



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

Secondary Education Modernization Programme

SECONDARY SCHOOL CURRICULUM

Forms 1–3

English Language Arts

© Ministry of Education

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Minister's Foreword

The Government of Trinidad and Tobago, in its *Vision 2020 Draft National Strategic Plan*, has articulated a vision of “a united, resilient, productive, innovative, and prosperous nation with a disciplined, caring, fun-loving society comprising healthy, happy and well-educated people and built on the enduring attributes of self reliance, respect, tolerance, equity and integrity” (p. 9). Five developmental pillars have been identified to achieve this goal:

- Developing Innovative People
- Nurturing a Caring Society
- Governing Effectively
- Enabling Competitive Business
- Investing in Sound Infrastructure and Environment

The Ministry of Education is one Ministry that is expected to play a pivotal role in *developing innovative people*. We therefore accept as one of our primary responsibilities, the establishment of an education system that will nurture imaginative, innovative, and eager learners. It must also facilitate the seamless progression of learners from early childhood education up to the tertiary level. Graduates of the system must emerge as creative, committed, and enterprising citizens who are prepared intellectually, and who have the will to become global leaders.

A critical contributor to this process is the national curriculum. These Curriculum Guides represent the core subjects of the national curriculum at the lower secondary level. They describe the formal content and process by which students at this level will gain the knowledge and skills that contribute to the achievement of our national goals. We expect that teachers will use these Guides to implement a school curriculum that is diversified, relevant, and of high quality, meeting the varied learning needs, interests, and abilities of all students. We expect, too, that students will be taught in ways that suit their own learning preferences. The curriculum will also connect them to their national heritage, help them to understand the issues facing their world today, and prepare them to meet the challenges and opportunities of the future.

On behalf of the entire education community, I congratulate and thank all those educators—curriculum personnel, teachers, editors, and others—who have worked together over the eight years of development and revision to produce these Curriculum Guides for secondary schools. The nation owes you a debt of gratitude. I urge you to continue to be shining lights in your communities as we move forward together to achieve our goals.

Esther Le Gendre
Honourable Minister of Education

A Note to Teachers

These Curriculum Guides have been developed by educators, including practising teachers, for teachers. They are intended to assist you to prepare students to meet the rapidly changing demands of life in the 21st century, while ensuring that they acquire the core of general knowledge and experience essential for later education and employment. The new curriculum that they represent is designed to guide the adoption of a more student-centred approach to instruction, and the provision of learning opportunities that are relevant to today's students and inclusive of varied learning needs and interests.

Since the beginning of the curriculum development process, we have seen profound changes in the use of technology in education and there is no doubt that similar shifts will take place in the coming years. The challenge for us as educators is to find ways to make our approach to teaching flexible, progressive, and responsive, so that we embrace and motivate change where it benefits learners. This entails becoming lifelong learners ourselves and creating environments that provide necessary community support and foster professional development.

The Guides embody the culmination of seven years of development and revision activity. The national curriculum will, however, be regularly reviewed to ensure that it continues to meet the needs of all students and matches the goals of society. Your input in this process is vital and we welcome and encourage your ongoing feedback.

Instructional decisions must be based on sound, contemporary educational theory, practice, and research. These documents will serve as important guides for the development of instructional programmes to be implemented at the school and classroom levels. They are organized in several parts. Part 1 is common to all and provides the general philosophy and aims in which every subject is anchored. Part 2 is specific to each subject and includes specific outcomes and sample activities and strategies that may be used to achieve them. The rest of the document is designed to suit the particular needs of each subject area. All the Guides include suggested assessment strategies and recommended resources.

We in the Curriculum Planning and Development Division are confident that the new National Curriculum Guides for Forms 1–3 will contribute significantly to enhanced teaching and learning experiences in our secondary schools and, consequently, the achievement of personal learning and national educational goals.

Sharon Douglass Mangroo
Director of Curriculum Development
August 2008

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- The principals of the pilot schools generously contributed teachers and participated in regular meetings to provide valuable feedback on field tests.
- The principals of non-pilot schools kindly released teachers to take part in writing activities.
- The staff of the School Libraries Division actively joined in workshops, facilitated research, and contributed to the infusion of information technology into the curriculum.
- Editors, past and present: Ms. Avril Ross, Ms. Lynda Quamina-Aiyejina, and Ms. Patricia Worrell devoted time, energy, and knowledge to editing the several versions of the documents.
- The Administrative staff of the Curriculum Development Division spent long hours typing and retyping the documents.
- Officers of the Divisions of Educational Services, Schools Supervision, Student Support Services, and Educational Research and Evaluation provided support as needed.
- Teachers throughout the secondary school system responded to requests for comments and other forms of feedback.
- The Curriculum Officers and members of the Curriculum Writing Teams brought their knowledge, skills and practical experiences of teaching and learning to the curriculum development workshops and skilfully synthesized all to produce these documents.

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Part 1
The National Curriculum for
Forms 1–3

Background

From the Ministry of Education's *Corporate Plan 2008–2012* (p. 4)

The Government of Trinidad and Tobago, in its *Vision 2020 Draft National Strategic Plan*, has articulated a vision of “a united, resilient, productive, innovative, and prosperous nation with a disciplined, caring, fun-loving society comprising healthy, happy and well-educated people and built on the enduring attributes of self reliance, respect, tolerance, equity and integrity...”

Towards the achievement of this Vision, the Government has articulated five developmental pillars:

- Developing Innovative People
- Nurturing a Caring Society
- Governing Effectively
- Enabling Competitive Business
- Investing in Sound Infrastructure and Environment

The Ministry of Education has been identified as one of the champions for *developing innovative people*. Central to the realization of this pillar is “A highly skilled, well-educated people aspiring to a local culture of excellence that is driven by equal access to learning opportunities.”

In conjunction with other key ministries, the Ministry of Education has been charged with the realization of the following goals:

- The people of Trinidad and Tobago will be well known for excellence in innovation.
- Trinidad and Tobago will have a seamless, self-renewing, high-quality education system.
- A highly skilled, talented and knowledgeable workforce will stimulate innovation driven growth and development.
- The richness of our diverse culture will serve as a powerful engine to inspire innovation and creativity.

...Nationally, the reform of the education system is driven by several local, regional and international perspectives. We are committed to a seamless, self-renewing, high-quality education system underpinned by a National Model for Education. This National Model has three (3) foci as follows:

- i. To ensure an alignment of the education system to government's strategic plan Vision 2020 which mandates that the education system produces caring and innovative citizens

- ii. To ensure that the education system produces citizens with a sense of democracy, respect for the rights of others and elders and with the ability to contribute meaningfully to the social and economic development of the country
- iii. To build a strong sense of nationalism and patriotism in our citizens. (p. 7)

The Secondary Curriculum

In its commitment to 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 (IDB) for loan funding arrangements for a programme, the Secondary Education Modernization Programme (SEMP), to modernize secondary education in Trinidad and Tobago. One of the intended outcomes of this programme was improved educational equity and quality.

The curriculum guides for Forms 1–3 in eight subject areas are among the products of the programme and contribute to this outcome.

The Curriculum Design and Development Process

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

Curriculum Design

This curriculum displays a learner-centred design. Its philosophical assumptions are mainly constructivist. Its major orientation is to curriculum as self-actualization. The curriculum is student-centred and growth oriented. It seeks to provide personally satisfying experiences for each student. As the student moves from one level to another, activities also expand to allow new insights and approaches to dealing with and integrating new knowledge.

Curriculum Development

The first stage of the curriculum development process consisted of consultations with stakeholders from a cross-section of the national 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 Trinidad and Tobago Unified Teachers' Association (TTUTA); representatives from The University of the West Indies (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. These consultations focussed on the philosophy, goals, and learning outcomes of education.

The result of these consultations was agreement on:

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

In Stage 2 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 the Task Force for Removal of Common Entrance, as well as newspaper articles and letters to the editor on education during the preceding 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 articulation of a set of desirable outcomes and essential exit competencies to be possessed

by all students on leaving school. All learning opportunities, all teaching and learning strategies, and all instructional plans are to contribute to the realization of these outcomes and competencies.

At Stage 3, 10 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. The outputs of this phase included learning outcomes specific to each subject that contribute to the fulfilment of the national outcomes; subject content; and teaching, learning, and assessment strategies to support the outcomes.

The draft curriculum guides for Forms 1 and 2 were approved by Cabinet for introduction into schools on a phased basis in September 2003. The draft guides for Form 3 were completed and introduced in the following year. Introduction of the new guides was accompanied by professional development and training for principals and teachers. The Ministry also began to supply new and/or upgraded facilities for teaching and learning, and educational technology. At the same time, work began on a new assessment and certification system.

Curriculum Revision

As implementation proceeded, feedback was sought by the Curriculum Development Division through school visits, workshops, and reviews by UWI lecturers and other stakeholders. In 2007, a survey was conducted among teachers, followed by focus group meetings, in order to concretize feedback before embarking on the revision process. As in the original curriculum development exercise, revision—the final stage—was carried out by teams of practising teachers led by officers of the Curriculum Development Division.

Curriculum Underpinnings

The national curriculum has been informed by a wealth of available curriculum theories and processes.

The major forces that influence and shape the organization and content of the curriculum include:

1. Educational philosophy and understandings about the nature of knowledge
2. Society and culture
3. The learner and learning process
4. Learning theories
5. The nature and structure of subject matter to be learned

Thus, these areas represent the foundation on which the national curriculum is built. The philosophical concerns and educational goals that shaped the curriculum also formed the basis for the dialogue with stakeholders in which the Curriculum Development Division engaged, with the aim of developing a coherent, culturally focussed, and dynamically evolving curriculum.

An internal analysis of the education system, together with research conducted in international forums, has shown that the curriculum is core to the development of innovative people. This curriculum is aimed at attaining six essential learning outcomes. The six outcomes identified help to define universally accepted goals that have been developed and underscored by other educational jurisdictions and that have been agreed to be essential. The essential learning outcomes help to define standards of attainment for all secondary school students.

Education Policies That Impact on the Curriculum

There are several Ministry of Education policies that impact on the national secondary curriculum, though some are still in the process of formalization. These include the National Model for Primary and Secondary Education in Trinidad and Tobago, the ICT policy, Standards for the Operation of Schools, and Quality Standards. Copies of these documents may be obtained from the Ministry offices or the website at *www.moe.gov.tt*. Three other policies that have direct impact on the development and implementation of the curriculum are discussed in some detail below.

National Curriculum Policy

A Draft National Curriculum Policy has been approved by Cabinet for consultation with stakeholders. The Policy statements are summarized as follows:

1. The curriculum must articulate with the goals of national development and be supportive of the aspirations of individuals and their personal development. It must provide opportunities for every student to be equipped with the knowledge, skills, attitudes, values, and dispositions necessary for functioning in an interactive, interdependent society.
2. The curriculum must be so managed as to ensure the provision of a quality curriculum experience for all students at all levels of the system.
3. At every level of the system, there must be equitable provision of requisite facilities, resources, services, and organizational structures that are conducive to and supportive of effective learning and teaching and healthy development.
4. Continuous quality management must support all curriculum and related activities at every level of the system.
5. Ongoing research and professional development activities must equip education practitioners for continued effective practice.

Though the policy has not yet been formally issued, these statements are worthy of consideration at all stages of the curriculum cycle.

Inclusive Education Policy

The Ministry of Education is committed to “support the delivery of inclusive education in all schools by providing support and services to all learners, and by taking appropriate steps to make education available, accessible, acceptable and adaptable to all learners.” An inclusive curriculum is acknowledged to be the most important factor in achieving inclusive education. In planning and teaching the school curriculum, teachers are therefore required to give due regard to the following principles:

- The National Curriculum Guides set out what most students should be taught at lower secondary school but teachers should teach the required knowledge and skills in ways that suit students' interests and abilities. This means exercising flexibility and drawing from curricula for earlier or later class levels to provide learning opportunities that allow students to make progress and experience success. The degrees of differentiation exercised will depend on the levels of student attainment.
- Varied approaches to teaching, learning, and assessment should be planned to allow all students to participate fully and effectively. Account should be taken of diverse cultures, beliefs, strengths, and interests that exist in any classroom and that influence the way students learn.
- Students with special needs should be given additional instructional support in negotiating the regular curriculum, not a different one. The guiding principle of equity is to supply students who need it with additional help to achieve set standards, but not to lower the standards.
- Continuous formative evaluation must be used to identify learning needs and to shape instruction, thus maximizing students' opportunities for achieving success. Assessment strategies must be appropriate to the way the curriculum is designed and delivered, as well as to each student's individual learning profile and stage of development.
- Suitable technology must be used in instruction to facilitate learning and enhance success.

ICT in the Curriculum

The following statements are taken from the Ministry of Education's ICT in Education Policy (pp. 28–29).

Curriculum Content and Learning Resources

- Curriculum and content must increasingly maximize the use of ICT.
- ICT must be integrated into the development and delivery of the curriculum.
- ICT integration and ICT competency measures across the curriculum shall be driven through the development and delivery of an ICT-infused curriculum.

Essential Learning Outcomes

The learning outcomes which have been deemed essential 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 suggested 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 that will constitute a platform for living in the Trinidad and Tobago society and making informed choices for further secondary education.

The essential learning outcomes are described more fully below.

Aesthetic Expression

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

Students, for example:

- 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 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 multicultural reality of society.

Citizenship

Students situate themselves in a multicultural, multi-ethnic environment, and understand clearly the contribution they must make to social, cultural, economic, and environmental development in the local and global context.

Students, for example:

- demonstrate understanding of sustainable development and its implications for the environment locally and globally;
- demonstrate 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 that characterize a just, peaceful, pluralistic, and democratic society, and act accordingly;
- demonstrate understanding of their own cultural heritage and cultural identity, and that of others, as well as the contribution of our many peoples and cultures to society.

Communication

Students use their bodies, the symbols of the culture, language, tools, and various other media to demonstrate their deeper understandings of synergies inherent in the exchange of ideas and information, and thus to communicate more effectively.

Students, for example:

- 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 their conclusions in everyday language;
- critically reflect on and interpret ideas presented through a variety of media.

Personal Development

Students “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, for example:

- 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 among 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 have a range of problem-solving strategies and apply them appropriately to situations they encounter. They demonstrate critical thinking and inquiry skills with which they process information to solve a wide variety of problems.

