

SENIOR SCHOOL



MINISTRY OF EDUCATION
DEPARTMENT OF EDUCATION

Essential Curriculum

2008

**Curriculum and Instructional Leadership
Performance Standards Summary**

ENGLISH LANGUAGE ARTS

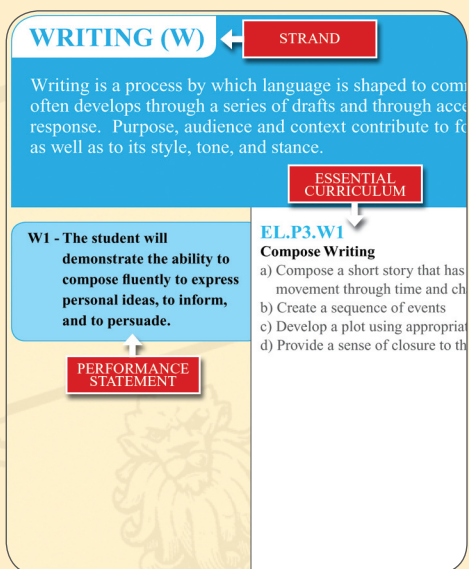


PERFORMANCE STANDARDS ARE LEARNING EXPECTATIONS

“THE ESSENTIAL CURRICULUM”

The mission of the Bermuda Public School System (BPSS) is *to be the first choice in education by providing rigorous and stimulating learning experiences in safe, responsive environments from which our students emerge confident and prepared to compete and contribute locally and globally.*

Performance Standards are statements of what students should know and be able to do and how they should demonstrate their knowledge and skills at the end of each year. Included within the Performance Standards document are **strands, performance statements** and **assessment indicators** for English language arts, mathematics, science and social studies. It is important to note that the assessment indicators listed in this booklet represents the “**Essential Curriculum.**” They are the critical guidelines for ongoing and island-wide curriculum based assessment. They are guideposts in the journey our students make from the time they enter our schools to the time they graduate *confident and prepared to compete and contribute locally and globally.*



Serving as guideposts, performance standards establish shared expectations for the:

- completion of each year of our school system,
- guidance in terms of how we may need to redirect our efforts during any given year of our school system
- direction in terms of what we should be able to expect of students entering each subsequent year of our school system.

As they serve as guideposts for teachers responsible for maximizing students' learning experiences, performance standards tell us not only the *ultimate* goals for each year level but also provide direction towards achievement of the goals *during* each year.

Bermuda Performance Standards will be used to:

- emphasize the concepts and processes all students should learn with understanding.
- provide explicit goals for student expectation at the end of each year.
- guide Bermuda Criterion Reference and classroom assessments

Bermuda Public School System Performance Standards

English Language Arts (EL)

Strategic Reading (R)

Comprehension of Informational Text (I)

Comprehension of Literary Text (L)

Language Usage (U)

Writing (W)

Speaking & Listening (S)

Processing Information and Mass Media (M)

S1 ENGLISH LANGUAGE ARTS (EL)

Introduction to Bermuda English Language Arts Performance Standards5

- What are English Arts Performance Standards?
- Why English Arts Performance Standards?

References

Strategic Reading (R)9

- R1 Word Analysis and Vocabulary
- R2 Meaning of Text/Reading Comprehension

Comprehension of Informational Text (I)10

- I1 Comprehension of Informational (Expository) Text
- I2 Comprehension of Procedural Text
- I3 Comprehension of Persuasive Text

Comprehension of Literary Text (L)11

- L1 Comprehension of Literary Text
- L2 Comprehension of Characteristics of Various Genres

Language Usage (U)12

- G1 Grammar and Conventions of Standard English Language

Writing (W)13

- W1 Compose Writing

Speaking & Listening (S)14

- S1 Effective Communications

Processing Information and Mass Media (M).....15

- M1 Information Retrieval and Technological Communication

S2 ENGLISH LANGUAGE ARTS (EL)

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- I2 Comprehension of Procedural Text
- I3 Comprehension of Persuasive Text

Comprehension of Literary Text (L)19

- L1 Comprehension of Literary Text
- L2 Comprehension of Characteristics of Various Genres

Language Usage (U)20

- G1 Grammar and Conventions of Standard English Language

Writing (W)21

- W1 Compose Writing

Speaking & Listening (S)22

- S1 Effective Communications

Processing Information and Mass Media (M).....23

- M1 Information Retrieval and Technological Communication

BERMUDA ENGLISH LANGUAGE ARTS PERFORMANCE STANDARDS (EL)

Teachers gradually raised the bar for student performance by analyzing the type of support their students needed to demonstrate the knowledge and skills in the standards and by creating learning experiences that slowly built a framework for success.

