to get information			
I answered other persons' questions			
I remained on the topic and helped the group to stay focused			
I understood the content			
I encouraged others to participate/have a turn at speaking			
I disagreed without hurting others' feelings			
I summarised or repeated my ideas when necessary			
I gave reasons for my opinions			
I listened courteously and effectively			
I tried to understand and extend others' ideas			
I took notes on the main point			
I prepared for the group presentation			
I practised sufficiently to feel confident to participate in group discussion			
TOTAL SCORE			

SAMPLE PEER ASSESSMENT CHECKLIST FOR STRUCTURED TALK

CRITERIA	JOHN			BONNIE			FRANK			SUSAN		
	Y	P	N	Y	P	N	Y	P	N	Y	P	N
Shared ideas and offered suggestions												
Used Standard English structures												
Spoke clearly												
Spoke at an appropriate pace												
Asked questions to get information												
Answered other persons' questions												
Remained on topic												
Helped the group to stay focused												
Understood the content												
Encouraged others to participate/have a turn at speaking												
Disagreed without hurting others' feelings												
Summarised or repeated ideas when necessary												
Gave reasons for opinions												
Listened courteously and effectively												
Tried to extend others' ideas												
Took notes on the main points												
Prepared for the group presentation												
Practised sufficiently to feel confident to participate in group discussion												
TOTAL SCORE												

Key:

Y = YES

P = PARTLY

N = NO

SPEAKING

TASK:

The students are asked to present a prepared speech of three minutes on a specific topic.

GUIDELINES:

- ❖ The subject may be topical or controversial.
- ❖ It should be communicated to the students at least two weeks before the presentation is expected to allow time for research and preparation.
- ❖ At a higher level, the students may be given a broad area to research and may be asked, at short notice, to make an impromptu presentation on a limited aspect of that topic.
- ❖ This may be done as a formative assessment which follows the first task.
- ❖ Peer assessment may be used to evaluate the impromptu presentations i.e., groups of students may focus on different aspects of the presentations, e.g., the Introduction.
- ❖ Students may also be given an opportunity to provide their own self-assessment.

SAMPLE SPEAKING ASSESSMENT INSTRUMENT

CRITERIA	EXCELLENT	GOOD	SATISFACTORY	UNSATISFACTORY	NEEDS CONSIDERABLE IMPROVEMENT
	5	4	3	2	1
SECTION 1: Introduction					
Performs an action/ uses a statement to introduce topic					
Evokes a response from the listener					
Clearly states the topic					
SECTION 2: Body					
Uses relevant content					
Uses effective transitional terms					
Maintains focus (does not deviate from topic)					
Presents ideas coherently (leads smoothly from one idea to the next)					
Offers proper support for ideas presented					
Effectively develops ideas					
SECTION 3: Conclusion					
Conclusion logically derives from the body					
Main points are succinctly summarised					
A sense of closure is manifested.					

SAMPLE SPEAKING ASSESSMENT INSTRUMENT
(CONT'D)

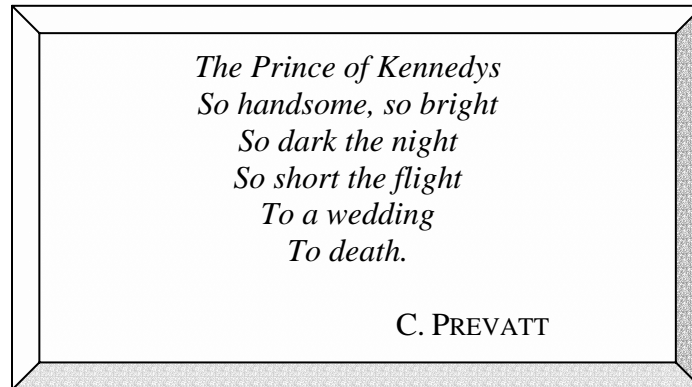
CRITERIA	EXCELLENT	GOOD	SATISFACTORY	UNSATISFACTORY	NEEDS CONSIDERABLE IMPROVEMENT
	5	4	3	2	1
SECTION 4: Language Proficiency					
Uses Standard English					
Uses appropriate vocabulary					
Uses a varied vocabulary					
Uses a variety of sentence patterns					
SECTION 5: Presentation					
Maintains eye contact with audience					
Effectively sweeps audience with eyes					
Maintains effective pace throughout presentation					
Modulates voice in order to be heard by entire audience					
Uses gestures at appropriate times					
Speaks fluently					

APPRECIATIVE/CREATIVE LISTENING

ASSESSMENT TITLE: Listening Comprehension

BENCHMARK: To apply comprehension strategies and respond to mood and feelings of poem.

Listen to the poem and then complete the tasks given.