Students, for example:

- acquire, process, and interpret information critically to make informed decisions;
- use a variety of strategies and perspectives flexibly and creatively to solve 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;
- distinguish facts from opinions.

Technological Competence

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

Students, for example:

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

The Core Curriculum Subjects

The core curriculum subjects are those for which every student is required to demonstrate achievement of the stated outcomes in Forms 1–3. Additional subjects that contribute to students’ holistic development and further their interests and aspirations may also be offered thereafter.

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

The subjects and the recommended time allocations are as follows:

Subject	No. of Periods	Subject	No. of Periods
English Language Arts	6	Mathematics	5
Science	4	Health and Physical Education	2
Spanish	4	Technology Education	4
Social Studies	4	Visual and Performing Arts	4

At the end of Form 3, students will be assessed for the National Certificate of Secondary Education (NCSE), Level I.

Language Across the Curriculum

The development of language skills and the ability to understand and use language correctly, competently, and effectively is fundamental to the learning outcomes expressed in the national curriculum. Language is a uniquely human capacity. Three simultaneous uses of language for learning are envisaged as students experience the national curriculum: students will learn language, they will learn through language, and they will learn about language.

Language plays a major role in learning, which occurs when students use the major modes of language—listening, speaking, reading, and writing—to achieve various purposes, among them: to communicate with others; to express personal beliefs, feelings, ideas, and so on; for cognitive development in various subjects of the curriculum; and to explore and gain insight into and understanding of literature. Language is linked to the thinking process, and its use allows students to reflect on and clarify their own thought processes and, thus, their own learning.

The national curriculum is predicated on the assumption that since students' language development takes place across the curriculum, the development process must be addressed in all subject areas. Students will develop and use patterns of language vital to understanding and expression in the different subjects that make up the curriculum.

However, the student of Trinidad and Tobago functions in a bidialectal context, that is, the natural language of the student, the Creole, differs from the target language and language of instruction, Internationally Accepted English. The philosophical position taken in the national curriculum is that both languages are of equal value and worth, and both must be respected. Students use their own language as a tool for interpreting the content of the curriculum and for mastering it. In addition, they must be taught to use the target language as effectively and effortlessly as they would their natural language.

The exponential growth in information and the use of information and communication technologies provide opportunities for students to become critical users of information. Language development and use in this context is also addressed in all subject areas.

Curriculum Implementation

Implementation of the curriculum is a dynamic process, requiring collaboration of the developers (curriculum teams) and users (teachers). In implementation, teachers are expected to use the formal curriculum, as described in the curriculum guides, to plan work and teach in a manner that accomplishes the objectives described. Teachers translate those objectives into units of study, determining the appropriate sequence and time allocation according to the learning needs of their students. The new Curriculum Guides provide sample teaching and assessment strategies, but it is also the role of the professional teacher to select and use sound teaching practices, continually assessing student learning, and systematically providing feedback to curriculum teams for use in revising and improving the guides.

A curriculum development system provides support for the tasks of curriculum implementation. The system advocated by the Ministry of Education involves stakeholders, specialist curriculum officers, principals, heads of departments, and teachers, each with specific roles and responsibilities. Some of these are outlined in the table below.

System Component	Members	Role
National Curriculum Advisory Council/ Committee	Stakeholders	<ul style="list-style-type: none"> Advise on curriculum policy, goals, and standards
Curriculum Planning and Development Division (Head Office and District-based)	curriculum officers	<ul style="list-style-type: none"> Plan and develop curriculum Provide leadership in identifying curriculum goals and determining the process for development of curriculum materials Lead writing teams (which include teachers) Monitor implementation Provide teacher support Facilitate teacher professional development for curriculum implementation Advise on processes and materials for effective implementation and student assessment Evaluate curriculum
School Curriculum Council	Principal/Vice Principal and Heads of Departments	<ul style="list-style-type: none"> Make major decisions concerning the school curriculum, such as assigning resources Provide guidelines for Instructional Planning Teams
Instructional Planning Teams/School Instructional Committees	Teachers	<ul style="list-style-type: none"> Cooperate on tasks necessary for effective implementation, such as: yearly work plans, units of study, development of materials to individualize the curriculum, identification and development of learning materials, student assessment and evaluation

Curriculum Implementation at School Level

The “School Curriculum” refers to all the learning and other experiences that the school plans for its students. It includes the formal or written curriculum, as well as the informal curriculum, which is comprised of other developmental opportunities provided by the school, such as those offered by student clubs, societies and committees, and sporting organizations (e.g., cricket team, debating society, Guides, Cadets).

The School Curriculum Council develops a School Curriculum that must be in alignment with the National Curriculum. The School Curriculum Council usually consists of the Principal and/or Vice Principal and Heads of Department. The duties of the Council include the development of school culture, goals, vision, and curriculum in alignment with the national curriculum and culture. It also provides support for curriculum work and performs evaluation functions.

In providing support for curriculum work, the Council may, for instance:

- encourage teachers to identify challenges and try new ideas;
- develop timetables to allow for development of curriculum materials, for example, year plans, units, instructional materials;
- ensure availability of learning materials;
- provide instructional leadership;
- ensure that appropriate strategies are formulated to promote student success.

In performing evaluation functions, the Council:

- monitors the curriculum (using, for example, observation, test scores, student books, formal and informal discussions with different stakeholders);
- assesses the hidden curriculum (including discipline policies, fund allocation, physical environment);
- evaluates the school programme of studies.

The roles of instructional teams and the individual teachers are described in the following tables:

Roles of School Instructional Committees
Develop/Revise/Evaluate work programmes
Determine resource needs
Identify/Develop instructional materials
Conduct classroom action research
Integrate and align curriculum
Identify and develop appropriate assessment practices
Develop reporting instruments and procedures (student and teacher performance)
Keep records

Roles of Individual Teachers
Develop/Revise instructional programme
Individualize curriculum to suit students' needs and interests
Develop/Evaluate/Revise unit plans
Develop/Select appropriate learning materials
Select appropriate teaching strategies to facilitate student success
Integrate the curriculum as far as possible, and where appropriate
Select appropriate assessment strategies
Monitor/Assess student learning and keep records
Evaluate student performance
Evaluate classroom programmes
Conduct action research
Collaborate with colleagues

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Part 2
The English Language Arts Curriculum

Introduction

The English curriculum has traditionally maintained a narrow focus on the development of skills related to composition, comprehension, knowledge of the grammar of the English Language, and related literature. The English Language Arts curriculum as presented here, however, represents a shift in the teaching of English. It integrates and is intended to develop the skills of listening, speaking, reading (mechanics, comprehension, literary appreciation), and writing, as well as media and visual literacy. In Trinidad and Tobago, this shift has been accompanied by concomitant changes to the strategies for assessment of the subject, as reflected in the Secondary Entrance Assessment (SEA) and the National Certificate of Secondary Education (NCSE) examination. It has also resulted in the restructuring of the primary school syllabus and the creation of a national English Language Arts curriculum for the secondary level.

Philosophy

Language helps to create the lived reality of human beings. The possibilities of particular world views are made manifest through language and within language. All human beings must therefore be given the opportunity to become effective users of language in order to support their ability to realize all dimensions of their human potential, to function well in the world, and to maintain satisfying social relationships. They must be given opportunities to learn language skills by interacting with others in meaningful contexts to carry out personal and social functions that will enhance their lives, and help them to assume the responsibilities of citizens of a democratic society. The English Language Arts curriculum must thus be perceived by students as being relevant to their lives and cultures; it must also satisfy their needs and interests.

English Language Arts education, therefore, should:

- facilitate a variety of forms of effective communication with others;
- allow entrance into other speech communities;
- provide the fundamental basis for development of competence in other subject areas;
- develop aesthetic appreciation, for language itself and for other art forms;
- develop critical literacy and linguistic awareness;
- build self-esteem;
- prepare students for interaction in different contexts;
- prepare students for the world of work.

Vision

All students will acquire competence in the English Language Arts. Students will be able to communicate effectively, whether communication is expected to be in standard English or in other dialects, and will be able to function effectively and out of a strong sense of values, not only at national and regional levels but also universally.

Rationale

The essential humanity of human beings is reflected in their ability to think creatively and critically; to speak, listen, read, and write; to establish satisfying interpersonal relationships; and to aspire to realize a vision of an ideal human being and an ideal culture. English Language Arts education seeks to develop the competencies that will support such an aspiration.

All individuals have a first language. Students enter school with a language of their own, characterized by a range of language forms and functions. Language is a means of self-expression and communication that they begin acquiring at birth. Students' first language must therefore be acknowledged and respected in the effort to develop their linguistic competence.

This curriculum, while it targets the attainment of student competence in the official language of Trinidad and Tobago, Internationally Accepted English, also acknowledges the existence of students' first language. The curriculum thus seeks to make possible an environment in which recognition is given to the role of differing dialects in communication, and to suggest strategies that must be employed to allow movement along a continuum of competence.

The curriculum acknowledges that while our society still uses written and spoken texts to communicate, in the 21st century, communication takes place in multiple modes and contexts. Thus, the curriculum seeks not only to enhance students' ability to negotiate written and spoken texts, but also to enhance their ability to understand and employ other modes of communication.

This learner-centred curriculum is designed to support the holistic development of students by creating a low-threat, high-challenge learning environment in which students feel safe to interact with others to address issues that are relevant to their life experiences. The strands of the curriculum are intended to facilitate this process, and to support the development of life skills that students will need when they enter the world of work.

The curriculum also immerses students in the literatures of different cultures in order to encourage them to develop respect for diversity and aesthetic values, and at the same time to support their language learning process. It is expected that their curriculum experiences will allow students to develop skills associated with each strand, and will require them to integrate these skills to attain a high level of communicative competence.

The curriculum proposes activities that encourage collaborative learning and require the use of all the communication skills, as well as the skills required for critical and creative thinking and problem solving.

Learning, in this curriculum, is conceptualized as an interactive process, which should allow students to participate in activities that require them to think and integrate new ideas. The teacher is seen as a facilitator of this process, providing students with opportunities to construct increasingly more sophisticated concepts about the world.

It is expected, then, that students who have been exposed to the English Language Arts curriculum will develop the values and competencies that will prepare them to see themselves as citizens of Trinidad and Tobago, of the Caribbean region, and of the world; to value the diverse cultures and language experiences that characterize our society; and to act responsibly to promote the healthy development of their society.

Intended Learning Outcomes of the English Language Arts Curriculum

The main goal of the English Language Arts curriculum is that students will be able to communicate and to use language effectively in different modes and contexts. Students will:

- be proficient in the communication skills of listening, speaking, reading, writing, and visual representation;
- be able to select dialects and registers that are appropriate for different communicative contexts;
- demonstrate spontaneity and fluency in their use of language;
- read and write for different purposes, using a variety of print and electronic media;
- compose and comprehend different genres of speech and writing to achieve a range of purposes—exposition, narration, description, argumentation, and persuasion;
- respond sensitively to varied and meaningful types of oral and written literary texts;
- appreciate the language and literature of different cultures;
- use language to reflect and support creative and critical thinking, to develop competence in learning in different disciplines, and to reflect on their personal experiences;
- obtain, interpret, and analyse information from different types of texts, including visual texts.

The Purpose and Organization of the Curriculum Document

This English Language Arts curriculum guide is meant to document the range of outcomes that students must attain on completion of the first level of secondary education, leading to assessment at the National Certificate of Secondary Education (NCSE) Level 1. The document does not simply list content for coverage by teachers and students in the classroom. An attempt has been made to demonstrate the kinds of activities in which students and teachers may be engaged during classroom interaction.

This attempt has been made in recognition of the range of teacher competence and expertise among teachers of English Language Arts in the secondary system. The document has been designed, firstly, to scaffold the experiences of the beginning teacher in the classroom, who, in our current scenario, may not have received professional training, and whose own exposure to the teaching of the subject may be at variance with the approach envisaged by the designers of the curriculum. Secondly, it provides teachers already in the system with a map of the range of teaching and learning strategies that may be employed to address all the skills to be developed.

At the same time, the designers of the guide acknowledge the competence and expertise of seasoned teachers, who would wish to be exposed to different ways of implementing the curriculum, while at the same time bringing their expertise to bear on their classroom practice.

The detailed nature of the guide, therefore, does not negate the fact that teachers, in interacting with their students, may have a different way of negotiating the curriculum and are not to be constrained by the strategies suggested in the guide. All teachers are therefore encouraged to use the suggested strategies freely, even as they recognize that teaching is an art which requires teachers to know when they can effectively use some of the suggested strategies and when to devise their own.

The designers envisage that the community of teachers of the English Language Arts will collaborate both in their schools and across schools to validate the strategies that work and to share their own good or best practices.

The document is designed to convey the message that in developing individual skills, it is also important to recognize the inherent connections that must be made in the teaching/learning enterprise so as to create for students a sense of the coherence and interconnectedness of the subject.

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 write to others they are learning about reading. Thus, there is much overlap in an integrated curriculum.

Very importantly, too, both teachers and students need to be aware that literature demonstrates language in its most creative form, and that exposure to good literature facilitates the development of language. Such exposure also allows students to experience literature, in all its forms, as a reflection of the concerns of mankind. The teaching of literature and the exposure of students to various works of the literatures of different nations is therefore compulsory.

The approach taken in this guide to the teaching of the grammar of the English Language is one that recognizes the existence of a vernacular whose structures are different from those of Internationally Accepted English, even as it shares the lexicon of that language. The guide emphasizes the teaching of grammar not simply as rote acquisition of the knowledge of the grammar of the language, but as placed within a functional approach whereby students learn to use the grammar in context.

It is intended, therefore, that the development of students' competence in the use of the grammar will build upon grammatical structures to which they have been exposed at previous levels of the system. Their competence in the use of the grammar should also develop further as they use the language more.

The content has been organized to help teachers to see how the skills are interrelated. The objectives to be achieved by each of the strands, that is, listening, speaking, reading, writing, literary appreciation, and media/visual literacy, have been aligned in such a way as to show some of the connections that can be made in developing a unit of work. The suggested strategies that follow may also be combined to ensure full development of all the skills. The suggested evaluation strategies are meant to provide a range of authentic and contextualized performance-based assessments that make student learning meaningful and relevant.