(Birdyshaw, Wixson and Yochum)

English Language Arts (EL) is a core discipline that embraces multifaceted domains of learning which are principally reading, writing, speaking and listening and processing information and mass media. English Language Arts also acknowledges that students will develop skills in both the mechanics of language, in the reading and appreciation of literature and will give consideration to how knowledge is presented. The goal is for students to communicate their understanding of these multifaceted domains of learning by demonstrating what they are able to do.

WHAT ARE ENGLISH LANGUAGE ARTS PERFORMANCE STANDARDS?

The *Bermuda Performance Standards for English Language Arts* indicate benchmarks that students are expected to reach at the end of each level of their development in English Language Arts. These standards have been adapted from international standards set by the boards of education across the United States and the United Kingdom. A wealth of experience and expertise from a team of educational specialists has been the backdrop infused into the development of the *Bermuda Performance Standards*.

The *Bermuda Performance Standards* are aligned with current research practices and provide a comprehensive guide to appropriately assess the quality and level of student work and teacher performance. The same rigor of coverage evident in the international standards is evident in the *Bermuda Performance Standards for English Language Arts*.

WHY ENGLISH LANGUAGE ARTS PERFORMANCE STANDARDS?

Performance Standards are expected to drive graded level assessment for every student, every year, at every level. Whereas the curriculum indicates what students should know and be able to do at the end of each year level, performance standards are guideposts embedded in the curricula that indicate to teachers what students should be able to do at the end of a specific time frame of a learning phase.

Performance Standards are not aimed to address every aspect of curriculum, but rather they are designed to be guideposts for teachers to assess both what the student is able to do at various stages and how the student moves toward the achievement of each performance standard. Thus, *Performance Standards* are learning expectations that guide instruction.

Reading is the first strand addressed in this document. **Reading** is a skill that is demanded in the global society. It is therefore critical that students become proficient readers to not only become literate, but also to meet increasing societal demands. Research has shown that students who read become better readers by **reading**. Thus, it is important to provide students with multiple opportunities for literacy development. Students will experience literacy growth by exposure to a variety of quality texts.

Writing is the second strand of learning. Students write to inform, to clarify, to persuade and to express personal ideas. Through writing students cultivate an appreciation for the elements of language (tone, style, word choice and conventions of language) as they experience English Language Arts.

Speaking and listening strand serve as a framework to strengthen proficiency in English Language Arts. Oral language is a foundation on which other literacy skills are built. Students gain proficiency by participating in one-on-one and group conferencing. They also strengthen **speaking and listening** skills by delivering singular and group presentations and by participating in the evaluative process. Students who speak well and listen well hold a distinct advantage in school and social situations and are prepared to meet the challenges of society.

Processing Information and Mass Media is the fourth strand. By demonstrating an awareness of the presence of media in daily lives of most people, students must make informed judgments about **television, radio, internet, film productions and other technological advances**. It is important that they judge the extent to which the media are a source of entertainment and information.

These standards are for use in a diverse culture with a range of different settings. They are intended to focus on what is important and necessary for students to know, do and understand. Students will demonstrate competence in the following broad strands for English Language Arts:

STRATEGIC READING (R)

Reading is a process that includes interpretation of text. Strategic readers make meaning of text when they read, and extend their thinking by evaluating and making critical, thoughtful judgements.

- R1** Word Analysis and Vocabulary - Students will use appropriate reading strategies in order to understand, reflect, evaluate and enjoy a variety of texts.
- R2** Meaning of Text/Reading Comprehension - Students will use appropriate reading strategies in order to understand, reflect, evaluate, and enjoy a variety of texts.

COMPREHENSION OF INFORMATIONAL TEXT (I)

Informational text is text that informs, explains, describes, presents information or persuades. Readers of informational text decode information from a wide range of genres for understanding.

- I1** Comprehension of Informational Text - Students will demonstrate the ability to [or be able to] read, comprehend, interpret, analyze, and use expository text.
- I2** Comprehension of Procedural Text - Students will demonstrate the ability to read, understand, and use documentary and procedural text.
- I3** Comprehension of Persuasive Text - Student will demonstrate the ability to read, comprehend, interpret, analyze and use persuasive text.

COMPREHENSION OF LITERARY TEXT (L)

Literary text offers insight about the human experience and encourages students to examine genres, authors and conventions of literature.