SAMPLE INSTRUMENT FOR APPRECIATIVE/CREATIVE LISTENING

CRITERIA	IN PROGRESS	BASIC	PROFICIENT
Skill: Responding to mood/feeling of the poem			
Task: (a) Complete the statement by putting in an appropriate word: “The poet was feeling _____.”	Tries, but unable to answer	Bad	Any appropriate synonym
(b) Two reasons why I think so are _____ and _____.	No logical reason	One logical explanation	Two logical explanations
Skill: Responding creatively to poem			
Task: You are a relative of the deceased. Say (or write) how you feel in two or three sentences or a short poem.	Inappropriate response	Some feelings in a few words	Appropriate response in two or three sentences or a poem

SAMPLE GRAPHIC ORGANISER FOR ASSESSING RESPONSE TO LITERATURE

TASK:

The student will complete the grid after reading a book.

Under the first section, the students will write the information that properly identifies the book.

Under the second section, the students will write a statement about each of the elements.

For the final section, the students will write a short answer.

1. IDENTIFICATION OF BOOK	Put in the information to identify the book
❖ TITLE	
❖ AUTHOR	
❖ ILLUSTRATOR	
❖ PUBLISHER	
2. CONTENT	Write a sentence about each of the elements.
❖ CHARACTERS	
❖ SETTING	
❖ PLOT	
3. PERSONAL RESPONSE	Write a few sentences to say how you feel about the book.

RECREATIONAL READING

TASK

Students share what they have read informally through use of the 'Author's Chair.'

- ❖ Students bring in a favourite piece of reading material or choose something from the library box in the classroom.
- ❖ The students engage in USSR (Uninterrupted Sustained Silent Reading).
- ❖ The students sit in the Author's Chair and make their informal presentation.
- ❖ Peer assessment takes place.
- ❖ There is informal class group talk about the presentation.

SAMPLE PEER ASSESSMENT INSTRUMENT FOR RECREATIONAL READING

CRITERIA	YES	NOT SURE	NO
Was the item read from clearly identified?			
Did the presenter make it clear whether he/she liked or disliked the item read?			
Did the presenter make it clear what the item was about?			
Did the presentation make you become interested in reading the item?			
Could you hear the presentation clearly?			

SAMPLE INSTRUMENT FOR ASSESSING READING COMPREHENSION

CRITERIA	VERY GOOD	GOOD	SATISFACTORY	NEEDS IMPROVING	LITTLE OR NO GRASP OF CONCEPT
	5	4	3	2	1
Interpretation					
Main Idea					
Sequence					
Cause and Effect					
Comparison and Contrast					
Inference					
Prediction					
Evaluation					

WRITING

TASK:

After reading a story write a story about one of the minor characters e.g. *the Fairy Godmother* in *Cinderella*, *Jim* in *Tom Sawyer*.

Or

Imagine that you have done something exciting, interesting, out of the ordinary.
Write a story about it.

SAMPLE ASSESSMENT INSTRUMENT FOR NARRATIVE WRITING

CRITERIA	YES	NO	COMMENTS
1. CONTENT: Story Grammar			
❖ Setting			
❖ Characters			
❖ Plot			
❖ Episodes			
❖ Conflict resolution			
2. ORGANISATION			
❖ Title sequence			
❖ Effective sentence structure			
❖ Varied sentence structure			
❖ Effective transitional words and devices			
❖ Paragraphing			
❖ Heading/subheading			

SAMPLE ASSESSMENT INSTRUMENT FOR NARRATIVE WRITING
(CONT'D)

CRITERIA	YES	NO	COMMENTS
3. EXPRESSIVE SKILLS			
❖ Use of dialogue (vernacular structures acceptable)			
❖ Use of figurative language			
❖ Use of significant details			
❖ Observance of Standard English rules			
❖ Use of sensory data			
4. LANGUAGE PROFICIENCY			
❖ Grammar			
❖ Spelling			
❖ Indenting of paragraphs			

READING - SYNTHESIS/INTEGRATION OF LANGUAGE SKILLS

TASK:

The students are asked to research and present, both orally and in writing, a project which integrated the use of as many language skills as possible. It should not only demonstrate the students' ability to gather information, but also their ability to analyse the information and draw their own conclusions from it.

SPECIFIC TASK:

Find out about and write a paper on "*Dying Species in My Country*".

GUIDELINES:

This activity will synthesise/integrate a wide range of language skills. All of the instruments which would have been developed for any relevant aspects may be used to formatively assess the project. The following checklist is an instrument which may be used in a summative manner to judge the project in its entirety.

SAMPLE INSTRUMENT FOR ASSESSMENT OF RESEARCH PROJECT

CRITERIA	VERY GOOD	GOOD	SATISFACTORY	NEEDS IMPROVEMENT	LITTLE OR NO GRASP OF CONCEPTS
	5	4	3	2	1
Title					
Foreword					
Table of Contents					
Page Numbering					
Illustrations and other support materials					
Content					
Coverage					
Relevance					

SAMPLE INSTRUMENT FOR ASSESSMENT OF RESEARCH PROJECT
(CONT'D)

CRITERIA	VERY GOOD	GOOD	SATISFACTORY	NEEDS IMPROVEMENT	LITTLE OR NO GRASP OF CONCEPTS
	5	4	3	2	1
Organisation					
Use of appropriate/clear sub-headings					
Development of ideas in support of main points					
Personal Reflection					
Conclusion					
Sense of closure					
Summary skills demonstrated					
Logically derived from content					
Language Proficiency					
Standard English rules observed					
Appropriate vocabulary used					
Varied vocabulary used					
Well structured sentences					
Variety of sentence types used					
Appropriate paragraphing					
Effective use of transitional words and devices					

WRITING

TASK:

The students are assigned a topic that is currently in the news and allowed a period of time to gather supporting information relative to the pros and cons of the issue. The class then engages in discussion about the issue in order to build upon the knowledge that the students have gleaned. The teacher then assigns the students to different sides of the argument and they write an argumentative essay stating and supporting the positions they have been assigned.