While teachers are expected to ensure that the objectives of the curriculum are attained, they are also encouraged to explore other ways of using the guide that can contribute to making student learning meaningful. For example, teachers may use a thematic approach that draws on students' interests, thus ensuring student engagement.

Content and Performance Standards

The content standards identified below indicate the general knowledge and skills that students must develop as a result of teaching/learning activities. The performance standards provide benchmarks that indicate the extent to which students are satisfactorily applying and demonstrating what they know and can do.

➤ **Listening/Speaking**

Content Standard

Students listen, comprehend, and use verbal and non-verbal cues to effectively communicate with an audience.

Performance Standards

1. Students demonstrate ability to use skills and strategies of listening and speaking

- Use intonation, pausing, emphasis, and rhythm to speak with expression so as to convey meaning
- Use appropriate gestures to support speech
- Discriminate among sounds
- Identify mood and tone

2. Students demonstrate ability to pronounce words accurately

- Enunciate words clearly
- Identify the differences in vowel and consonant sounds
- Distinguish between Creole and Standard English pronunciation

3. Students demonstrate ability to attend to, comprehend, and assimilate information

- Identify significant details
- Make connections between ideas
- Respond accurately in different communicative situations

4. Students demonstrate ability to listen critically in different communicative situations

- Deduce bias
- Detect fallacies
- Distinguish between facts and opinions

➤ **Reading**

Content Standard

Students read a variety of texts to gain information and knowledge; to appreciate themselves, others, and the cultures of the world; and to develop critical language awareness.

Performance Standards

1. Students read with fluency and comprehension

- Read level-appropriate material (fiction and non-fiction) with accuracy and confidence
- Use, with facility, a variety of comprehension skills (literal, inferential, critical, and creative)
- Monitor comprehension of their reading and use self-correcting skills (e.g., re-reading, slowing down)
- Use a variety of resources (e.g., library, Internet) to conduct research in order to deepen their understanding of the meaning of texts

2. Students use a range of strategies to derive meaning from texts

- Use knowledge of phonemic awareness and word structure (e.g., prefixes, suffixes, root words) to aid comprehension of texts
- Infer meaning of unfamiliar words using context clues and context-critical language awareness
- Use textual cues and organization patterns (e.g., captions, headings, chronology, cause/effect) to assist in their comprehension of reading material and in information gathering/processing
- Use resources (e.g., the dictionary, glossaries, thesauri) to discover the meaning, pronunciation, and derivation of unknown words

3. Students demonstrate an adequate level of analysis, synthesis, and evaluation in response to a variety of texts

- Interpret and analyse the relationship between language choice and an author's purpose
- Explain and defend critical opinions either orally or in writing
- Develop criteria for evaluation of text (e.g., relevance of context, author's bias, language features)
- Examine the similarities and differences within a text and among genres
- Present information gathered from texts in different ways (e.g., summary, sketch)

Literary Appreciation

Content Standard

Students interpret and respond to a range of genres with sensitivity to the writer's purpose and craft. Students read in order to understand self, to gain insight into the human condition, and to appreciate diverse cultures.

Performance Standards

- 1. Students read prose, poetry, and drama with fluency and comprehension**
 - Apply a variety of strategies to derive meaning from texts
 - Discuss language, meaning, and ideas in various texts in relation to rhetorical purpose and audience
 - Understand the defining characteristics of a variety of literary genres
- 2. Students apply knowledge of the elements of literature to derive optimal meaning from prose, poetry, and drama**
 - Examine the relationship between setting and structure
 - Understand elements of plot development (e.g., parallel episodes, sub-plots)
 - Trace how conflict develops
 - Understand character development in text
 - Make inferences about characters' qualities and actions
- 3. Students analyse and evaluate prose, poetry, and drama**
 - Interpret and analyse the effectiveness of the use of the elements of different genres
 - Compare and contrast techniques used by writers in different texts
 - Respond to literary works clearly and coherently, using examples from texts they have read to support their responses
- 4. Students respond to texts critically and with sensitivity**
 - Examine how the use of language to create oral and written text can convey and evoke emotion
 - Discuss meaning and ideas in texts, making connections between what they read and their personal experience
 - Demonstrate empathy with characters

5. Students use the study of literature to develop an understanding of the human condition

- Value characters in literary texts as representative of human thought, actions, and feelings
- Appreciate conflict as an integral part of life and as critical to understanding life and relationships
- Appreciate the importance of taking responsibility for one's actions
- Value the power of the written and spoken word

➤ **Writing**

Content Standard

Students write for a range of different purposes, demonstrating sensitivity to audience, and using appropriate and grammatically correct language to effectively communicate thoughts, ideas, and feelings.

Performance Standards

1. Students demonstrate competence in the use of the writing process

- Decide on a form and general purpose for writing
- Select appropriate content for different writing tasks
- Determine appropriate choice of words
- Organize ideas coherently
- Revise and edit written compositions
- Present writing using a variety of media for communication

2. Students manipulate language effectively for different communicative purposes

- Create **expository** pieces (e.g., explanations, reports, directions, descriptions)
 - State purpose clearly
 - Gather relevant and accurate evidence
 - Use a register appropriate to the intended audience and context
 - Use different organizational patterns to produce expository pieces
 - Integrate information to develop solutions to problems
- Create **persuasive/argumentative** pieces (e.g., essays, speeches, advertisements, letters)
 - Determine clear position, focus, target, audience, purpose
 - Gather reliable evidence to support a position
 - Use appropriate rhetorical devices (e.g., appeals to logic, emotion, comparison, contrast, generalization, tone, pun, humour)
 - Develop ideas logically and coherently

- Produce **narrative** pieces (e.g., poem, short story, song, rap, calypso, chutney, dialogue, play)
 - Select forms that are suited to purpose (e.g., paragraphs, stanzas, acts, scenes)
 - Use descriptive and figurative language and written experiences
 - Use language with sensory appeal (e.g., imagery, metaphor, symbol, concrete and abstract details)
 - Use emotive language to communicate a range of feelings/moods/thoughts/ideas
 - Employ elements suited to different genres (e.g., plot, theme, character, setting, structure)

3. Students demonstrate ability to respond critically to a variety of texts and writing tasks

- Distinguish between fact and opinion
- Compare and contrast ideas from a variety of texts
- Draw inferences and explain, in writing, inferences derived from a variety of texts
- Explain the importance of new understandings to self and others
- Respond to new learning in a variety of written forms

4. Students demonstrate competence in grammatical and mechanical conventions of writing

- Display competence in the mechanics of writing
- Demonstrate competence in the use of the grammar of the English language

5. Students engage in research by generating questions, and evaluating and synthesizing information from different sources

- Decide on a focus for research
- Explore/research a variety of topics and ideas
- Determine purpose, audience, and time parameters for the research activity
- Collect and record information, utilizing a variety of strategies/tools (e.g., interviews, observation, print, non-print material, Internet, CD-ROM, database)
- Select and connect relevant ideas from a variety of sources in order to support the development of different texts

➤ **Media and Visual Literacy**

Content Standard

Students interpret and produce a wide variety of visual and aural text and become sensitive to the impact of visual and aural language in their social, national, and global environments.

Performance Standards

- 1. Students distinguish among the features of a wide range of visual texts (e.g., brochures, advertisements, magazines, TV talk shows)**
 - Identify the features of texts from different media
 - Examine the functions served by the features in visual texts
- 2. Students demonstrate facility in using and creating visual texts to clarify, support, and generate ideas**
 - Use a variety of design elements (e.g., layout, colour, symbols) to create visual texts
 - Use a variety of visual texts for different communicative purposes
- 3. Students appraise the effectiveness of the content of visual texts to clarify, support, and generate ideas**
 - Evaluate the merits and demerits of the use of different forms of media
 - Evaluate the impact of different forms of visual texts on audience.
- 4. Demonstrate an awareness of the relationship between print and non-print texts**
 - Use visual stimuli to create other types of texts
 - Relate print to non-print media in communicating ideas, thoughts, feelings

Connections and Integration

A coherent view of relationships among the learner, the learning process, teaching, and language should inform everyday transactions within the classroom. Current views derived from language education research have given rise to the call for the integration of the language arts. The claims are:

- The language arts skills are so strongly interrelated that no single skill can be taught in isolation.
- The strands of language are so closely interwoven that speaking, listening, reading, and writing can emerge simultaneously in any one activity.
- Communication is a dynamic complex of interdependent systems involving thinking, speaking, listening, reading, writing, and viewing.
- Language is a meaning-making process.
- Learning language is an integrated, holistic, interactive process.
- Language growth and development is not a sequential, linear process.

Language development and the development of concepts are fundamental to development and achievement in other subject areas. The design of this document supports an interdisciplinary approach in which language and the development of the language skills undergird student performance across all the subject areas.

English Language Arts teachers are encouraged to draw from other subject areas, firstly, as a means of signalling to students the necessity for developing competence in language so as to negotiate texts in other disciplines. In addition, links with other subject areas help to ensure that students recognize that what counts as valid formal knowledge in different disciplines should not be compartmentalized but should be used as necessary to interpret, understand, and solve problems in the real world in which they live. The development of their language skills allows them, as human beings, to negotiate and add meaning to that world.

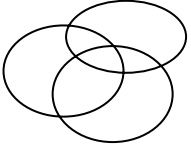
Parts 3 and 4 of the document provide further guidelines to the teacher.

Curriculum Content

FORM 1 — TERM 1

STRANDS	LISTENING/SPEAKING	READING	LITERARY APPRECIATION	WRITING	MEDIA/VISUAL LITERACY
<i>Topics</i>	<i>Aesthetic/Appreciative Listening</i>	<i>Explicit Details</i>	<i>Literary Genres</i>	<i>Description of Character</i>	<i>Media Literacy: Visual and Audio Genres</i>
L E A R N I N G O U T C O M E S	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> • identify messages communicated in oral texts • make connections between oral texts and their personal experiences • appreciate language use in oral texts • appreciate stories/music of various cultures 	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> • list explicit details in given texts • answer literal questions based on given texts • create literal questions based on given texts • appreciate the importance of identifying key details/information in given texts 	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> • identify the literary genres of prose, poetry, and drama • describe the characteristics of each genre • determine similarities and differences among literary genres • appreciate the unique characteristics of each genre 	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> • identify physical attributes • determine personality traits of characters • distinguish between physical attributes and personality traits • appreciate the need for effective language in creative writing 	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> • define the terms <i>media</i> and <i>genre</i> • classify the various types of media • create a media graphic • determine the functions of different types of media • appreciate the importance of media in the world today

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Topics	<i>Aesthetic/Appreciative Listening</i>	<i>Explicit Details</i>	<i>Literary Genres</i>	<i>Description of Character</i>	<i>Media Literacy: Visual and Audio Genres</i>
S T R A T E G I E S	<p>Pair Work</p> <ul style="list-style-type: none"> Working in pairs, students speak to each other about themselves for one minute each While 'A' speaks, 'B' listens and then identifies and affirms one good quality that 'A' possesses. The same procedure occurs when 'B' speaks <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>Mini-Lesson</p> <ul style="list-style-type: none"> Constructions using "to be" </div> <p>Whole-Group Work</p> <ul style="list-style-type: none"> Students listen to stories from different cultures read by the teacher 	<p>Individual Work</p> <ul style="list-style-type: none"> Students read selected descriptive texts Students recreate what is described in the text in graphic form Students present creations to the class <p>Small-Group Work</p> <ul style="list-style-type: none"> Students read a short story Students retell the story orally Students use a checklist to ensure that essential details are included In groups, students create questions based on the story using the strategy 5Ws and an H Questions are circulated for peers to answer 	<p>Small-Group Work</p> <ul style="list-style-type: none"> Students are placed in groups and each group is given samples of plays, short stories, and poems Students examine the samples and identify and list the differences Teacher places a graphic, e.g., a Venn diagram, on the chalkboard Students list the differences amongst the three genres (their responses are recorded on the diagram) 	<p>Whole-Group Work</p> <ul style="list-style-type: none"> Teacher shows part of a film featuring an interesting character Teacher discusses the character with the class A character map and map of physical attributes of a character are created, e.g.: <div style="text-align: center; margin: 10px 0;"> <pre> graph TD A[Wise] --- B[Superhero] C[Adventurous] --- B D[Daring] --- B E[Innocent] --- B </pre> </div>	<p>Whole-Class Work</p> <ul style="list-style-type: none"> Class discusses the various types of media to which they are exposed, e.g., television, radio, newspaper, I-Pod, MP4 Students formulate a definition of the term <i>media</i> Students are presented with a list of different types of media The teacher elicits, through questioning, the media genres that are represented on the list Small-group discussion on the role and function of the types of media: <ul style="list-style-type: none"> to inform to educate to entertain

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S T R A T E G I E S	<ul style="list-style-type: none"> • Teacher highlights elements of beauty in the text, for instance, the use of alliteration, onomatopoeia • Teacher and students determine the intent of the writer and the effectiveness of the language used 		<ul style="list-style-type: none"> • In groups, students note the similarities among the genres (their responses are recorded on the diagram)  <p>Differences and Similarities of Genres</p>		

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S T R A T E G I E S	<p>Mini-Lesson</p> <ul style="list-style-type: none"> Vocabulary development: words to describe emotions/emotional responses 	<p>Mini-Lesson</p> <ul style="list-style-type: none"> Phrases Clauses 	<p>Whole-Group Work</p> <ul style="list-style-type: none"> Students make notes on the different genres Teachers and students discuss characteristics of each genre Students map characteristics of each genre and mount charts in the classroom 	<p>Small-Group Work</p> <ul style="list-style-type: none"> In groups, students create a plan for the description of an imaginary superhero: <ul style="list-style-type: none"> Who is he/she? What does he/she say/do? How does he/she relate with others? What do others say about him? Students create a description of the character Students present the character to the class Feedback is given 	<p>Pair Work</p> <ul style="list-style-type: none"> In pairs, students classify the various types of media according to genres, using a graphic organizer <div style="text-align: center;"> <pre> graph TD Media[Media] --> VisualMedia[Visual Media] Media --> AudioMedia[Audio Media] VisualMedia --> Newspaper[Newspaper] VisualMedia --> Magazine[Magazine] AudioMedia --> Radio[Radio] AudioMedia --> Television[Television] </pre> </div> <ul style="list-style-type: none"> Students present their classifications Additions or deletions are made as the other students make their input
	<p>Mini-Lesson</p> <ul style="list-style-type: none"> Agreement of subject and verb Present tense 				