- L1** Comprehension of Literary Text - Students will consider the contributions of literary elements and devices when constructing meaning of text.
- L2** Comprehension of Characteristics of various genres - Students will identify and analyze the characteristics of various genres as forms with distinct characteristics

LANGUAGE USAGE (U)

Having control of the conventions and grammar of the English language means having the ability to represent oneself appropriately with regard to current standards of correctness (e.g., spelling, punctuation, paragraphing, capitalization, and subject and verb agreement.)

- U1** Grammar and Conventions of Standard English Language - Students will demonstrate the ability to control language by using correct grammar and conventions of Standard English Language.

WRITING (W)

Writing is the process of controlling language to communicate thoughts, ideas and concepts effectively. The writing process is developed well by giving consideration to purpose, audience, content, form, word choice and voice; by producing a series of drafts; and by receiving informed feedback.

- W1** Compose Writing - Students will demonstrate the ability to compose fluently to express personal ideas, to inform and to persuade.

SPEAKING AND LISTENING (S)

Speaking, listening and viewing are fundamental processes which people use to express, explore, and learn about ideas. The functions of speaking, listening and viewing include gathering and sharing information; persuading others, expressing and understanding ideas; coordinating activities with others; and selecting and critically analysing messages. The context of these communication functions include one-to-one conferences, small group interactions, large audiences and meetings, and interactions with broadcast media.

PROCESSING INFORMATION AND MASS MEDIA (M)

As students demonstrate awareness of the presence of media in their lives, they are encouraged to evaluate the role of the media, judge the extent to which the media is entertaining as well as informative and define the role of advertising as part of media presentation.

Although there are seven major strands in English Language Arts, indicators from five strands will be formally tested in the Bermuda Assessment Programme. However, it is the expectation that Speaking and Listening (S), Processing Information and Mass Media (M) will be taught and assessed in the classroom by the teacher during the course of the entire year.

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Strategic Reading (R)

Reading is a process which includes demonstrating comprehension and showing evidence of interpretation of the text. Strategic readers extend their thinking when they evaluate what they have read by making critical, thoughtful judgments about the text. When strategic readers comprehend and interpret text, they apply prior knowledge and skills to perform tasks, revise text and to answer questions.

R1 - The student will use appropriate reading strategies in order to understand, reflect, evaluate, and enjoy a variety of texts.

EL.S1.R1

Word Analysis and Vocabulary

- a) multiple meaning words
- b) synonyms/ antonyms
- c) words in context

R2 - The student will use appropriate reading strategies in order to understand, reflect, evaluate, and enjoy a variety of texts.

EL.S1.R2

Meaning of Text/Reading Comprehension

- d) Find important facts/details
- e) Compare/contrast
- f) Identify and explain connections between and among themes and styles
- g) Identify main idea
- h) Support assertions with evidence
- i) Summarize
- j) Draw conclusions
- k) Determine sequence/cause and effect
- l) Extend ideas
- m) Use organizational structure to contribute to understanding of text

Comprehension of Informational Text (I)

This part of the Reading standard requires students to work with informational materials in order to develop understanding and expertise about topics they investigate. This area of informational materials is of great importance and its inclusion indicates our desire that more attention be given to reading a broad range of materials written for a variety of audiences and purposes.

I1 - The student will demonstrate the ability to [or be able to] read, comprehend, interpret, analyze, and use expository text.

EL.S1.I1

Expository

- Identify and analyze types and specifications of genre
- Connect elements of text to personal experiences, to other texts, and to world experiences
- Identify and explain purpose, main points, and theme(s) of text
- Distinguish fact from opinion in text, providing supporting evidence from text
- Summarize information
- Make connection between print and non-print text (e.g., article and photograph or illustration)
- Make and support assertions about text with elaborated and convincing evidence
- Read and make connections to expository text about Bermudian culture/life
- Identify important facts and details in informational text.

I2 - The student will demonstrate the ability to read, understand, and use documentary and procedural text.

EL.S1.I2

Documents and Procedural

- Identify and analyze types and specifications of genre
- Compare and contrast elements of text to personal experiences, to other texts, and to world experiences
- Identify and explain purpose, main points, and theme(s) of text
- Distinguish fact from opinion in text, providing supporting evidence from text
- Summarize information
- Make connection between print and non-print text (e.g., article and photograph or illustration)
- Make and support assertions about text with elaborated and convincing evidence
- Read and make connections to expository text about Bermudian culture/life

Suggested texts:

- Interviews
- Essays
- Biographies
- Memoirs
- On-line informational materials
- Articles

I3 - The student will demonstrate the ability to read, comprehend, interpret, analyze, and use persuasive text.