SAMPLE SELF/PEER ASSESSMENT INSTRUMENT FOR ARGUMENTATIVE WRITING

CRITERIA	1	2	3	4	5	COMMENTS
1. CONTENT						
❖ Stated point of view						
❖ Used supporting details/ evidence						
❖ Refuted opposing views						
❖ Logically developed arguments						
❖ Used relevant evidence						
2. ORGANISATION						
❖ Used paragraphs effectively						
❖ Sequenced ideas						
❖ Used effective transitional words and devices						
3. EXPRESSIVE SKILLS						

RATE EACH ENTRY AS:

- 1** - LIMITED KNOWLEDGE **2** - NEEDS IMPROVEMENT
3 - SATISFACTORY **4** - GOOD
5 - EXCELLENT

SAMPLE SELF/PEER ASSESSMENT INSTRUMENT FOR ARGUMENTATIVE
WRITING

(CONT'D)

CRITERIA	1	2	3	4	5	COMMENTS
❖ Used questioning effectively						
❖ Used varied sentence structure						
❖ Used short sentences effectively						
❖ Used arguments that appeal to the emotions						
❖ Used rhetoric effectively						
❖ Used convincing arguments						
❖ Used repetition effectively						
❖ Used comparison/contrast strategies to make points effectively						
4. LANGUAGE PROFICIENCY						
❖ Used complete sentences						
❖ Used Standard English rules						
❖ Used appropriate spelling						
5. CONCLUSION						
❖ Used an effective close						
❖ Clinched the argument						

RATE EACH ENTRY AS:

1 - LIMITED KNOWLEDGE **2** - NEEDS IMPROVEMENT
3 - SATISFACTORY **4** - GOOD
5 - EXCELLENT

PORTFOLIOS

PURPOSE:

- ❖ To allow students to monitor own progress over time
- ❖ To identify strengths and weaknesses of the students
- ❖ To facilitate communication with parents
- ❖ To assist in developing the student's profile
- ❖ To assist students to develop the skill of goal setting
- ❖ To help students to develop the skills of reflection and self evaluation
- ❖ To document learning in areas which are not easily tested

STANDARDISATION:

- ❖ The same content should be expected from all students. One suggestion may be a selection of the different kinds of writing:
 - 2 narrative
 - 2 expository
 - 1 descriptive
 - 1 argumentative
 - 1 poem
 - 1 one-act play
- ❖ One or two pieces may document the pieces through the entire writing process, i.e., these pieces will include all of the drafts done in order to produce the final draft.
- ❖ One piece of writing may also be a piece done under controlled conditions, and in a specific time frame (for half-hour in class).
- ❖ The pieces should be selected at different intervals throughout the school year in order to inform improvement.
- ❖ Cross-curricular themes should be encouraged.
- ❖ The students should have a say in deciding (under the conditions set out) which pieces of their work they wish to have included.

CONTENT AND DOCUMENTATION:

- ❖ Each piece must be dated and labelled with the student's purpose for writing clearly stated.
- ❖ As class-based work, the writing should at least begin and end in class. This is to minimise outside influences.

GENERAL GUIDELINES:

- ❖ Teachers must be trained to assess portfolios using appropriate criteria and standards.
- ❖ Teachers who teach equivalent grade levels may collaborate in the assessment of portfolios by exchanging class sets.
- ❖ Marking schemes for assessment should be standardised. This can be achieved through the use of “anchor papers” – samples of students’ work which demonstrate the different levels of performance.

SAMPLE INSTRUMENT FOR ASSESSMENT OF PORTFOLIOS

CRITERIA	5	4	3	2	1
1. ORGANISATION					
❖ Cover and design					
❖ Title					
❖ Pagination					
2. REFLECTION					
❖ Goal setting					
❖ Growth and development					
❖ Reflection/self-assessment					
❖ Acknowledgement					
3. CONTENT					
NARRATIVE WRITING (20)					
❖ Dated and labelled					
❖ Reflection on purpose and significance					
DESCRIPTIVE WRITING (20)					
❖ Dated and labelled					
❖ Reflection on purpose and significance					