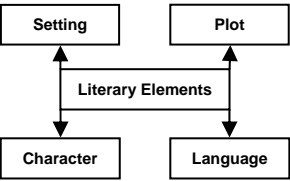
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E V A L U A T I O N	<ul style="list-style-type: none"> Students sketch responses to specific sections of a chosen oral text 	<ul style="list-style-type: none"> Literal comprehension exercises 	<ul style="list-style-type: none"> Creation of charts Labelling of texts <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Name of Text</th> <th>Genre</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> </tr> </tbody> </table>	Name of Text	Genre			<ul style="list-style-type: none"> Description of a superhero 	<ul style="list-style-type: none"> Creation of graphics Media word puzzle
Name of Text	Genre								
R E S O U R C E S	<ul style="list-style-type: none"> Stories/poems of various cultures Song 	<ul style="list-style-type: none"> Copies of short stories Descriptive texts Markers Bristol board 	<ul style="list-style-type: none"> Venn diagram Chart Literary text 	<ul style="list-style-type: none"> Film clip Comics Graphic Pictures Stories Cartoons 	<ul style="list-style-type: none"> Various types of media— electronic and non-electronic Bar graph/table Computer 				

Form 1 — Term 1

STRANDS	LISTENING/SPEAKING	READING	LITERARY APPRECIATION	WRITING	MEDIA/VISUAL LITERACY
<i>Topics</i>	<i>Efferent Listening</i>	<i>Sequencing</i>	<i>Literary Elements</i>	<i>Creation of Setting/Atmosphere</i>	<i>Visual Interpretation: Signs and Symbols</i>
L E A R N I N G O U T C O M E S	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> • listen for details in a given message • respond accurately to message given • value attentive listening as an essential life skill 	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> • identify the sequence in written text • follow a sequence of events in a written text • arrange information in sequence • appreciate the importance of sequencing as an aid to comprehension 	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> • identify and define the elements of literary works • explain the relationship among the elements • appreciate the contribution of each element to the effectiveness of literary works 	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> • identify aspects of setting • create an appropriate setting • appreciate the importance of setting and atmosphere in a story • appreciate the use of effective language in the creation of setting and atmosphere • use the process approach in writing 	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> • identify signs and symbols in the environment and community • discuss the purpose of signs and symbols • examine the techniques used to create signs and symbols • deduce message conveyed by signs and symbols • value the importance of signs and symbols as a means of communication

STRANDS	LISTENING/SPEAKING	READING	LITERARY APPRECIATION	WRITING	MEDIA/VISUAL LITERACY
Topics	<i>Efferent Listening</i>	<i>Sequencing</i>	<i>Literary Elements</i>	<i>Creation of Setting/Atmosphere</i>	<i>Visual Interpretation: Signs and Symbols</i>
S T R A T E G I E S	<p>Whole-Group Work</p> <ul style="list-style-type: none"> Teacher informs students that there is an important message about a class assignment that must be delivered to Student 'A' The teacher asks for the students' help Teacher arranges students in a semi-circle and whispers a detailed message to a student (e.g., deadline, format, word limit) That student then passes the message on. This continues until the message returns to the first student The last person recounts what was heard The message is verified 	<p>Small-Group Work</p> <ul style="list-style-type: none"> Students are given envelopes with comic frames Students arrange frames in sequence Students present completed frames to the class and justify the sequence created <p>Individual Work</p> <ul style="list-style-type: none"> Students arrange jumbled sentences into a paragraph Students read a short story and identify signal words that suggest sequence Class compiles a list Students sequence events in stories according to time Students present the sequence on an organizational map or chart/story chain 	<p>Whole-Group Work</p> <ul style="list-style-type: none"> Students are given a poem, e.g., "There was an Indian," along with a worksheet with guided questions on literary elements Teacher reads the poem in class Students answer the questions on the worksheet and the class discusses the responses offered Students identify the literary elements and deduce a definition of each 	<p>Small-Group Work</p> <ul style="list-style-type: none"> Students view film clip, e.g., adventure/thriller movie Students identify the setting Students deduce the atmosphere created Students note the elements that contribute to setting and atmosphere Students note: <ul style="list-style-type: none"> the relationship between setting and atmosphere the importance/contribution of each to a story Chalkboard summary <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Mini-Lesson</p> <ul style="list-style-type: none"> Adjectives Adverbs </div>	<p>Small-Group Work</p> <ul style="list-style-type: none"> Signs and symbols are placed around the classroom, e.g., road sign giving direction, danger signs Students role-play how they would act, react, or respond to the signs Students brainstorm and list the different purposes of signs and symbols, e.g., information, safety Students are given a list of signs and symbols In groups, students identify techniques used to create symbols: <ul style="list-style-type: none"> colour shape lines texture

STRANDS	LISTENING/SPEAKING	READING	LITERARY APPRECIATION	WRITING	MEDIA/VISUAL LITERACY
Topics	<i>Efferent Listening</i>	<i>Sequencing</i>	<i>Literary Elements</i>	<i>Creation of Setting/Atmosphere</i>	<i>Visual Interpretation: Signs and Symbols</i>
S T R A T E G I E S	<p>Small-Group Work</p> <ul style="list-style-type: none"> Teacher provides the focus of a listening activity Teacher then plays a news report and students listen and make notes Teacher replays the news report Students check the notes taken Group discussion follows. Details included or omitted are identified. Students write the report, using the notes created Reports are placed on the class notice board 	<p>Whole-Group Work</p> <ul style="list-style-type: none"> Students create timeline of school activities and school vacations <p>Whole-Group Work</p> <ul style="list-style-type: none"> Students use the Internet and newspapers to research and create timelines of current world events Students present their findings to the class <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p style="text-align: center;">Mini-Lesson</p> <ul style="list-style-type: none"> Signal words </div>	<p>Individual Work</p> <ul style="list-style-type: none"> Students are given copies of a short story, short play, or a poem Using a worksheet, students identify the literary elements in the literary piece Class discussion Feedback <p>Small-Group Work</p> <ul style="list-style-type: none"> Students conduct research to confirm the definition deduced A class booklet of literary terms is created 	<p>Small-Group Work</p> <ul style="list-style-type: none"> Teacher presents another stimulus In groups, students create a plan for the description Students select language (figurative and literal) that best suits the atmosphere and setting to be described Students write their first draft Peer review Revision of written work <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p style="text-align: center;">Mini-Lesson</p> <ul style="list-style-type: none"> The Process Approach to writing </div>	<ul style="list-style-type: none"> Students discuss the effect of techniques used Students determine the message Students create signs for the classroom or school Groups present their work for evaluation by their peers using a rubric/rating scale

STRANDS	LISTENING/SPEAKING	READING	LITERARY APPRECIATION	WRITING	MEDIA/VISUAL LITERACY
Topics	<i>Efferent Listening</i>	<i>Sequencing</i>	<i>Literary Elements</i>	<i>Creation of Setting/Atmosphere</i>	<i>Visual Interpretation: Signs and Symbols</i>
E V A L U A T I O N	<ul style="list-style-type: none"> • Role play: Students listen to a news report of an incident. In groups, students take notes of all the details 	<ul style="list-style-type: none"> • Creation of a schema story 	<ul style="list-style-type: none"> • Design of graphics to show the literary elements  <ul style="list-style-type: none"> • Identification of the literary elements in one of their literature texts • Booklet of literary terms 	<ul style="list-style-type: none"> • Written description of setting 	<ul style="list-style-type: none"> • Creation of a scrapbook of signs in the environment and community, and their meanings • Creation of a poster on the importance of signs and symbols
R E S O U R C E S	<ul style="list-style-type: none"> • CD player • News report clip 	<ul style="list-style-type: none"> • Envelopes with comic frames • Jumbled sentences • Copies of short story • Newspapers • Internet 	<ul style="list-style-type: none"> • Literary texts • Internet • Library • Worksheets 	<ul style="list-style-type: none"> • Film clips • Graphics 	<ul style="list-style-type: none"> • Copies of signs and symbols • Bristol board • Markers/paint • Copies of rubric/rating scale

Form 1 —- Term 1

STRANDS	LISTENING/SPEAKING	READING	LITERARY APPRECIATION	WRITING	MEDIA/VISUAL LITERACY
<i>Topics</i>	<i>Oracy: Pronunciation</i>	<i>Main Idea</i>	<i>Literary Devices: Simile/Metaphor</i>	<i>Narration: Plot Structure</i>	<i>Visual Representation: Timelines and Storyboards</i>
L E A R N I N G O U T C O M E S	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> • distinguish between sounds • pronounce Standard English words accurately • differentiate accents of speakers • appreciate the value of discriminative listening in daily life 	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> • identify the main idea in written text • select supporting details • develop main ideas in their own texts • appreciate the relationship between main ideas and supporting details 	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> • define the terms <i>simile, metaphor</i> • identify examples of the devices in literary work • explain the use of each device in context • appreciate the power of language to deepen the reader's experience of written texts 	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> • identify elements of plot • identify types of plot structure • develop a plot 	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> • create visual representations of a story • organize pictures in chronological order • create a storyboard • appreciate the importance of visual aids in interpreting the sequence of events

STRANDS	LISTENING/SPEAKING	READING	LITERARY APPRECIATION	WRITING	MEDIA/VISUAL LITERACY
Topics	<i>Oracy: Pronunciation</i>	<i>Main Idea</i>	<i>Literary Devices: Simile/Metaphor</i>	<i>Narration: Plot Structure</i>	<i>Visual Representation: Timelines and Storyboards</i>
S T R A T E G I E S	<p>Whole-Group Work</p> <ul style="list-style-type: none"> Students record candid conversations among their peers Students play back the conversations and identify words ending in 't,' 'd,' and 'ing' Teacher transcribes the words identified and students discuss the differences in pronunciation Teacher plays a recording of a prepared text in which the 't,' 'd,' and 'ing' sounds are clearly enunciated Students, in pairs, practise using the Standard English pronunciation 	<p>Whole-Group Work</p> <ul style="list-style-type: none"> Students are given pictures from magazines and other sources Students write captions for each picture using complete sentences <p>Small-Group Work</p> <ul style="list-style-type: none"> Students are given short selections and titles <ul style="list-style-type: none"> They match selections with titles Students are given paragraphs <ul style="list-style-type: none"> They elicit, through questioning, main ideas and supporting details Copies of newspaper articles, minus their headlines, are distributed <ul style="list-style-type: none"> Students read articles and determine main idea in each before creating suitable headlines 	<p>Whole-Group Work</p> <ul style="list-style-type: none"> Students view a clip of a person and animal engaged in an activity Teacher elicits from the students what is common between the two activities and guides them to make comparisons, using "as" or "like" The students draw on common characteristics, e.g., after viewing a runner and a mongoose, the students can make the following comparison: <i>The runner is as swift as a mongoose</i> Class deduces a definition for a simile Students identify examples of similes in literary texts Students explore why the comparisons may or may not be good 	<p>Whole-Group Work</p> <ul style="list-style-type: none"> Students are introduced to the elements of plot Students view an episode of a popular series, e.g., "Batman," and then discuss the series of events Using a prepared checklist, students identify the structure of the plot Students identify plot structure in selected short stories <p>Small-Group Work</p> <ul style="list-style-type: none"> Students are divided into groups Group A simulates a situation for 2 minutes Group B follows, adding to the developing plot 	<p>Small-Group Work</p> <ul style="list-style-type: none"> Audio of a story is played and students listen to and note the main events of the story In groups or pairs, students outline the main events Students create a timeline of the events (a timeline graphic may be used) Timelines are presented Feedback given <p>Small-Group Work</p> <ul style="list-style-type: none"> Students are given segments of a story in pictorial form Using a copy of the written story, students arrange the segments in sequence Class presentations

STRANDS	LISTENING/SPEAKING	READING	LITERARY APPRECIATION	WRITING	MEDIA/VISUAL LITERACY
Topics	<i>Oracy: Pronunciation</i>	<i>Main Idea</i>	<i>Literary Devices: Simile/Metaphor</i>	<i>Narration: Plot Structure</i>	<i>Visual Representation: Timelines and Storyboards</i>
S T R A T E G I E S	<p>Small-Group Work</p> <ul style="list-style-type: none"> • Teacher models pronunciation of words • Students are given selected texts with descriptive passages • In groups, students practise the pronunciation and enunciation of the words • Group performances follow • Presentations are taped 	<p>Small-Group Work</p> <ul style="list-style-type: none"> • Groups then critique headlines using the following criteria: <ul style="list-style-type: none"> - contains main idea - contains subject and verb - arouses interest in article <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p style="text-align: center;">Mini-Lesson</p> <ul style="list-style-type: none"> • Main clause • Subordinate clause </div>	<p>Whole-Group Work</p> <ul style="list-style-type: none"> • Students identify common youth “slangs” • Teacher lists on the blackboard the ones that use metaphorical language, e.g., “skating out,” “riding out” • Teacher and class identify the similarities between leaving a place and skating out • Students deduce the characteristics of a metaphor • Students create a sentence using a metaphor 	<p>Small-Group Work</p> <ul style="list-style-type: none"> • Other groups continue in similar fashion until the plot becomes evident • Groups are filmed by teacher • Students view the video of their performance and discuss the process of plot development • Students draft a plot • Class presentation • Feedback 	<p>Individual Work</p> <ul style="list-style-type: none"> • Students are given copies of another story • Using a template, students sketch visual representations of the events of the story • Students present their storyboards to the class • Class discusses the importance of graphics in determining sequence