EL.S1.I3

Persuasive

- Determine an author's purpose and position, providing supporting evidence from the text
- Describe the facts and evidence used to support an argument
- Identify the author's persuasive techniques
- Distinguish a stereotype from a generalization
- Critique the author's position and persuasive techniques

Suggested texts:

- Editorials
- Feature articles
- On-line materials
- Speeches
- Positional papers
- Book reviews
- Critiques

Comprehension of Literary Text (L)

Readers who read regularly tend to read what interests them. Reading literary text encourages all students to do what good readers do and pursue themes, authors and genres that are of interest to them. Readers create justifiable critiques to appraise the text's effectiveness and quality. Therefore, the reader's perspective is valued in the process.

L1 - The student will consider the contributions of literary elements and devices when constructing meaning of a text.

EL.S1.L1

Literary Elements and Devices

- a) Identify and analyze literary elements in a work of literature: plot, characterization, point of view, and setting
- b) Identify and analyze the presence of character types in a literary work (e.g., stereotype, archetype, hero, protagonist, antagonist, foil)
- c) Identify and analyze the theme of a literary work
- d) Identify or explain connections between and among themes of two or more texts
- e) Compare styles of two or more texts
- f) Identify and evaluate the use of literary devices (e.g., similes, metaphors, irony, imagery, personification, foreshadowing, symbolism, flashback)
- g) Identify and analyze how an author's use of words creates tone and mood

L2 - The student will identify and analyze the characteristics of various genres as forms with distinct characteristics.

EL.S1.L2

Characteristics of Various Genres

- a) Identify and analyze the characteristics of fiction (e.g., movement through time, imaginative elements) present in a literary work
- b) Identify and analyze the characteristics of literary nonfiction (e.g., memoir, essays) present in a text
- c) Identify and analyze the characteristics of poetry (e.g., structure, rhyme, rhythm, word choice) as they contribute to the meaning of a poem
- d) Identify and analyze how dramatic conventions (e.g., monologue, soliloquy, chorus, aside, dramatic irony) support or enhance dramatic text
- e) Read and make connections to literary texts about Bermudian culture/ life

Language Usage (U)

Having control of the conventions and grammar of the English language means having the ability to represent oneself appropriately with regard to current standards of correctness (e.g., spelling, punctuation, paragraphing, capitalization, and subject and verb agreement).

U1 - The student will demonstrate the ability to control language by using correct grammar and conventions of Standard English language

EL.S1.U1

Grammar and Conventions of Standard English Language

- a) Determine the function, classification, and usage of parts of speech
- b) Distinguish between complete and incomplete sentences
- c) Correct or modify run-on sentences
- d) Combine sentences by employing strategies of coordination, subordination, and sequencing of ideas
- e) Expand sentences by correctly placing subjects, predicates, and modifiers in appropriate syntactical order
- f) Choose level of formal and informal language to achieve specific purpose
- g) Use appropriate vocabulary specific to the purpose
- h) Employ the conventions of punctuation to communicate meaning effectively
- i) Use correct spelling

WRITING (W)

Writing is a process by which language is shaped to communicate effectively. Writing often develops through a series of drafts and through access to informed feedback and response. Purpose, audience and context contribute to form and substance of writing as well as to its style, tone, and stance.

W1 - The student will demonstrate the ability to compose fluently to express personal ideas, to inform, and to persuade.

EL.S1.W1

Compose Writing

- a) Compose a persuasive text that supports or refutes a position
- b) Develop a strong focus
- c) Develop a strong organizational structure
- d) Demonstrate control of word choice
- e) Demonstrate fluency in expression of ideas
- f) Support argumentation with detailed and relevant evidence
- g) Demonstrates attention to audience understanding and interest
- h) Demonstrate control of conventions of Standard English

SPEAKING AND LISTENING (S)

Speaking, listening and viewing are fundamental processes which people use to express, explore, and learn about ideas. The functions of speaking, listening and viewing include gathering and sharing information; persuading others, expressing and understanding ideas; coordinating activities with others; and selecting and critically analysing messages. The context of these communication functions include one-to-one conferences, small group interactions, large audiences and meetings, and interactions with broadcast media.

S1 - Students will communicate effectively adhering to the conventions of standard English giving consideration to audience and purpose.