CRITERIA	5	4	3	2	1
EXPOSITORY WRITING (20)					
❖ Dated and labelled					
❖ Reflection on purpose and significance					
LETTER WRITING (20)					
❖ Dated and labelled					
❖ Reflection on purpose and significance					
PERSUASIVE WRITING (20)					
❖ Dated and labelled					
❖ Reflection on purpose and significance					
RESEARCH PROJECT (20)					
❖ Dated and labelled					
❖ Reflection on purpose and significance					
WORK COMPLETED IN CLASS (20)					
❖ Dated and labelled					
❖ Reflection on purpose and significance					
PROCESS FROM BEGINNING TO END (20)					
❖ Dated and labelled					
❖ Reflection on purpose and significance					

RATE EACH ENTRY AS:

- 1** - LIMITED KNOWLEDGE **2** - NEEDS IMPROVEMENT
3 - SATISFACTORY **4** - GOOD
5 - EXCELLENT

SUGGESTED READING LIST

YEAR THREE

This syllabus requires a literature-rich classroom where books are always accessible to the student. To teach the Language Arts effectively, there must be continuous reference to reading as motivation, as research, as enrichment. The student reads and responds in writing, speaks about what he reads, and responds orally and visually to what he reads. Reading literature and expository materials is central to Language Arts. What follows is a list of titles that the Form Three student may find interesting depending on his/her interests. The list may be used by the school librarian when considering titles for addition to the library.

NOVELS

AUTHOR'S NAME	TITLES
<i>Adams, Douglas</i>	<i>The Hitchhiker's Guide to the Galaxy</i>
<i>Adams, Richard</i>	<i>Watership Down</i>
<i>Anthony, Michael</i>	<i>The Year in San Fernando</i>
<i>Ballard, J.</i>	<i>Empire of the Sun</i>
<i>Banks, Lynne Reid</i>	<i>One More River</i>
	<i>The Writing on the Wall</i>
<i>Bosse, Malcolm J.</i>	<i>Ganesh</i>
<i>Braithwaite, E.R</i>	<i>To Sir With Love</i>
	<i>The T.V. Kid</i>
<i>Burnett, Frances Hodgson</i>	<i>The Secret Garden</i>
<i>Byers, Betsy</i>	<i>Cracker Jackson</i>
<i>Chambers, Aidan</i>	<i>The Present Takers</i>
<i>Chesterton, G.K.</i>	<i>The Man Who was Thursday</i>
<i>Conly, Jane Lesley</i>	<i>Rasco and the Rats of Nimh</i>
<i>Coppard, Yvonne</i>	<i>Everybody Else Does! Why Can't I?</i>
	<i>Not Dressed Like That You Don't</i>
<i>Craven, Margaret</i>	<i>I Heard The Owl Call My Name</i>
<i>Darke, Marjorie</i>	<i>A Long Way To Go</i>
	<i>The First of Midnight</i>
<i>Defoe, Daniel</i>	<i>Robinson Crusoe (Abridged)</i>
<i>De Jong, Meindert</i>	<i>The House of Sixty Fathers</i>
<i>Dickens, Charles</i>	<i>David Copperfield (Abridged)</i>
<i>Doherty, Berlie</i>	<i>Street Child</i>
<i>Doyle, Sir Arthur Conan</i>	<i>The Return of Sherlock Holmes</i>
<i>Drayton, Geoffrey</i>	<i>Christopher</i>
<i>Duder, Tessa</i>	<i>Alex</i>
<i>Ekwensi, Cyprian</i>	<i>Burning Grass</i>
<i>Gilmore, Kate</i>	<i>Of Griffins and Graffiti</i>
<i>Guy, Rosa</i>	<i>And I Heard A Bird Sing</i>
<i>Hautzig, Esther</i>	<i>The Endless Steppe</i>
<i>Hentoff,</i>	<i>The Day They Came To Arrest the Book</i>

<i>Hodge, Merle</i>	Crick Crack Monkey
<i>Hughes, Richard</i>	A High Wind in Jamaica
<i>Le Guin, Ursula</i>	A Wizard of Earth Sea
	Very Long Way From Anywhere Else
<i>Lester, Julius</i>	Basket Ball Game
	To Be a Slave
<i>Lewis. C. Day</i>	The Otterbury Incident
<i>Lindsay, Joan</i>	Picnic at Hanging Rock
<i>London, Jack</i>	The Call of the Wild
<i>Lovelace. Earl</i>	The Schoolmaster (excerpts)
<i>Marshall, Alan</i>	I Can Jump Puddles
<i>Mathews, P.E.</i>	State of the Heart
<i>Meniru, Teresa</i>	Uzo
<i>Monoye, John</i>	The Only Son
<i>Naidoo, Beverly</i>	No Turning Back
<i>Naipaul, V.S.</i>	Miguel Street
<i>O,Dell, Scott</i>	Island of the Blue Dolphin
	My Name is not Angelica
	Streams to the River, River to the Sea
<i>Palmer, C. Everard</i>	A Cow Called Boy
	The Wooing of Beppo Tate
<i>Pausewand, Gudrun</i>	Fall-Out
<i>Schaefer, Jack</i>	Shane
<i>Selormey, Francis</i>	The Narrow Path
<i>Selvon, Samuel</i>	Ways of Sunlight
<i>Shute, Nevil</i>	No Highway
<i>Steinbeck, John</i>	The Pearl
	The Red Pony
<i>Swarthout, Glendon</i>	Bless the Beasts and Children
<i>Swift, Jonathan</i>	Gulliver's Travel (Abridged)
<i>Townsend, Sue</i>	The Secret Diary of Adrian Mole Aged 13 3/4
<i>Twain, Mark</i>	Tom Sawyer
<i>Woodford, Peggy</i>	Misfits
<i>Young, Colville</i>	Pataki Full
<i>ANTHOLOGIES OF SHORT STORIES</i> <i>And/Or Excerpts from Novels</i>	
<i>Benson, Gerard</i>	This Poem Doesn't Rhyme
<i>Black, C.V.</i>	Tales of Old Jamaica
<i>Denny, Neville</i>	Pan African Short Stories
<i>Gray, Cecil</i>	Response
<i>Narinesingh, R & C</i>	Insights
<i>Smyth, W.M.</i>	Good Stories
<i>Warner, Rex</i>	Men and Gods