STRANDS	LISTENING/SPEAKING	READING	LITERARY APPRECIATION	WRITING	MEDIA/VISUAL LITERACY
<i>Topics</i>	<i>Oracy: Pronunciation</i>	<i>Main Idea</i>	<i>Literary Devices: Simile/Metaphor</i>	<i>Narration: Plot Structure</i>	<i>Visual Representation: Timelines and Storyboards</i>
E V A L U A T I O N	<ul style="list-style-type: none"> • Choral speaking competition • Peer evaluation • Dictation 	<ul style="list-style-type: none"> • Labelling sentences in a paragraph as main idea or supporting details • Creation of headlines • Creation of details using main ideas 	<ul style="list-style-type: none"> • Identification of similes and metaphors from selected text • Students are given a worksheet with a list of similes and metaphors. Students select the similes and metaphors. For each sentence, they say why the two things can be compared 	<ul style="list-style-type: none"> • Students extract the plot from an “event poem” • Students are given the end of a story and they create the middle and beginning • Short story writing 	<ul style="list-style-type: none"> • Creation of storyboards • Creation of timelines
R E S O U R C E S	<ul style="list-style-type: none"> • Digital voice recorders • Teacher-prepared texts • Literary texts 	<ul style="list-style-type: none"> • Pictures • Titles and captions • Copies of paragraphs • Newspapers 	<ul style="list-style-type: none"> • Flip chart • Texts 	<ul style="list-style-type: none"> • Cartoons • Video recorder • Checklist • Camcorder 	<ul style="list-style-type: none"> • Diary • Timelines • Pictures • Stories

Form 1 — Term 2

STRANDS	LISTENING/SPEAKING	READING	LITERARY APPRECIATION	WRITING	MEDIA/VISUAL LITERACY
<i>Topics</i>	<i>Discriminative Listening</i>	<i>Predicting Outcomes</i>	<i>Literary Element: Plot</i>	<i>Descriptions of Events</i>	<i>Visual Interpretation/Representation: Map Reading</i>
L E A R N I N G O U T C O M E S	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> differentiate between sounds distinguish between Creole and Standard English pronunciation use Standard English pronunciation of words in appropriate contexts appreciate the importance of accurate pronunciation and enunciation in communication develop an appreciation of regional dialects 	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> detect cues in written text determine relationship between/among significant details in the text make accurate predictions appreciate the importance of making accurate predictions 	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> identify the major events in a plot deduce the sequence of these events value plot as an integral element of a story determine the story of a given plot 	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> identify the elements that contribute to the description of an event organize content into a cohesive whole use descriptive language effectively appreciate language as a means of recording significant events 	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> identify and define the common features of a map locate places on a map create a map of their own, which includes essential features value map reading as an important life skill


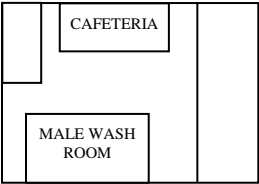
STRANDS	LISTENING/SPEAKING	READING	LITERARY APPRECIATION	WRITING	MEDIA/VISUAL LITERACY
Topics	<i>Discriminative Listening</i>	<i>Predicting Outcomes</i>	<i>Literary Element: Plot</i>	<i>Descriptions of Events</i>	<i>Visual Interpretation/ Representation: Map Reading</i>
S T R A T E G I E S	<p>Whole-Group Work</p> <ul style="list-style-type: none"> Students close their eyes and listen to the variety of sounds in their immediate surroundings Class discussion on sounds heard follows Recordings of different types of music are played (e.g., African drums, tassa, guitar, cuatro) Students differentiate among the sounds and explain the differences in sounds Students view news clips of Caribbean news, e.g., “Caribvision,” and discuss varieties in accents and pronunciation of words among West Indians Teacher plays a recording of dialects from different islands of the West Indies 	<p>Whole-Group Work</p> <ul style="list-style-type: none"> Using the title of a story, students suggest possible setting, characters, and events of the story Teacher reads stories but stops at strategic points for students to predict what may happen next <ul style="list-style-type: none"> Class discusses clues that guided them to make prediction Students compare actual outcome with their predictions <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p style="text-align: center;">Mini-Lesson</p> <ul style="list-style-type: none"> Future tense </div> <ul style="list-style-type: none"> Schema story: <ul style="list-style-type: none"> Teacher cuts the text in three parts and labels the beginning, middle, and ending Teacher distributes the beginning and middle sections to students 	<p>Whole-Group Work</p> <ul style="list-style-type: none"> Students are shown a movie Through guided discussion, students identify the main events of the plot The sequence of the plot is represented on a graphic on the chalkboard <p>Small-Group Work</p> <ul style="list-style-type: none"> Teacher selects an illustrated story that has an easily identifiable plot. The story is divided into segments Each group is given a set of segments In groups, students discuss each segment, identifying what may have happened before and what could happen next A timeline of the events is drawn on the chalkboard 	<p>Whole-Group Work</p> <ul style="list-style-type: none"> Teacher selects a puzzle of an event: class party/Sports Day Each group of students is given one piece of a puzzle in an envelope Students attempt to describe their particular piece of the puzzle Students note that the description is incomplete Students are given the opportunity to put the puzzle together Students describe the events captured in the puzzle <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p style="text-align: center;">Mini-Lesson</p> <ul style="list-style-type: none"> Adjectives Adverbs Prepositional phrases </div>	<p>Whole-Group Work</p> <ul style="list-style-type: none"> Students are sent on a quest to find hidden treasure Teacher reads or plays audio of the instructions and each student is given a list of clues Once the quest is completed, students brainstorm and list the information that helped them to solve the puzzle Students define each feature that was of help, e.g., legend/caption/title; scale/distance; direction <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p style="text-align: center;">Mini-Lesson</p> <ul style="list-style-type: none"> Imperatives Use of “There is/there are” </div>

STRANDS	LISTENING/SPEAKING	READING	LITERARY APPRECIATION	WRITING	MEDIA/VISUAL LITERACY
<i>Topics</i>	<i>Discriminative Listening</i>	<i>Predicting Outcomes</i>	<i>Literary Element: Plot</i>	<i>Descriptions of Events</i>	<i>Visual Interpretation/Representation: Map Reading</i>
S T R A T E G I E S	<ul style="list-style-type: none"> Students listen to identify differences in pronunciation of words as well as islands of origin <p>Small-Group Work</p> <ul style="list-style-type: none"> In groups, students choose from a selection of passages Students prepare to read the passage in a chosen West Indian dialect Class presentations 	<ul style="list-style-type: none"> Students are asked to assemble the two parts, read them, and then predict the ending of the text The original ending is presented to students. They read the ending and compare it with their predictions 	<ul style="list-style-type: none"> The sequence of events is noted Students write a brief summary of the plot Students and teacher discuss the importance of sequence in the story 	<p>Whole-Group Work</p> <ul style="list-style-type: none"> Students view film clip of an event, e.g., Carnival, Phagwa, the Goat Race, Tobago Wedding Students identify the elements that would constitute a description of the event, i.e., people, setting, activities Students and teacher create a graphic that can then be used as a template for future similar exercises Students choose an event from the list above In groups, students describe one of the identified elements Students make oral presentations The class creates a description of the whole event 	<ul style="list-style-type: none"> Students then draw the treasure map Students discuss the importance of map reading skills <p>Small-Group Work</p> <ul style="list-style-type: none"> Students are given a map from Geography or Social Studies, and a list of questions to be answered using the map Teacher verifies the work using a model of the map on the chalkboard or on an overhead projector

STRANDS	LISTENING/SPEAKING	READING	LITERARY APPRECIATION	WRITING	MEDIA/VISUAL LITERACY
<i>Topics</i>	<i>Discriminative Listening</i>	<i>Predicting Outcomes</i>	<i>Literary Element: Plot</i>	<i>Descriptions of Events</i>	<i>Visual Interpretation/Representation: Map Reading</i>
E V A L U A T I O N	<ul style="list-style-type: none"> • Identification of sounds 	<ul style="list-style-type: none"> • Schema story 	<ul style="list-style-type: none"> • Outline of the events of the plot of a short story, a dramatic skit, a movie, or literature text studied in class • Summary of a plot 	<ul style="list-style-type: none"> • Description of an event captured in a photograph or drawing 	<ul style="list-style-type: none"> • Creation of a map of the community in which the school is located
R E S O U R C E S	<ul style="list-style-type: none"> • Recordings of sounds • Audio clips • News clip • Texts 	<ul style="list-style-type: none"> • Copies of stories 	<ul style="list-style-type: none"> • Movie clip • Literature text • Graphic 	<ul style="list-style-type: none"> • Puzzle • Graphic arts (e.g., photographs, drawings, paintings, etc.) • Film clip 	<ul style="list-style-type: none"> • Maps • Clue sheet • Treasure

Form 1 — Term 2

STRANDS	LISTENING/SPEAKING	READING	LITERARY APPRECIATION	WRITING	MEDIA/VISUAL LITERACY
<i>Topics</i>	<i>Oracy: Making Introductions</i>	<i>Distinguishing Between Fact & Opinion</i>	<i>Literary Element: Character</i>	<i>Exposition: Giving Directions</i>	<i>Visual Representation: Relationship Graphic</i>
L E A R N I N G O U T C O M E S	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> • determine the content of an introductory speech • use register appropriate to context • formally introduce a speaker 	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> • define the terms <i>fact</i> and <i>opinion</i> • differentiate between fact and opinion • select fact and opinion statements from texts • write both factual and opinion pieces 	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> • determine major and minor characters in a literary work • deduce character traits • appreciate the importance of making accurate assessments of a person's character • develop an appreciation of individual differences 	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> • identify significant details • use concise language • use language appropriate to the writing task and context • write simple directions • value the need for precision and clarity when giving directions 	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> • identify and explain family relationship represented in graphics • create graphics to show relationship • appreciate how graphically representing information can amplify one's understanding of relationships

STRANDS	LISTENING/SPEAKING	READING	LITERARY APPRECIATION	WRITING	MEDIA/VISUAL LITERACY
<i>Topics</i>	<i>Oracy: Making Introductions</i>	<i>Distinguishing Between Fact & Opinion</i>	<i>Literary Element: Character</i>	<i>Exposition: Giving Directions</i>	<i>Visual Representation: Relationship Graphic</i>
S T R A T E G I E S	<p>Whole-Group Work</p> <ul style="list-style-type: none"> Teacher plays a videotape of a television talk show or panel discussion Students analyse the videotape to identify distinguishing characteristics of an introduction of a speaker Students note the features of an effective introduction <p>Small-Group Work</p> <ul style="list-style-type: none"> Students volunteer to introduce any of following: <ul style="list-style-type: none"> the President community activist new student coach parent principal a teacher 	<p>Whole-Group Work</p> <ul style="list-style-type: none"> Students read two accounts of the same incident, one factual and another from someone's point of view <ul style="list-style-type: none"> They compare and contrast the two accounts and identify differences They define what is factual They define what is opinion Students are given samples of factual and opinion statements. Using a T-chart, they fill in the two columns, one with factual statements and the other with opinion statements <p>Small-Group Work</p> <p><u>Investigative reporter</u></p> <ul style="list-style-type: none"> Students investigate a real or imaginary incident at school. They use the 5 Ws and an H strategy and ascertain facts and opinions 	<p>Whole-Group Work</p> <ul style="list-style-type: none"> Students are shown a clip of a character vividly portrayed The class discusses the character portrayed and what they learn about him/her Students are given copies of a short story in which characters are vividly described Class participates in round robin reading, followed by class discussion on their assessment of the character 	<p>Individual Work</p> <ul style="list-style-type: none"> Students use copies of a maze to map paths out of the maze and provide brief directions for each  <ul style="list-style-type: none"> Students give oral directions while mapping each path on enlarged maze on the chalkboard <p>Small-Group Work</p> <ul style="list-style-type: none"> Students use a layout of the school's compound to write directions to significant buildings for a new student 	<ul style="list-style-type: none"> Students brainstorm to create a list of words/terms that show family relationships, e.g., son, mother Students are presented with a graphic of a family tree Students discuss the ways in which the persons presented are related Students note the way that relationships are established on the family tree Students follow the same procedure using a simple organization chart

STRANDS	LISTENING/SPEAKING	READING	LITERARY APPRECIATION	WRITING	MEDIA/VISUAL LITERACY
Topics	<i>Oracy: Making Introductions</i>	<i>Distinguishing Between Fact & Opinion</i>	<i>Literary Element: Character</i>	<i>Exposition: Giving Directions</i>	<i>Visual Representation: Relationship Graphic</i>
S T R A T E G I E S	<ul style="list-style-type: none"> Students prepare notes for a concise introduction of each <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p style="text-align: center;">Mini-Lesson</p> <ul style="list-style-type: none"> Making notes </div> <ul style="list-style-type: none"> Using their notes, students practise formal introductions of speakers Presentations Chalkboard summary Simulation exercise: in groups, students draft introductions for performers at a concert to be staged Group competition 	<ul style="list-style-type: none"> Students write articles for the school newspaper using information gathered from their investigation <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p style="text-align: center;">Mini-Lesson</p> <ul style="list-style-type: none"> Language <ul style="list-style-type: none"> subjective objective </div>	<p style="text-align: center;">Small-Group Work</p> <ul style="list-style-type: none"> Students examine what the character says, does, thinks; what others say and think about him/her Students draw a graphic, e.g., semantic/character map to describe the character Students list quotations from text/make references to text to support the characteristics identified Students write a character sketch of the character Sketches are read to the class and feedback is given 	<ul style="list-style-type: none"> Presentations are made Class reviews and revises directions Directions are compiled in a booklet <p style="text-align: center;">Individual Work</p> <ul style="list-style-type: none"> Students are given copies of a map Students locate places on the map based on written directions given Written directions are examined and features/aspects of clear directions are noted <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p style="text-align: center;">Mini-Lesson</p> <ul style="list-style-type: none"> Prepositions Imperatives </div> <ul style="list-style-type: none"> Students produce written directions to different places on the map 	<p style="text-align: center;">Individual Work</p> <ul style="list-style-type: none"> Each student is given a family tree outline so that he/she can create one Students display their family trees around the classroom <p style="text-align: center;">Small-Group Work</p> <ul style="list-style-type: none"> Students examine a literary text Students create graphics to show the relationship among characters in the story or play Class discussion on the use of the graphic to display pertinent information Teacher feedback