EL.S1.S1

Effective Communications

- a) Formulate and respond to relevant questions in one-on-one and group settings
- b) Elaborate fluently with appropriate, substantive information
- c) Confirm understanding by responding to directives and prompts
- d) Actively solicit responses from other group members
- e) Respond appropriately to comments and questions by students, teachers and discussion leaders
- f) Provide clear reasons in support of opinions expressed
- g) Clarify, illustrate or expand on a response
- h) Express concerns clearly and respectfully
- i) Offer subjective reflections emphatically without dominating
- j) Take into account various viewpoints
- k) Participate effectively by making contributions to groups
- l) Analyze, interpret and evaluate informational content, organization, language and style from a wide range of information sources (internet, documentary, journals, newspapers, literary texts etc.)
- m) Present well-developed analyses of issues, ideas, conceptual thought, positions and texts from a variety of perspectives in a range of forms (oral presentations, formal speeches, debates, critiques of literary text)
- n) Use notes effectively to structure presentations
- o) Present a sense of individuality in content and delivery
- p) Enunciate clearly to be heard and understood
- q) Use effective verbal and non-verbal strategies
- r) Use language carefully and articulately
- s) Use audience feedback to evaluate speech effectiveness
- t) Focus attention on speaker's message
- u) Monitor speaker's message for clarity, accuracy and understanding
- v) Make accurate determinations about speaker's message
- w) Formulate and provide effective feedback
- x) Use audience feedback to evaluate speech effectiveness
- y) Analyze purpose for argumentation and themes of speaker's message

(It is the expectation that this strand will be taught and assessed in the classroom by the teacher throughout the entire year.)

PROCESSING INFORMATION AND MASS MEDIA (M)

Processing information and mass media is a vehicle that our students can use to become critical thinkers about the world around them. The omnipresence of media has forced our students to be enveloped, therefore they must be selective and focused on that which will enhance their learning.

M1 - The student will demonstrate the ability to analyse, synthesize and interpret information presented to them through mass media and process this information to enhance their learning.

EL.S1.M1

Information Retrieval and Technological Communication

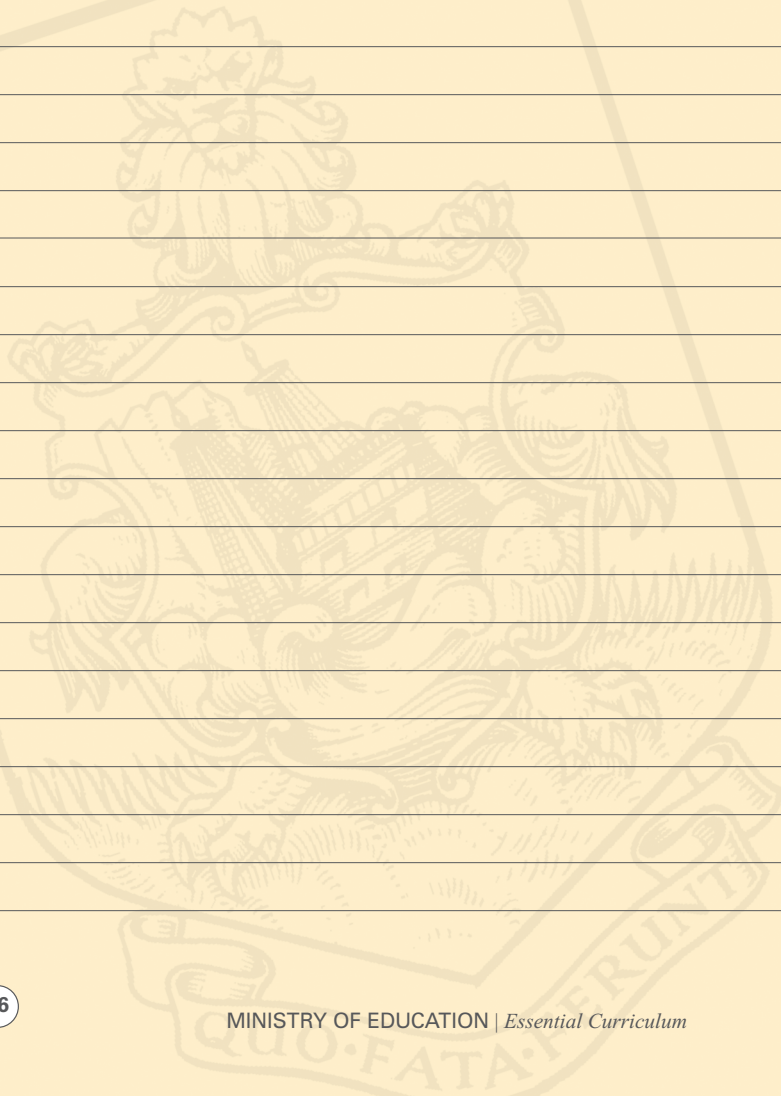
- a) Select topics
- b) Locate and gather information from a variety of sources
- c) Collect data, facts, ideas
- d) Discover relationships and generalizations
- e) Develop a thesis
- f) Formulate clear, coherent research questions
- g) Differentiate between primary and secondary sources
- h) Make effective use of strategies to construct meaning of text
- i) Identify the stages of the research writing process
- j) Use a variety of technological and text sources
- k) Present findings
- l) Formulate a references list
- m) Demonstrate an awareness of the presence of the media in the daily lives of most people
- n) Evaluate the role of the media in focusing attention and in forming an opinion
- o) Judge the extent to which media provide a source of entertainment as well as a source of information
- p) Define the role of advertising as part of media presentation