SOURCES OF POEMS

<i>Belloc, Hilaire</i>	Cautionary Verses for Boys and Girls
<i>Forde, A.N.</i>	Talk of the Tamarinds
<i>Gasztold, Carmen Bernos</i>	Prayers from Ark
<i>Gordon, G.</i>	Sun Song II
<i>Gray, Cecil</i>	Bite In – Stage 3
<i>Magee, Wes</i>	The Puffin Book of Christmas Poems
<i>Mc Kay, Claude</i>	Selected Poems
<i>Phinn, Gervasse</i>	Lizard Over Ice
<i>Pollard, Velma</i>	Anansesem
<i>Walmsley, Anne</i>	The Sun's Eye
<i>Wilson, Donald</i>	New Ships

DRAMA

<i>Braithwaite, Edward</i>	Odale's Choice
<i>Campbell, Alistan</i>	Anansi
<i>Noel, Keith</i>	Caribbean Plays for Playing
<i>Rattigan, Terrence</i>	The Winslow Boy
<i>Schiach, Don</i>	The Wild Bunch and Other Plays
<i>Shakespeare, William</i>	Julius Caesar
	Macbeth
	The Merchant of Venice

PART FOUR

GLOSSARY

ABECEDARIUM	A 17 th century Latin term for an alphabetized record of key features of an area or culture.
ALLITERATION	The repetition of the initial consonant sound in consecutive words, or words in close proximity.
ASSONANCE	The repetition of vowel sounds in non-rhyming words. It is used to emphasize certain words, to impart a musical quality, to create a mood.
CARICATURE	A representation that ridicules a person by exaggerating and distorting his/her most prominent features and characteristics
CINQUAIN	A five-line poem containing 22 syllables in a 2-4-6-8-2 syllable pattern. Cinquain poems often describe something, but they may also tell a story.

The formula is as follows:

Line 1: a one-word subject with two syllables

Line 2: four syllables describing the subject

Line 3: six syllables showing action

Line 4: eight syllables expressing a feeling or an observation about the subject

Line 5: two syllables describing or renaming the subject

CLERIHEW

A four-line rhymed verse that describes a person. Clerihews can be written about anyone – historical figures, characters in stories and even the students themselves.

The formula is as follows:

Line 1: the person's name.

Line 2: the last word rhymes with the last word in the first line.

Lines 3 and 4: the last words in these lines rhymes with each other.

COLOUR POEM

A poem built around a colour. Each line of the poem may begin with the same colour or with a different colour. More complex poems can be created by beginning each stanza with a colour and by expanding the idea within it.

CONCRETE POEM

A poem that is created through art and the careful arrangement of words on a page. Words, phrases and sentences can be written in the shape of an object, or word pictures can be inserted within poems written left to right and top to bottom.

CONFLICT

The problem in the text. It is the tension or opposition between forces in the plot and it is what interests readers enough to continue reading the story. Conflict usually occurs:

- Between a character and nature
- Between a character and society
- Between/Among characters
- Within a character

CUBING

A literacy strategy which uses a concrete visual of a cube with its six sides to serve as a starting point for consideration of the multiple dimensions of topics within subject areas.

DICTION	A writer's or speaker's choice of words and way of arranging the words in sentences. Word choice involves a writer's selection of the proper language - words, phrases, figures of speech - to best express particular thoughts, feelings and perceptions. Diction often reveals a writer's tone or attitude toward a subject.
EXPOSITORY TEXT	Literature that includes extensive description, classification and explanation.
FALLACIES OF ARGUMENT	<p>Ad hominem: Attacking the person who presents an issue rather than dealing logically with the issue itself.</p> <p>Bandwagon: An argument saying, in effect, "Everyone's doing or saying or thinking this, so you should too."</p> <p>Circular Argument: Supporting an argument by simply repeating it in different terms.</p> <p>Non sequitur: A statement that does not follow logically from what has just been said – a conclusion that does not follow from the premise.</p>
FIVE SENSES POEM	A poem written about a topic using each of the five senses. Sense poems are usually five lines long, with one line for each sense.
FONT	The style of letters used in a document.
FONT SIZE	The size of letters used in a document.