STRANDS	LISTENING/SPEAKING	READING	LITERARY APPRECIATION	WRITING	MEDIA/VISUAL LITERACY
Topics	<i>Oracy: Making Introductions</i>	<i>Distinguishing Between Fact & Opinion</i>	<i>Literary Element: Character</i>	<i>Exposition: Giving Directions</i>	<i>Visual Representation: Relationship Graphic</i>
E V A L U A T I O N	<ul style="list-style-type: none"> • Oral introduction of a speaker 	<ul style="list-style-type: none"> • Differentiate between fact and opinion in given passages 	<ul style="list-style-type: none"> • Character sketch of a character from a short story or text studied in class • Character map of a character from a chosen short story/ play/poem • Written paragraph: "Why I like or dislike a character" 	<ul style="list-style-type: none"> • Written directions • Booklet of directions 	<ul style="list-style-type: none"> • A family tree of the characters in a literary text
R E S O U R C E S	<ul style="list-style-type: none"> • Videotape of talk show/panel discussion in which speakers are introduced 	<ul style="list-style-type: none"> • Texts • T-charts • Pictures 	<ul style="list-style-type: none"> • Literary texts • Film clip • Character map 	<ul style="list-style-type: none"> • Maps • Graphics <ul style="list-style-type: none"> - maze - school compound • Overhead projector and screen 	<ul style="list-style-type: none"> • Family tree templates • Organizational chart

Form 1 — Term 2

STRANDS	LISTENING/SPEAKING	READING	LITERARY APPRECIATION	WRITING	MEDIA/VISUAL LITERACY
<i>Topics</i>	<i>Oracy: Register/Language</i>	<i>Reading/Study Skills DIA/SQ3R</i>	<i>Literary Device: Personification</i>	<i>Narrative Perspective: First Person Point of View</i>	<i>Visual Interpretation: Visual Texts</i>
L E A R N I N G O U T C O M E S	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> • select register appropriate to audience and situation • use language appropriate to register • become sensitive to the importance of register 	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> • extract key details from a given text • read with greater focus • comprehend information in texts • value the importance of reading/study skills as an aid to comprehension 	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> • define the term <i>personification</i> • identify examples of the device in literary works • explain its use in context • appreciate the power of language to deepen the experience of the reader 	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> • identify aspects of narration • write a narrative using the first person point of view • appreciate the impact of perspective on a narrative 	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> • determine the elements of effective visual texts • use appropriate vocabulary in analysing visual texts • describe patterns in visual texts • appreciate how non-print text can be used to make connections to prior knowledge

STRANDS	LISTENING/SPEAKING	READING	LITERARY APPRECIATION	WRITING	MEDIA/VISUAL LITERACY
<i>Topics</i>	<i>Oracy: Register/Language</i>	<i>Reading/Study Skills DIA/SQ3R</i>	<i>Literary Device: Personification</i>	<i>Narrative Perspective: First Person Point of View</i>	<i>Visual Interpretation: Visual Texts</i>
S T R A T E G I E S	<p>Whole-Group Work</p> <ul style="list-style-type: none"> Students simulate conversation in a variety of situations, e.g., examination room, assembly, library, wedding, lunch break Whole-class discussion of register and language used in each Students identify appropriate language for different situations The information is represented on a graphic on the chalkboard <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Mini-Lesson</p> <ul style="list-style-type: none"> Register </div>	<p>Whole-Group Work</p> <ul style="list-style-type: none"> Students are given a piece of literature with title, sub-headings, and/or illustrations in a familiar content area Students examine heading, sub-headings, and illustrations and make predictions under each category using the six key inquiry questions – 5Ws and an H Prediction and discussions are recorded Students read the material to verify, confirm, or reject hypothesized ideas and information 	<p>Whole-Group Work</p> <ul style="list-style-type: none"> Students are given copies of a poem or view a video of an appropriate advertisement Students listen to song/view a video of the advertisement Students view/listen to identify the human actions or qualities displayed by inanimate things Students discuss the effectiveness of the device 	<p>Whole-Group Work</p> <ul style="list-style-type: none"> Students view a film extract of an autobiography of a famous Caribbean personality Class discusses the use of the first person point of view in the extract Students listen to a taped story from the first person point of view Using copies of the story, students identify features: <ul style="list-style-type: none"> single point of view access to personal thoughts immediacy <p>Small-Group Work</p> <ul style="list-style-type: none"> Teacher invites a guest speaker and students listen to his/her experiences 	<p>Whole-Group Work</p> <ul style="list-style-type: none"> Students view part of a photograph, e.g., a picture of a crying child The picture is then zoomed out to include the wider environment to and show the complete scene Students describe the details of the scene that they observed <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Mini-Lesson</p> <p>(A PowerPoint presentation)</p> <ul style="list-style-type: none"> The concept of visual literacy Vocabulary associated with “reading photographs”: light, space, background, foreground, contrast, framing, setting, vantage point, zoom </div>

STRANDS	LISTENING/SPEAKING	READING	LITERARY APPRECIATION	WRITING	MEDIA/VISUAL LITERACY
<i>Topics</i>	<i>Oracy: Register/Language</i>	<i>Reading/Study Skills DIA/SQ3R</i>	<i>Literary Device: Personification</i>	<i>Narrative Perspective: First Person Point of View</i>	<i>Visual Interpretation: Visual Texts</i>
S T R A T E G I E S	<p>Small-Group Work</p> <ul style="list-style-type: none"> At the listening centre, students listen to a series of taped conversations Students identify the register used in each <p>Small-Group Work</p> <ul style="list-style-type: none"> Students simulate making telephone calls to different agencies/groups, adopting the appropriate register Students' presentations are taped Peers assess taped presentations Feedback 	<p>Small-Group Work</p> <ul style="list-style-type: none"> Students are given copies of reading matter with headings and sub-headings in an identified content area Students survey materials, paying attention to title, sub-heading, graphics, and other reading aids Based on title and sub-headings, students formulate specific questions Students read material to answer questions formulated Students recite answers for question formulated. Students then write out their question Students review the reading matter and fill in details that they may have left out 	<ul style="list-style-type: none"> Students formulate a definition of <i>personification</i> <p>Small-Group Work</p> <ul style="list-style-type: none"> Students identify examples of personification from extracts of literary works Students discuss the effect of each example Students make presentations to the class Feedback is given <p>Individual Work</p> <ul style="list-style-type: none"> Students create a short passage using examples of personification <p>Mini-Lesson</p> <ul style="list-style-type: none"> Abstract nouns 	<p>Mini-Lesson</p> <ul style="list-style-type: none"> Pronoun: 1st person <ul style="list-style-type: none"> In groups, students write a brief "Here is My Life" story and make oral presentations Students write two paragraphs on a topic from the first person point of view and make presentations Students read their work to the class and are given feedback <p>Individual Work</p> <ul style="list-style-type: none"> Students assume the identity of a fictional character, e.g., someone from a literature text, and write about a situation from that character's point of view 	<p>Whole-Group Work</p> <ul style="list-style-type: none"> The students define each term (see Mini-Lesson above), using context clues and dictionary skills Students are given a "Photo Analysis Worksheet" Guided by the teacher, students discuss a visual text, using the worksheet <p>Small-Group Work</p> <ul style="list-style-type: none"> In groups, students analyse other visual texts, using the worksheet Students discuss the impact of the visual text on the viewer – the meaning/message that can be inferred

STRANDS	LISTENING/SPEAKING	READING	LITERARY APPRECIATION	WRITING	MEDIA/VISUAL LITERACY
<i>Topics</i>	<i>Oracy: Register/Language</i>	<i>Reading/Study Skills DIA/SQ3R</i>	<i>Literary Device: Personification</i>	<i>Narrative Perspective: First Person Point of View</i>	<i>Visual Interpretation: Visual Texts</i>
E V A L U A T I O N	<ul style="list-style-type: none"> • Demonstration of awareness of the importance of register • Role play 	<ul style="list-style-type: none"> • Reading assignment 	<ul style="list-style-type: none"> • Identification of examples of personification from literary works • Explanation of the effects of selected examples in context 	<ul style="list-style-type: none"> • Short story writing from the first person point of view 	<ul style="list-style-type: none"> • Students select pictures of their own to “read” and share their interpretations with their classmates • Students record a journal entry about the day’s activity and identify at least three valuable lessons that they gathered from the experience
R E S O U R C E S	<ul style="list-style-type: none"> • Telephone • Checklist • Taped conversation 	<ul style="list-style-type: none"> • Selection from content area text • White board • Transparencies • Markers 	<ul style="list-style-type: none"> • Advertisements • Audio CD • Literary text • Video 	<ul style="list-style-type: none"> • Film clip • Resource person • Taped story • Texts 	<ul style="list-style-type: none"> • PowerPoint presentation • Multimedia projector • Sample photos • Photo analysis worksheets • Rubrics for group work • Rubrics for oral presentations • Overhead projector

Form 1 — Term 3

STRANDS	LISTENING/SPEAKING	READING	LITERARY APPRECIATION	WRITING	MEDIA/VISUAL LITERACY
Topics	<i>Critical Listening: Fact and Opinion</i>	<i>Following Directions</i>	<i>Literary Element: Point of View</i>	<i>Description of a Scene</i>	<i>Visual Interpretation: Procedural Pictorial Sequence</i>
L E A R N I N G O U T C O M E S	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> • discriminate between fact and opinion in oral presentations • determine bias • respect the opinions of others 	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> • list characteristic features of directions • identify the language structures generally used in giving directions • use the varying structures when giving directions • value the importance of performing tasks efficiently and effectively • demonstrate the ability to follow directions to achieve a particular purpose/outcome/goal 	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> • identify different points of view in literary works • examine the impact and influence of point of view on the literary works • respect the point of view of others 	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> • identify techniques, such as imagery, that can be used when describing a scene • describe a scene using these techniques • appreciate how the effectiveness of the text is enhanced by the use of these techniques 	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> • explain the purpose of procedural texts • identify the formats of various types of procedural texts • identify and decode the sequence of steps that assist in task performance • organize the information in a meaningful manner to perform the task • appreciate that clarity and accuracy are key factors in accessing and applying the information from procedural texts

STRANDS	LISTENING/SPEAKING	READING	LITERARY APPRECIATION	WRITING	MEDIA/VISUAL LITERACY
Topics	<i>Critical Listening: Fact and Opinion</i>	<i>Following Directions</i>	<i>Literary Element: Point of View</i>	<i>Description of a Scene</i>	<i>Visual Interpretation: Procedural Pictorial Sequence</i>
S T R A T E G I E S	<p>Whole-Group Work</p> <ul style="list-style-type: none"> • Role-play conversation between two individuals • Class identifies facts and opinions stated in the conversation <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>Mini-Lesson</p> <ul style="list-style-type: none"> • Fact/Opinion </div> <ul style="list-style-type: none"> • Students listen to a dialogue in which facts and opinions are presented • After listening carefully to the dialogue a second time, students brainstorm to list what each speaker said • In pairs, students categorize the list under two headings: Facts and Opinions • Students then offer explanations for categorizing points as they did 	<p>Whole-Group Work</p> <ul style="list-style-type: none"> • Students are given sample directions and they brainstorm to determine language structures used in directions, e.g., imperative forms of verb; second person singular adverbial clauses and phrases; active voice • Students re-examine samples to identify varying formats of directions, e.g., sequences, short sentences, diagrams, sketches • Class chart is represented on chalkboard <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>Mini-Lesson</p> <ul style="list-style-type: none"> • Verbs: Imperative forms • Adverbial clause • Adverbial phrase • Pronouns: 2nd person </div>	<p>Whole-Group Work</p> <ul style="list-style-type: none"> • Teacher reads a familiar fairy tale, for example, “The Three Little Pigs” • Teacher then reads or plays a recording of another version of the fairy tale: “The True Story of the Three Little Pigs” • Class identifies the different points of view and discusses their impact on the story • Using a T-chart, teacher elicits from the class the factors that help differentiate the perspectives in each story <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>Mini-Lesson</p> <ul style="list-style-type: none"> • Pronouns: 3rd person </div>	<p>Whole-Group Work</p> <ul style="list-style-type: none"> • Teacher presents video clip of a scene • Through questioning, the teacher elicits an oral description of the scene from students • Students record aspects of the description of a scene on a graphic <p>Small-Group Work</p> <ul style="list-style-type: none"> • In groups, students record a scene using a video camera/cell phone • Students write descriptions of the scene and present their description to the class <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>Mini-Lesson</p> <ul style="list-style-type: none"> • Descriptive writing <ul style="list-style-type: none"> - imagery - organization </div>	<p>Small-Group Work</p> <ul style="list-style-type: none"> • Students are placed in groups and each one is given an envelope in which a sample of a procedural text is contained, e.g., game/origami instruction, setting up an e-mail account, manual for a digital camera or flash drive • Students are given a sheet on which they are expected to complete the following: <ul style="list-style-type: none"> - identify the materials that would be required to accomplish the sample tasks - state the steps needed to perform the task - list pictures/graphics on the sample - explain the way the graphics help readers to understand instructions

STRANDS	LISTENING/SPEAKING	READING	LITERARY APPRECIATION	WRITING	MEDIA/VISUAL LITERACY
Topics	<i>Critical Listening: Fact and Opinion</i>	<i>Following Directions</i>	<i>Literary Element: Point of View</i>	<i>Description of a Scene</i>	<i>Visual Interpretation: Procedural Pictorial Sequence</i>
S T R A T E G I E S	<ul style="list-style-type: none"> Teacher then reads two brief texts in which there is a clear bias for/against the issue being discussed. Students distinguish between the two and record the word choices and tone that indicate bias <p>Small-Group Work</p> <ul style="list-style-type: none"> In groups, students are then given topics and are asked to prepare oral presentations Students assess each group's presentation 	<p><u>Theatre Sports</u></p> <ul style="list-style-type: none"> Each student is given a card with directions that must be followed using pantomime only. The other students must guess what he/she is doing, e.g., shampooing a pet Students are given a short extract of a passage in which compass directions are provided Groups attempt to physically follow the directions <p><u>Maps</u></p> <ul style="list-style-type: none"> Students create maps of their school and its vicinity after reading and following directions created by their peers <p><u>Recipes</u></p> <ul style="list-style-type: none"> Groups follow directions created by peers to create a dish 	<ul style="list-style-type: none"> Students, with the teacher's help, arrive at a definition of first person and third person narration (omniscient narrator) <p>Small-Group Work</p> <ul style="list-style-type: none"> In groups, students orally retell incidents in a story, e.g., from "A Cow Called Boy" or other text, from multiple perspectives Students relate one incident, e.g., "Josh presents Cow to class on the first day of school" from the perspective of: <ul style="list-style-type: none"> (i) the teacher (ii) Cow (iii) a student <p>Whole-Group Work</p> <ul style="list-style-type: none"> Teacher and students discuss the effect of perspective on stories 	<p>Whole-Group Work</p> <ul style="list-style-type: none"> Students are taken outside They stop at various scenic spots, e.g., at a poui tree in bloom Students focus on one and respond to the following questions: <ul style="list-style-type: none"> - <i>What do you see?</i> - <i>What do you hear?</i> - <i>How does it smell?</i> - <i>How does the scene make you feel?</i> In developing their responses, students are encouraged to use extended sentences and figurative language <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>Mini-Lesson</p> <ul style="list-style-type: none"> Sentence structure: Simple compound </div> <p>Individual Work</p> <ul style="list-style-type: none"> Students describe a scene captured in a picture richly and vividly Responses are read aloud 	<ul style="list-style-type: none"> Each group presents their findings and these are discussed Students, guided by the teacher, summarize the significance of procedural texts in everyday life Students go back into their groups and actually perform the tasks related to their samples—play a game/use a digital camera Students are given a rubric, which details how their efforts will be scored Students make presentations