Suggested Activities:

- Research Paper
- Maintain a week's log to document personal viewing habits and analyze the information collected in the log.
- Summarize patterns of media exposure in writing or in an oral report
- View two or more different media responses to a single topic and response
- Analyze the appeal of particularly memorable commercials

(It is the expectation that this strand will be taught and assessed in the classroom by the teacher throughout the entire year.)

PLANNING NOTES



Strategic Reading (R)

Reading is a process which includes demonstrating comprehension and showing evidence of interpretation of the text. Strategic readers extend their thinking when they evaluate what they have read by making critical, thoughtful judgments about the text. When strategic readers comprehend and interpret text, they apply prior knowledge and skills to perform tasks, revise text and to answer questions.

R1 - The student will use appropriate reading strategies in order to understand, reflect, evaluate, and enjoy a variety of texts.

EL.S2.R1

Word Analysis and Vocabulary

- a) multiple meaning words
- b) synonyms/ antonyms
- c) words in context
- d) word origins/ etymologies

R2 - The student will use appropriate reading strategies in order to understand, reflect, evaluate, and enjoy a variety of texts.

EL.S2.R2

Meaning of Text/Reading Comprehension

- e) Find important facts/details
- f) Compare/contrast
- g) Identify and explain connections between and among themes and styles
- h) Identify main idea
- i) Support assertions with evidence
- j) Summarize
- k) Draw conclusions
- l) Determine sequence/cause and effect
- m) Extend ideas
- n) Use organizational structure to contribute to understanding of text

Comprehension of Informational Text (I)

This part of the Reading standard requires students to work with informational materials in order to develop understanding and expertise about topics they investigate. This area of informational materials is of great importance and its inclusion indicates our desire that more attention be given to reading a broad range of materials written for a variety of audiences and purposes.

11 - The student will demonstrate the ability to [or be able to] read, comprehend, interpret, analyze, and use expository text.

EL.S2.I1

Expository

- Identify and analyze types and specifications of genre
- Connect elements of text to personal experiences, to other texts, and to world experiences
- Identify and explain purpose, main points, and theme(s) of text
- Distinguish fact from opinion in text, providing supporting evidence from text
- Summarize information
- Make connection between print and non-print text (e.g., article and photograph or illustration)
- Make and support assertions about text with elaborated and convincing evidence
- Read and make connections to expository text about Bermudian culture/life
- Identify important facts and details in informational text.

12 - The student will demonstrate the ability to read, understand, and use documentary and procedural text.

EL.S2.I2

Documents and Procedural

- Identify and analyze types and specifications of genre
- Compare and contrast elements of text to personal experiences, to other texts, and to world experiences
- Identify and explain purpose, main points, and theme(s) of text
- Distinguish fact from opinion in text, providing supporting evidence from text
- Summarize information
- Make connection between print and non-print text (e.g., article and photograph or illustration)
- Make and support assertions about text with elaborated and convincing evidence
- Read and make connections to expository text about Bermudian culture/life

Suggested texts:

- Interviews
- Essays
- Biographies
- Memoirs
- On-line informational materials
- Articles

13 - The student will demonstrate the ability to read, comprehend, interpret, analyze, and use persuasive text.

EL.S2.I3

Persuasive

- Determine an author's purpose and position, providing supporting evidence from the text
- Describe the facts and evidence used to support an argument
- Identify the author's persuasive techniques
- Distinguish a stereotype from a generalization
- Critique the author's position and persuasive techniques

Suggested texts:

- Editorials
- Feature articles
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- Speeches
- Positional papers
- Book reviews
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L1 - The student will consider the contributions of literary elements and devices when constructing meaning of a text.

EL.S2.L1

Literary Elements and Devices

- Identify and analyze literary elements in a work of literature: plot, characterization, point of view, and setting
- Identify and analyze the presence of character types in a literary work (e.g., stereotype, archetype, hero, protagonist, antagonist, foil)
- Identify and explain the theme of a literary work
- Identify and explain connections between and among themes of two or more texts
- Compare styles of two or more texts/authors
- Identify and evaluate the use of literary devices (e.g., similes, metaphors, irony, imagery, personification, foreshadowing, symbolism, flashback)
- Identify and analyze how an author's use of words creates tone and mood

L2 - The student will identify and analyze the characteristics of various genres as forms with distinct characteristics.