FRACTURED

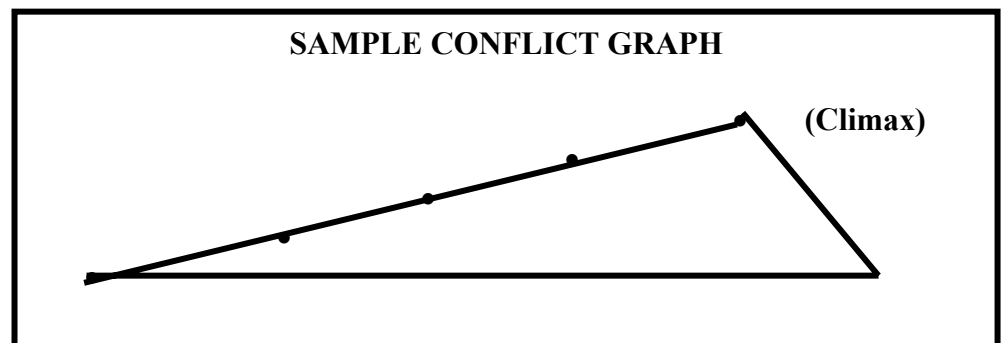
A story composed using two different characters from two different stories (**Cinderella and one of the three little pigs**). The characters must maintain their integrity in this new story.

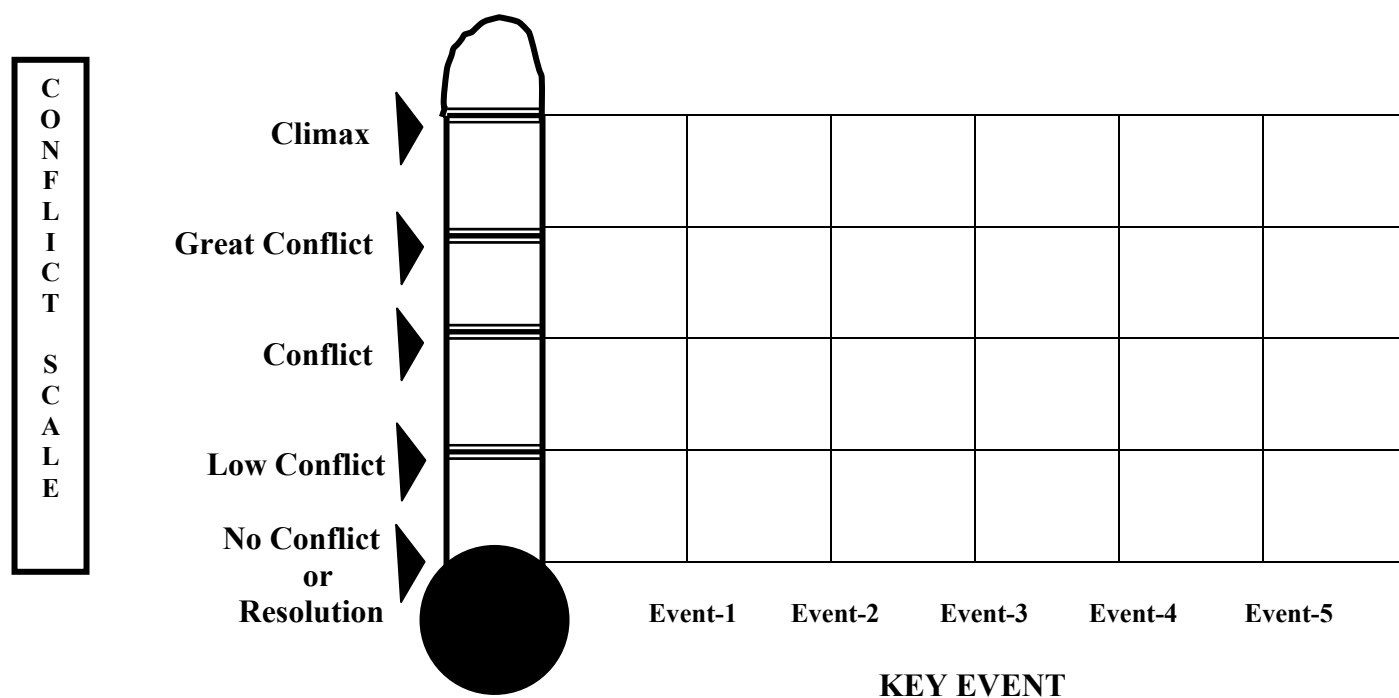
This technique in story writing can be adapted in these ways:

- Changing the ending of a story
- Using a story and choosing your own adventure by asking “what if...”
- Changing the setting. “What if Hamlet went to the mall?”
- Change the language or the role of a character
- Change the perspective of the minor character. For example, changing the perspective of the wolf in the ‘**Three Little Pigs**’

GRAPH A PLOT

A visual method of identifying plot development. The graph can also be used to track the tension or excitement in the story.