STRANDS	LISTENING/SPEAKING	READING	LITERARY APPRECIATION	WRITING	MEDIA/VISUAL LITERACY
<i>Topics</i>	<i>Critical Listening: Fact and Opinion</i>	<i>Following Directions</i>	<i>Literary Element: Point of View</i>	<i>Description of a Scene</i>	<i>Visual Interpretation: Procedural Pictorial Sequence</i>
E V A L U A T I O N	<ul style="list-style-type: none"> • Self- and peer evaluation of oral presentations • Identification of facts and opinions in oral presentations 	<ul style="list-style-type: none"> • Quiz • Reading activity, e.g., follow written directions to create an item or sketch 	<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 describe their impact in the story • Students adopt the personal perspective of a character and make a diary entry 	<ul style="list-style-type: none"> • Written description 	<ul style="list-style-type: none"> • Creation of a “Users’ Guide to a Procedural Text” of their choice
R E S O U R C E S	<ul style="list-style-type: none"> • Audio clips • T-charts • Rubrics for self- and peer evaluation 	<ul style="list-style-type: none"> • Sample written directions • Index cards • Chalkboard • Maps • Recipes 	<ul style="list-style-type: none"> • Literary texts • T-chart • Audio cassette • Audio-taped stories 	<ul style="list-style-type: none"> • Camera • Pictures • Video clip • Cell phone 	<ul style="list-style-type: none"> • Sample procedural texts • Camera • Computer software • Game

Form 1 — Term 3

STRANDS	LISTENING/SPEAKING	READING	LITERARY APPRECIATION	WRITING	MEDIA/VISUAL LITERACY
Topics	<i>Oracy: Pronunciation</i>	<i>Cause & Effect</i>	<i>Literary Element: Setting</i>	<i>Narrative Perspective: Third Person Point of View</i>	<i>Media Literacy: The Television</i>
L E A R N I N G O U T C O M E S	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> distinguish between Creole and Standard English pronunciation use Standard English pronunciation of words appreciate the importance of pronunciation and enunciation in effective communication value both English-based Creole and Standard English as effective means of communication 	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> determine cause and effect relationships in a given text deduce the effects of causes 	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> define the term <i>setting</i> identify elements that generally constitute setting describe different types of setting appreciate the importance of setting in literary work 	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> distinguish the differences among first, second, and third person point of view write a story using the third person point of view/ perspective become aware of the different perspectives from which a story can be written 	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> define the term <i>electronic media</i> identify the features of different kinds of television programmes appreciate the importance of features of television programming identified

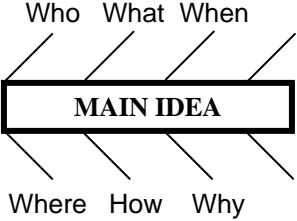
STRANDS	LISTENING/SPEAKING	READING	LITERARY APPRECIATION	WRITING	MEDIA/VISUAL LITERACY
Topics	<i>Oracy: Pronunciation</i>	<i>Cause & Effect</i>	<i>Literary Element: Setting</i>	<i>Narrative Perspective: Third Person Point of View</i>	<i>Media Literacy: The Television</i>
S T R A T E G I E S	<p>Whole-Group Work</p> <ul style="list-style-type: none"> Teacher creates and reads a story in which English words with the 'th' sound, e.g., <i>broth, with, father, gather, rhythm, that</i>, are included (narration is in the Creole) Story is read a second time and students listen to identify words that might have Standard English equivalents Students create a T-chart on which they write both the Standard English and Creole spelling of words identified 	<p>Pair Work</p> <ul style="list-style-type: none"> In pairs, students are given two envelopes, one containing pictures showing possible causes and another with pictures showing possible effects, e.g.: <ul style="list-style-type: none"> - A picture of someone watering plants - A picture of someone striking a building - A picture of flowers in bloom - A picture of a building ablaze <p style="text-align: center;">Or</p> <ul style="list-style-type: none"> Students view pictures on the computer 	<p>Whole-Group Work</p> <ul style="list-style-type: none"> Students examine passages from their literature texts in which various settings are vividly described Students produce basic sketches of settings described in the passages Teacher and students discuss factors that are important in accurately presenting the scene in their drawings Their observations are listed on the board Students deduce the various elements of setting Students listen to an audio clip of a description of a scene/setting 	<p>Whole-Group Work</p> <ul style="list-style-type: none"> Students read samples of advertisements written from the first, second, and third person points of view/perspective Students identify the sample that was written from the first person point of view/perspective <p>Small-Group Work</p> <ul style="list-style-type: none"> In groups, students determine the differences among the samples given Students conclude that three points of view/perspectives can be used in writing Students read a short story written from the third person point of view/perspective 	<p>Whole-Group Work</p> <ul style="list-style-type: none"> Presented with a graphic organizer, students brainstorm to determine what they understand by the term <i>electronic media</i> The students identify various forms of electronic media: television, radio, telephone, desktop computer, game console, cell phone Students are asked to name the range of television programmes that are available locally: drama, documentary, news, sitcom, infomercials, sports, music videos

STRANDS	LISTENING/SPEAKING	READING	LITERARY APPRECIATION	WRITING	MEDIA/VISUAL LITERACY
Topics	<i>Oracy: Pronunciation</i>	<i>Cause & Effect</i>	<i>Literary Element: Setting</i>	<i>Narrative Perspective: Third Person Point of View</i>	<i>Media Literacy: The Television</i>
S T R A T E G I E S	<p>Small-Group Work</p> <ul style="list-style-type: none"> Students, in groups, practise Standard English pronunciation of “th” sounds by creating tongue twisters of words with the “th” sounds, e.g., “The two thoughtless things thumped themselves thoroughly!” <p>Whole-Group Work</p> <ul style="list-style-type: none"> Students simulate a variety of situations, e.g., examination room, assembly, library, wedding, lunch break Students note tone used in the varying contexts Whole-class discussion of register and language used Teacher elicits language appropriate for different situations from students Students note tone used in the varying contexts 	<ul style="list-style-type: none"> Students match pictures to show a possible cause and its effect Students write the cause-effect relationship: <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 <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p style="text-align: center;">Mini-Lesson</p> <ul style="list-style-type: none"> If/then Sentence structures to show cause/effect </div> <p>Whole-Group Work</p> <ul style="list-style-type: none"> During the mini-lesson, students construct sentences that capture cause/effect relationships 	<ul style="list-style-type: none"> Students then view a video clip of the same scene/setting <p>Small-Group Work</p> <ul style="list-style-type: none"> Students are then divided into groups, each group representing one of the senses, e.g., sight, touch Each group describes the scene presented, using appeals to one of the senses identified <p>Whole-Group Work</p> <ul style="list-style-type: none"> Groups present their descriptions Descriptions are combined Class discusses what makes a description complete and effective 	<ul style="list-style-type: none"> Students identify the characteristics of an extract written from the third person point of view/ perspective: third person singular and plural omniscient narrator (unlimited knowledge) Students draft a short piece of writing from the third person point of view/ perspective <p>Whole-Group Work</p> <ul style="list-style-type: none"> Students make presentations to the class Feedback is given <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p style="text-align: center;">Mini-Lesson</p> <ul style="list-style-type: none"> Pronouns: 1st, 2nd, 3rd person Passive voice Future tense Word order </div>	<p>Small-Group Work</p> <ul style="list-style-type: none"> Students are placed into groups and each group discusses the features of a particular type of programme <p>Whole-Group Work</p> <ul style="list-style-type: none"> Each group makes an oral presentation based on the discussion Teacher selects a type of programme and shows approximately 10-15 minutes of it The class views and examines critically how the features work together to produce the overall effect/ impact of the programme Field trip to a television station Students write a journal entry to identify one significant way in which this new knowledge would affect the way in which they view television

STRANDS	LISTENING/SPEAKING	READING	LITERARY APPRECIATION	WRITING	MEDIA/VISUAL LITERACY
<i>Topics</i>	<i>Oracy: Pronunciation</i>	<i>Cause & Effect</i>	<i>Literary Element: Setting</i>	<i>Narrative Perspective: Third Person Point of View</i>	<i>Media Literacy: The Television</i>
E V A L U A T I O N	<ul style="list-style-type: none"> • Demonstration of correct pronunciation of Standard English • Role play 	<ul style="list-style-type: none"> • Identification of cause and effect relationships in passage • Comprehension exercise 	<ul style="list-style-type: none"> • Oral description of setting of a chosen passage • Written description of setting • Creation of a sense poem 	<ul style="list-style-type: none"> • Short story using the third person point of view/perspective 	<p>Project Work</p> <ul style="list-style-type: none"> • Project: Creation of one day of programming for a television station of their own
R E S O U R C E S	<ul style="list-style-type: none"> • Telephone • Checklist 	<ul style="list-style-type: none"> • Pictures • Computer • Text 	<ul style="list-style-type: none"> • Video clip • Audio clip • Literature texts 	<p>Copies of:</p> <ul style="list-style-type: none"> • Stories • Advertisements • Biographies 	<ul style="list-style-type: none"> • Video clip • Graphic organizer • Television • DVD

Form 1 — Term 3

STRANDS	LISTENING/SPEAKING	READING	LITERARY APPRECIATION	WRITING	MEDIA/VISUAL LITERACY
<i>Topics</i>	<i>Interviewing Skills</i>	<i>Implied Main Idea</i>	<i>Literary Devices: Onomatopoeia</i>	<i>Persuasion: Personal Opinion</i>	<i>Media Literacy: The Radio</i>
L E A R N I N G O U T C O M E S	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> • generate and ask appropriate questions • respond accurately to questions asked • speak with confidence • use language to suit audience and purpose 	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> • detect connections among details in a text • infer the main idea • appreciate the relationship between main ideas and supporting details 	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> • define the term <i>onomatopoeia</i> • identify examples of the device in literary works • explain its use in context • appreciate the power of language to deepen the experience of the reader 	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> • state their opinion on a given topic • support their opinion with sound written arguments • use language suited to the writing task • respect the opinions of others 	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> • identify different types of radio programmes • explain the purpose of different types of radio programmes • value the effectiveness of the radio as a means of communication • plan and produce a radio programme

STRANDS	LISTENING/SPEAKING	READING	LITERARY APPRECIATION	WRITING	MEDIA/VISUAL LITERACY
Topics	<i>Interviewing Skills</i>	<i>Implied Main Idea</i>	<i>Literary Devices: Onomatopoeia</i>	<i>Persuasion: Personal Opinion</i>	<i>Media Literacy: The Radio</i>
S T R A T E G I E S	<p>Whole-Group Work</p> <ul style="list-style-type: none"> Students view/listen to a sample interview on television/radio Teacher and students analyse the interaction: <ul style="list-style-type: none"> polite manner of interviewer and interviewee questions asked response to questions relationship between responses and further questioning Teacher tells students that they will be conducting an interview to select a school prefect 	<p>Individual Work</p> <ul style="list-style-type: none"> Students read a paragraph or a fable Using the herringbone pattern graphic organizer, students fill in important details from the story:  <p>Whole-Group Work</p> <ul style="list-style-type: none"> Using the details, students draw conclusions about the main idea. They compose a sentence that states the main idea 	<p>Whole-Group Work</p> <ul style="list-style-type: none"> Students view a brief clip and identify words in the clip that suggest different sounds Students discuss the chosen words to determine what each sound represents Students are given copies of comic strips and are asked to make a list of the “sound words” from each frame Students deduce a definition of the term <i>onomatopoeia</i> <p>Small-Group Work</p> <ul style="list-style-type: none"> Teacher plays a calypso with examples of onomatopoeia Students are encouraged to identify examples of onomatopoeia in the calypso 	<p>Whole-Group Work</p> <ul style="list-style-type: none"> Teacher shares a piece of persuasive writing with students, e.g., calypso, pichakaree Teacher elicits from students: <ul style="list-style-type: none"> What is the main point? How is the point supported? What explanations are given? What facts are presented? <p>Individual Work</p> <ul style="list-style-type: none"> Students are asked to express their opinion on a chosen topic using the following cues: <ul style="list-style-type: none"> (i) I think _____ because _____ (ii) I like _____ because _____ (iii) I believe that about _____ because _____ 	<p>Individual Work</p> <ul style="list-style-type: none"> Students are asked to listen to a radio station on a particular day, at a specific time (possibly during a weekend) Students are given a chart on which they record: <ul style="list-style-type: none"> the types of programmes broadcast their purpose a brief summary of the content Students report their findings orally <p>Small-Group Work</p> <ul style="list-style-type: none"> Using information from the previous lesson on television, students compare radio and television as means of communication Students use a Venn diagram to record their views