EL.S2.L2

Characteristics of Various Genres

- Identify and analyze the characteristics of fiction (e.g., movement through time, imaginative elements) present in a literary work
- Identify and analyze the characteristics of literary nonfiction (e.g., memoir, essays) present in a text
- Identify and analyze the characteristics of poetry (e.g., structure, rhyme, rhythm, word choice) as they contribute to the meaning of a poem
- Identify and analyze how dramatic conventions (e.g., monologue, soliloquy, chorus, aside, dramatic irony) support or enhance dramatic text
- Read and make connections to literary texts about Bermudian culture/ life

Language Usage (U)

Having control of the conventions and grammar of the English language means having the ability to represent oneself appropriately with regard to current standards of correctness (e.g., spelling, punctuation, paragraphing, capitalization, and subject and verb agreement).

U1 - The student will demonstrate the ability to control language by using correct grammar and conventions of Standard English language

EL.S2.U1

Grammar and Conventions of Standard English Language

- a) Determine the function, classification, and usage of parts of speech
- b) Distinguish between complete and incomplete sentences
- c) Correct or modify run-on sentences
- d) Combine sentences by employing strategies of coordination, subordination, and sequencing of ideas
- e) Expand sentences by correctly placing subjects, predicates, and modifiers in appropriate syntactical order
- f) Choose level of formal and informal language to achieve specific purpose
- g) Use appropriate vocabulary specific to the purpose
- h) Employ the conventions of punctuation to communicate meaning effectively
- i) Use correct spelling

WRITING (W)

Writing is a process by which language is shaped to communicate effectively. Writing often develops through a series of drafts and through access to informed feedback and response. Purpose, audience and context contribute to form and substance of writing as well as to its style, tone, and stance.

W1 - The student will demonstrate the ability to compose fluently to express personal ideas, to inform, and to persuade.

EL.S2.W1

Compose Writing

- a) Compose a persuasive text that supports or refutes a position
- b) Develop a strong focus
- c) Develop a strong organizational structure
- d) Demonstrate control of word choice
- e) Demonstrate fluency in expression of ideas
- f) Support argumentation with detailed and relevant evidence
- g) Demonstrates attention to audience understanding and interest
- h) Demonstrate control of conventions of Standard English

SPEAKING AND LISTENING (S)

Speaking, listening and viewing are fundamental processes which people use to express, explore, and learn about ideas. The functions of speaking, listening and viewing include gathering and sharing information; persuading others, expressing and understanding ideas; coordinating activities with others; and selecting and critically analysing messages. The context of these communication functions include one-to-one conferences, small group interactions, large audiences and meetings, and interactions with broadcast media.

S1 - Students will communicate effectively adhering to the conventions of standard English giving consideration to audience and purpose.

EL.S2.S1

Effective Communications

- a) Clarify, illustrate or expand on a response
- b) Express concerns clearly and respectfully
- c) Offer subjective reflections emphatically without dominating
- d) Demonstrate organization of ideas in response to an idea or topic
- e) Take into account various viewpoints
- f) Participate effectively by making contributions to groups
- g) Formulate and respond to relevant questions in one-on-one and group settings
- h) Elaborate fluently with appropriate, substantive information
- i) Initiate new topics in addition to responding to adult-initiated and student-initiated topics
- j) Use language cues to indicate different levels of certainty or hypothesizing e.g. students will be able to raise questions beginning with “what if...” and be able to predict responses by using expressions such as “I believe that” and “It is very likely that”
- k) Confirm understanding by responding to directives and prompts
- l) Actively solicit responses from other group members
- m) Respond appropriately to comments and questions by students, teachers and discussion leaders
- n) Provide clear reasons in support of opinions expressed
- o) Demonstrate organization of ideas in response to an idea or topic
- p) Focus attention on speaker’s message
- q) Monitor speaker’s message for clarity, accuracy and understanding
- r) Make accurate determinations about speaker’s message
- s) Formulate and provide effective feedback
- t) Use audience feedback to evaluate speech effectiveness
- u) Analyze purpose for argumentation and themes of speaker’s message
- v) Recognize ambiguities, vagueness, inaccuracies in speaker’s speech

(It is the expectation that this strand will be taught and assessed in the classroom by the teacher throughout the entire year.)