GRAPHIC ORGANIZER

A visual way of showing information – semantic maps, information charts, diagrams, webs

HAIKU

A poem consisting of 17 syllables arranged in three lines of 5, 7 and 5 syllables. Haiku poems deal with nature and present a single clear image.

JINGLE

A verse or verses with a catchy rhythm, emphatic rhyme and alliteration.

LET'S VOTE

Through this activity, students get down to systematically presenting and defending an opinion or point of view.

LIMERICK

A form of light verse that uses rhyme and rhythm. It consists of five lines – the first, second and fifth lines rhyme, while the third and fourth lines rhyme with each other and are shorter than the other three. The last line usually contains a funny or surprise ending.

Line	Rhyme
1	a
2	a
3	b
4	b
5	a

LISTENING

Aesthetic listening: Listening for enjoyment

Critical Listening: Listening to evaluate a message /analyse a message.

Discriminative Listening: Listening to distinguish sounds and to develop a sensitivity to non-verbal communication

Efferent Listening: Listening to understand a message/ Listening for information

METRE

The pattern of stressed and unstressed syllables in verse.

MINI LESSON

Mini-lessons are taught on Language Arts concepts, strategies and skills and in connection with the task the students are engaged in at present. These lessons are brief, usually lasting 10 to 30 minutes and may be taught over a period of several days. The purpose of mini-lessons is to highlight the topic and teach it in the context of authentic literacy activities, not to isolate it or provide drill-and-practice. Students apply the lessons to their own Language Arts activities. Mini-lessons can be conducted with the whole class, with small groups of students who have indicated that they need to learn more about a particular topic, and with individual students. Teachers can also plan mini-lessons on a regular basis to introduce or review topics.

MOOD

The feeling or atmosphere that the writers creates for the reader in the literary work. Descriptive words, the setting, and figurative language contribute to the mood of a work, as do the sound and rhythm of the language used. The use of imagery-language that appeals to one or more of the five senses – contributes to the mood.

PERSONIFICATION

The attribution to the non-human (objects, animals, things) characteristics possessed only by human beings.

PITCH

The involves the inflection up (raising) or inflection down (lowering) of the voice to convey emotions, build suspense and conviction. The pitch can be high or low.

PLOT

The structure of a story. It includes characters, setting, problems, climax and resolution.

The sequence of events involving characters in conflict situations. It is based on the goals of one or more characters and the processes they go through to attain these goals.

POETRY POOL	A class collection of poems. Inputs are made by the students and teachers. Students can eventually learn to categorise poems – narrative poems, odes, limericks, ballads, sonnets. The collection is a resource pool for further study. It develops as the students are promoted from one form to another.
POINT OF VIEW	The perspective used to tell a story: omniscient, first person, second person, third person.
PROTAGONIST	The protagonist is the central character or hero in a narrative or drama, usually the one with whom the reader or audience tends to identify. Opposing the protagonist is the antagonist. Usually an antagonist is another character, but some protagonists are opposed by antagonists of a different soil, like forces of nature or sets of circumstances.
QAR	A strategy that aids students’ story comprehension. It identifies two sources of information for answering questions: “in the head” and “in the reader’s head”.
RATE	The speed at which one speaks. The effective speaking rate is between 125-160 words a minute. Speakers vary the rate to reflect mood changes and emphasise points of the speech
READ ALOUD	fluent reading to students modelling the use of reading strategies.
READERS’ THEATRE	A performance of literature (a story, a poem, a play) that is read aloud in an interpretative manner.

SEMANTIC FEATURE ANALYSIS

A strategy that helps students understand relationships among words. The words are related by class or common features. Semantic feature analysis can be used in narratives to analyse character, setting and plot.

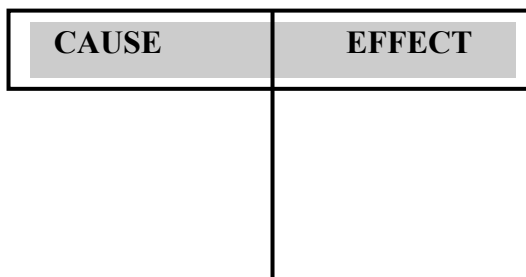
	2 wheels	4 wheels	motor	passengers	enclosed	handlebars	rubber tires
bicycle	√						
motorcycle	√						
car			√				
skateboard							

SOLILOQUY TANKA

A speech that a character gives when he/she is alone on stage. Its purpose is to let the audience know what the character is thinking. A Japanese verse form containing 31 syllables arranged in five lines, 5, 7, 5, 7, 7.

T-CHART

A graphic organizer that presents data in a way that makes it easy to compare what is depicted on either side of the chart. Using a T-Chart, students can look at two different sides of an issue, character, or event. As a class or in small groups, students record their responses under each heading. T-Charts can be used for “Cause-Effect,” “Problem-Solution,” “Pro-Con”, “Then-Now,” and “Looks Like-Sounds Like.”