PROCESSING INFORMATION AND MASS MEDIA (M)

Processing information and mass media is a vehicle that our students can use to become critical thinkers about the world around them. The omnipresence of media has forced our students to be enveloped, therefore they must be selective and focused on that which will enhance their learning.

M1 - The student will demonstrate the ability to analyse, synthesize and interpret information presented to them through mass media and process this information to enhance their learning.

EL.S2.M1

Information Retrieval and Technological Communication

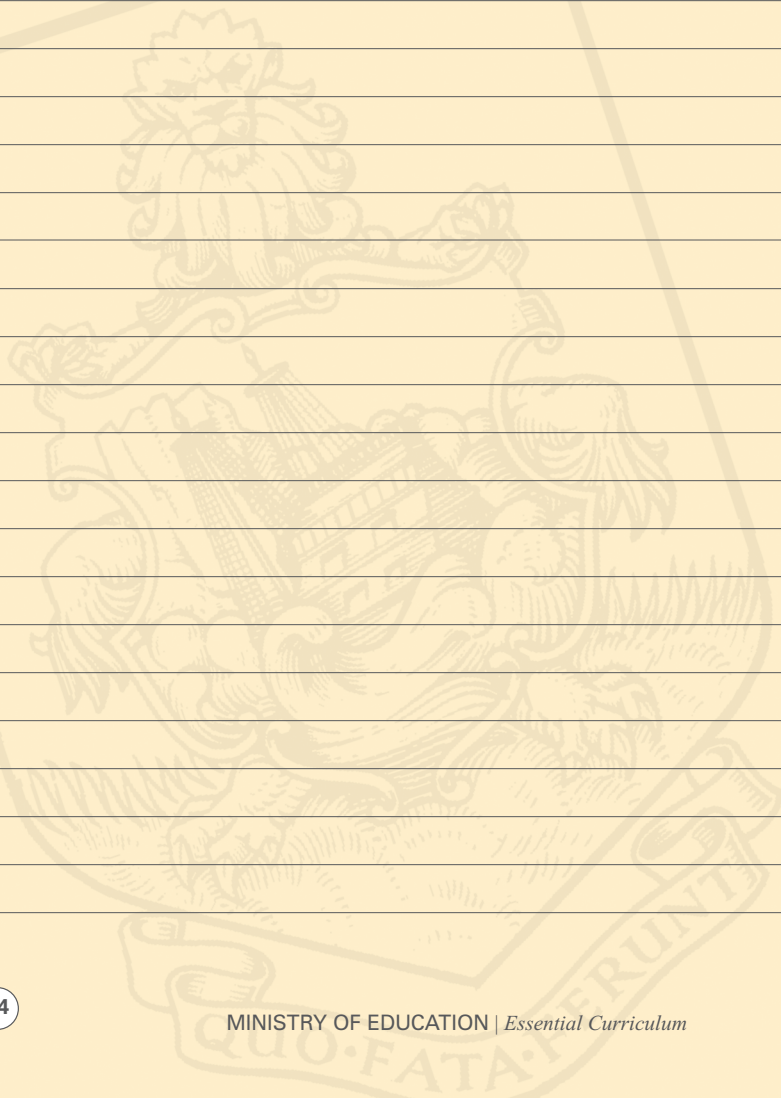
- a) Select topics
- b) Locate and gather information from a variety of sources
- c) Collect data, facts, ideas
- d) Discover relationships and generalizations
- e) Formulate clear, coherent research questions
- f) Develop a clearly stated thesis and focus
- g) Differentiate between primary and secondary sources
- h) Make effective use of strategies to construct meaning of text
- i) Identify the stages of the research writing process
- j) Use a variety of technological and text sources
- k) Undergo the research paper writing process
- l) Develop logical progression of ideas and argumentation
- m) Take a position and support it with adequate documentation from authoritative sources
- n) Present findings
- o) Formulate a references list
- p) Produce a qualitative research paper of 1,000- 2,000 words
- q) Keep a log of sources with correct citations and referencing

Suggested Activities:

- Research Paper
- Maintain a week's log to document personal viewing habits and analyze the information collected in the log.
- Summarize patterns of media exposure in writing or in an oral report
- View two or more different media responses to a single topic and response
- Analyze the appeal of particularly memorable commercials

(It is the expectation that this strand will be taught and assessed in the classroom by the teacher throughout the entire year.)

PLANNING NOTES





MISSION STATEMENT

The mission of the Bermuda Public School System is to be the 1st choice in education by providing rigorous and stimulating learning experiences in safe responsive environments from which our students emerge confident and prepared to compete and contribute locally and globally.



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