TEXT

The word “text” is usually associated with textbooks prescribed for use in the study of the various disciplines which comprise the curriculum of education. The word “text” however, as used in the study of discourse and its interpretation carries a somewhat modified meaning. It is possible to consider text as the record of a communicative event. In these days of high technology, such a record may exist on disk, tape or in print.

As a record of a communicative event, text will contain information from a transmitter (writer or composer) on a selected topic, addressed to an intended receiver (reader, listener) with a specific intent.

From this point of view, the accustomed use of “text” for textbook is really an identification of one instance of “text”; orally conducted communication events can be transformed into texts of various types.

THEATRE SPORTS

The use of the dramatic arts to enhance literacy learning.

Strategies:

Role Playing
 Mime
 Mirroring
 Mood Poems

Activities

Role Playing: As audience, we choose scenes for actors to perform first in dialect, then in Standard English

Mime: Actors pick a piece of paper that holds a word describing one of the senses. They open the box and mime the word they have been given. Audience describes facial features/body gestures.

Mirroring: Groups stand in circles. Each person takes a turn. First person says a line in a tone to convey a particular emotion (“I don’t believe it). The first person steps back. The others (one at a time, in turn) step into the circle and repeat what the person did (how he/she stood, how he/she spoke). Person two chooses another line, conveying another emotion. Process is repeated.

Mood Poems: Teams of two or three people select an activity to convey. Together the team builds a tableau (a freeze frame) that conveys the mood at the core of that activity. The team positions their bodies and faces to illustrate the activity. Others must guess what it is.

THINK SHEET

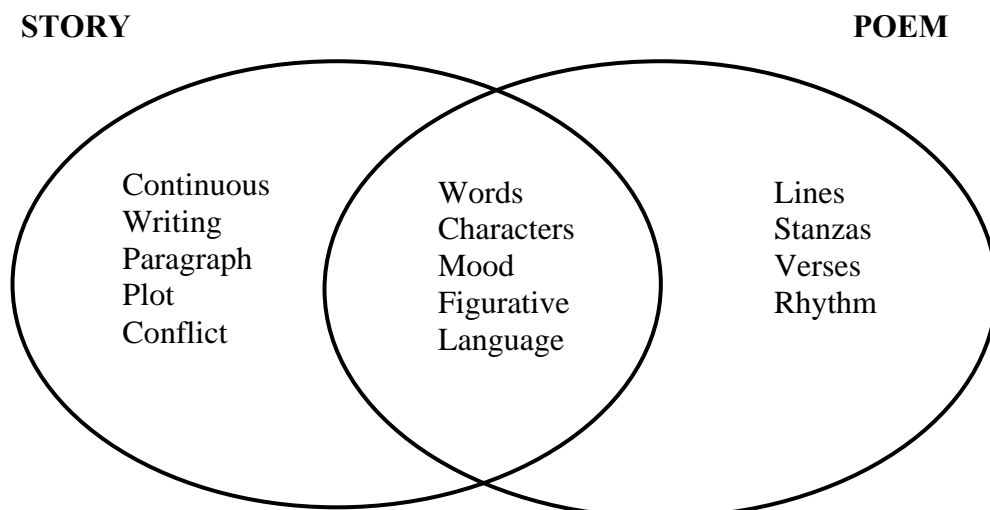
An open-ended worksheet that introduces students to new ways of thinking about and responding to the texts they read and to new ways of organising their thoughts.

TO NE

A writer’s choice of words which reflects his/her attitude towards his/her subject or characters. The writer carefully chooses the proper language – words, phrases, figures of speech, imagery – to best express particular thought, feelings and perceptions.

VENN DIAGRAM

A graphic organiser used to compare and contrast two or more subjects. It can increase in difficulty by the addition of more and more circles.



VIGNETTE

A short, descriptive literary sketch that may stand alone or be part of a larger work of fiction. Like a short story, a vignette is a work of fiction that can be read in one sitting. However, its plot and characterization are less fully developed than that of a short story.

VOCAL VARIETY

Ways of spicing up the voice for the listening audience. Volume, tone pitch, rate and rhythm are elements of vocal variety that speakers use to create and maintain interest when making an oral presentation.

VOLUME

The strength or loudness of sound. Speakers increase or decrease the volume (loudness) of their voice to stress the main points and draw in the listeners.

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WEBSITES

<http://yn.la.ca.us/cec/ceclang/ceclang.35.txt> “Knowing Ourselves and Others through Poetry”

<http://teacher2b.com/creative/poetry.htm> “Teaching Basic Poetry”

<http://www.ulst.ac.uk/edu/assessment/los/losverbs.htm> “Verbs for Writing Learning Outcomes”

<http://teacher.net.com> “Interview Book Characters”

<http://teachercreatedmaterials.com> “How to Manage Your Whole Language Classroom”

<http://library.thinkquest.org/50084/write/fallacies.html> “Only a Matter of Opinion? Art of Writing”