STRANDS	LISTENING/SPEAKING	READING	LITERARY APPRECIATION	WRITING	MEDIA/VISUAL LITERACY
<i>Topics</i>	<i>Interviewing Skills</i>	<i>Implied Main Idea</i>	<i>Literary Devices: Onomatopoeia</i>	<i>Persuasion: Personal Opinion</i>	<i>Media Literacy: The Radio</i>
S T R A T E G I E S	<ul style="list-style-type: none"> Class identifies qualities of an effective Prefect and the teacher records this on the board <p>Small-Group Work</p> <ul style="list-style-type: none"> Class is divided into small groups Each group selects a representative for the interview panel and brainstorms possible questions to ask candidates <p>Whole-Group Work</p> <ul style="list-style-type: none"> Each representative then joins a panel at the front of the class. Students field questions from all representatives (session recorded) Using a checklist of desirable attributes, each student determines which individual is best suited to represent the class 	<ul style="list-style-type: none"> Students are divided into groups Each group is given an excerpt from a text, and a pattern of the herringbone graphic organizer Members of each group fill in the pattern and infer the main idea Oral class presentations of inferred main ideas and discussion follows 	<p>Whole-Group Work</p> <ul style="list-style-type: none"> Students listen to taped poems/stories Students identify examples of onomatopoeia and they explain how are used in context Class discusses the impact of the device 	<p>Whole-Group Work</p> <ul style="list-style-type: none"> Teacher models a piece of writing in which an opinion is stated and supported <p>Small-Group Work</p> <ul style="list-style-type: none"> In groups, students choose a topic, state their opinion, and provide supporting information Groups select a representative to present the topic chosen, and identify information to support the group's opinion <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Mini-Lesson</p> <ul style="list-style-type: none"> Personal pronoun Opinion statements Complex sentences </div>	<p>Small-Group Work</p> <ul style="list-style-type: none"> In groups, students act out the roles of the employees of a radio station. Students: <ul style="list-style-type: none"> name the station determine the type of programming they will present to the public, e.g., talk radio, easy listening create a script for an hour of programming Students take on the role of radio announcers and present an hour's worth of their programme The programme is taped and presented to the class

STRANDS	LISTENING/SPEAKING	READING	LITERARY APPRECIATION	WRITING	MEDIA/VISUAL LITERACY
<i>Topics</i>	<i>Interviewing Skills</i>	<i>Implied Main Idea</i>	<i>Literary Devices: Onomatopoeia</i>	<i>Persuasion: Personal Opinion</i>	<i>Media Literacy: The Radio</i>
E V A L U A T I O N	<ul style="list-style-type: none"> Peer interviews Critique of taped interviews 	<ul style="list-style-type: none"> Students are given short extract from which they infer the main idea 	<ul style="list-style-type: none"> Identification of examples of onomatopoeia Explanation of the effect of selected examples in context 	<ul style="list-style-type: none"> Oral persuasive presentations for or against a given topic Written persuasive pieces 	<p>Project</p> <ul style="list-style-type: none"> Creation of CD of the radio programme: <ul style="list-style-type: none"> - process - product
R E S O U R C E S	<ul style="list-style-type: none"> Checklist Camcorders Sample of oral interview from television/radio 	<ul style="list-style-type: none"> Text Herringbone pattern Graphic organizer 	<ul style="list-style-type: none"> Advertisements Audio CD Literary text Video 	<ul style="list-style-type: none"> Examples of persuasive texts 	<ul style="list-style-type: none"> Sample script sheets Recorders Mikes Computer Venn diagram

FORM 2 — TERM 1

STRANDS	LISTENING/SPEAKING	READING	LITERARY APPRECIATION	WRITING	MEDIA/VISUAL LITERACY
<i>Topics</i>	<i>Listening Skills: Non-Verbal Cues</i>	<i>Organizational Patterns: Comparison and Contrast</i>	<i>Literary Device: Assonance</i>	<i>Narration</i>	<i>Media Literacy: Print and Non-Print</i>
L E A R N I N G O U T C O M E S	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> • identify non-verbal cues • interpret, accurately, non-verbal cues • appreciate non-verbal cues as essential to the listening act 	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> • identify organizational patterns in written texts • identify key words and phrases that indicate patterns of comparison and contrast • explain how organizational patterns aid meaning • appreciate the importance of organizational patterns in texts 	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> • define the term <i>assonance</i> • identify examples of the device in literary works • explain the effectiveness of its use in context • appreciate the power of language to deepen the experience of the reader • value performance as crucial to literary works 	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> • generate ideas related to a theme • sequence and develop ideas to create a short story • use language appropriate to the writing task • write an effective short story 	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> • define the terms <i>print</i> and <i>non-print</i> • identify and categorize two types of media: print and non-print • compare print and non-print media • appreciate the purpose and function of both forms of media

STRANDS	LISTENING/SPEAKING	READING	LITERARY APPRECIATION	WRITING	MEDIA/VISUAL LITERACY
Topics	<i>Listening Skills: Non-Verbal Cues</i>	<i>Organizational Patterns: Comparison and Contrast</i>	<i>Literary Device: Assonance</i>	<i>Narration</i>	<i>Media Literacy: Print and Non-Print</i>
S T R A T E G I E S	<p>Whole-Group Work</p> <ul style="list-style-type: none"> Students view a video clip of a mime Class identifies and lists the facial expressions, body language, and gestures Students interpret the non-verbal cues Teacher and students discuss the impact of the non-verbal cues in mime <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p style="text-align: center;">Mini-Lesson</p> <ul style="list-style-type: none"> Non-verbal cues </div> <ul style="list-style-type: none"> Students view video clips of speakers in a variety of scenarios 	<p>Small-Group Work</p> <p style="text-align: center;"><u>Puzzle – “Spot the Difference”</u></p> <ul style="list-style-type: none"> Teacher distributes copies of two similar pictures that contain subtle differences Students, in groups, identify similarities and differences <p>Whole-Group Work</p> <ul style="list-style-type: none"> Teacher introduces the terms <i>comparison</i> and <i>contrast</i> and elicits definitions of both from groups Using a Venn diagram, students record features identified in photographs that are similar and different <p style="text-align: center;"><u>Game: Analogies</u></p> <ul style="list-style-type: none"> Groups create fast-paced gender analogies, e.g., <i>woman</i> is to man as <i>girl</i> is to boy. The group that does not falter, wins 	<p>Whole-Group Work</p> <ul style="list-style-type: none"> Teacher reads verses from a selected poem Students list words with repeated vowel sounds Words are highlighted on a class copy of the poem on the chalkboard Students examine the list of words Students identify pattern and deduce a definition of the device, assonance <p>Small-Group Work</p> <ul style="list-style-type: none"> In groups, students are given copies of a song, e.g., <i>Colours of the Wind</i> Students identify examples of assonance: “Have you ever heard the wolf cry to the blue corn moon” Students note that the repeated “o” sound mimics the howling of the wolf 	<p>Whole-Group Work</p> <ul style="list-style-type: none"> A short story/excerpt from a novel is read aloud Students identify theme of the story/ excerpt Students discuss the development of the theme Teacher and students map on the chalkboard the links among events, characters, setting, and the plot structure Students brainstorm another theme Students organize and sequence ideas Students map the plot structure <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p style="text-align: center;">Mini-Lesson</p> <ul style="list-style-type: none"> Paragraph development Connectives </div> <ul style="list-style-type: none"> A class story is produced 	<p>Whole-Group Work</p> <ul style="list-style-type: none"> Students are presented with a variety of samples of media—print and non-print: newspaper, magazine, websites, and audio clip Class discusses each sample—what it is, its purpose, the target audiences In groups, students categorize types of media, using a T-chart Students deduce the definitions of the terms <i>print</i> and <i>non-print</i> media <p>Small-Group Work</p> <ul style="list-style-type: none"> Using a graphic organizer, e.g., spider web/concept map, students list three similarities and three differences between print and non-print media Each group will share their findings with the class

STRANDS	LISTENING/SPEAKING	READING	LITERARY APPRECIATION	WRITING	MEDIA/VISUAL LITERACY
Topics	<i>Listening Skills: Non-Verbal Cues</i>	<i>Organizational Patterns: Comparison and Contrast</i>	<i>Literary Device: Assonance</i>	<i>Narration</i>	<i>Media Literacy: Print and Non-Print</i>
S T R A T E G I E S	<p>Small-Group Work</p> <ul style="list-style-type: none"> In groups, students identify and interpret non-verbal cues and discuss their impact Groups make presentations Peer review and feedback Students engage in speaking acts, demonstrating the power of non-verbal cues 	<ul style="list-style-type: none"> Copies of a teacher-composed passage are distributed, containing key words and phrases that indicate comparison and contrast <p style="text-align: center;">Pair Work</p> <ul style="list-style-type: none"> Students read the passage and identify words that indicate comparison and contrast These are then recorded on the T-chart, e.g., like/unlike; same as/in contrast to/likewise;/ however/whereas <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p style="text-align: center;">Mini-Lesson</p> <ul style="list-style-type: none"> Adverbial clauses </div> <ul style="list-style-type: none"> Two brochures advertising holiday destinations are distributed Students examine similarities and differences of the two brochures and record their findings on Venn diagrams Oral presentations are made 	<ul style="list-style-type: none"> Students discuss the effective use of assonance Students choose another example of assonance and discuss the effectiveness of its use <p style="text-align: center;">Whole-Group Work</p> <ul style="list-style-type: none"> Class presentations are recorded Teacher provides feedback <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p style="text-align: center;">Mini-Lesson</p> <ul style="list-style-type: none"> Review: <ul style="list-style-type: none"> consonants and vowels rhythm </div>	<p>Small-Group Work</p> <ul style="list-style-type: none"> Students are given another theme Students map the plot of a story Students write their first draft Students engage in peer review, using a checklist Students revise their drafts <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p style="text-align: center;">Mini-Lesson</p> <ul style="list-style-type: none"> Punctuation: <ul style="list-style-type: none"> direct speech indirect speech </div>	<ul style="list-style-type: none"> Students create a poster to display the different types of media <p style="text-align: center;">Small-Group Work</p> <ul style="list-style-type: none"> In groups, students discuss the advantages and limitations of different types of media Using a worksheet, students match stated purpose with the most appropriate media type

STRANDS	LISTENING/SPEAKING	READING	LITERARY APPRECIATION	WRITING	MEDIA/VISUAL LITERACY
Topics	<i>Listening Skills: Non-Verbal Cues</i>	<i>Organizational Patterns: Comparison and Contrast</i>	<i>Literary Device: Assonance</i>	<i>Narration</i>	<i>Media Literacy: Print and Non-Print</i>
E V A L U A T I O N	<ul style="list-style-type: none"> • Oral presentations • Interpretation of non-verbal cues 	<ul style="list-style-type: none"> • Students identify organizational patterns in texts • Using a pattern of comparison and contrast, students compose written texts • Students create analogies and metaphors • Students create a graphic organizer that reflects an identified organizational pattern 	<ul style="list-style-type: none"> • Taped presentations • Identification of the literary device • Explanation of its effectiveness 	<ul style="list-style-type: none"> • Drafts of short stories at varying stages of the writing process using a rubric which includes the following: <ul style="list-style-type: none"> - story structure - relevance of ideas to theme - paragraphing skills - sequencing of ideas <p>(Teachers should note that this evaluation is formative in nature)</p> <ul style="list-style-type: none"> • Short story writing 	<ul style="list-style-type: none"> • Creation of a portfolio, which includes: <ul style="list-style-type: none"> - three samples of material that would fall into the print media category - three samples of material that would fall into the non-print media category - students' reflections on the value of each form of media—print and non-print media
R E S O U R C E S	<ul style="list-style-type: none"> • Video clips • Role play 	<ul style="list-style-type: none"> • Copies of puzzle “Spot the Difference” • Teacher-created passage • T-charts • Holiday brochures • Venn diagrams • Extracts from content area texts 	<ul style="list-style-type: none"> • Text • CD recorders • CD players 	<ul style="list-style-type: none"> • Short story/excerpts • Checklist 	<ul style="list-style-type: none"> • Samples of media • T-charts • Organizers • Poster

Form 2 — Term 1

STRANDS	LISTENING/SPEAKING	READING	LITERARY APPRECIATION	WRITING	MEDIA/VISUAL LITERACY
<i>Topics</i>	<i>Aesthetic Listening</i>	<i>Organizational Patterns: Spatial Order</i>	<i>Theme</i>	<i>Informal Letters</i>	<i>Detecting Bias</i>
L E A R N I N G O U T C O M E S	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> • identify emotions communicated through an oral text • share in the emotional experience communicated • make connections with their life experience • become sensitive to the importance of aesthetic listening 	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> • identify organizational patterns in texts • identify key words and phrases that indicate pattern of spatial order • examine how organizational patterns aid meaning • appreciate organizational patterns in texts 	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> • identify themes in literary works • determine the relationship between theme and plot • value literature as a reflection of the human experience 	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> • identify and use the format for informal letters • generate content for varying types of informal letters • make connections between content, audience, and purpose • use language suited to the writing task • value the conventions of letter writing 	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> • define the term <i>bias</i> • explain how bias is constructed in the print media • determine the impact of bias on readers • appreciate the importance of developing critical thinking skills as an integral element in the process of becoming an informed consumer

STRANDS	LISTENING/SPEAKING	READING	LITERARY APPRECIATION	WRITING	MEDIA/VISUAL LITERACY
Topics	<i>Aesthetic Listening</i>	<i>Organizational Patterns: Spatial Order</i>	<i>Theme</i>	<i>Informal Letters</i>	<i>Detecting Bias</i>
S T R A T E G I E S	<p>Whole-Group Work</p> <ul style="list-style-type: none"> Using the listening centre, students listen to an account of an unfortunate personal experience Students identify the emotions communicated throughout the account Students discuss their emotional responses to the reading <p>Small-Group Work</p> <ul style="list-style-type: none"> In groups, students recount similar personal experiences and list possible responses to narratives of difficult situations Class discusses the importance of aesthetic listening Groups represent their ideas graphically 	<p>Whole-Group Work</p> <p><u>Game: Treasure Hunt</u></p> <ul style="list-style-type: none"> Students are given a treasure map and clues that indicate location of the treasure They attempt finding the treasure using the map given Discussion of the treasure hunt process follows Using the clues, students identify signal words that indicate spatial order, e.g., behind, across from, next to, between, underneath, and define spatial relationships, e.g., left to right/ top to bottom/ near to far <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Mini-Lesson</p> <ul style="list-style-type: none"> Prepositions </div>	<p>Whole-Group Work</p> <ul style="list-style-type: none"> Students and teacher discuss the themes of popular television shows Students draw conclusions and deduce the meaning of theme Students make links between the theme and the plot of a show Students design a graphic to illustrate the relationship between theme and plot Students match excerpts and theme Students identify the theme in various literary extracts/film clips Feedback and class summary <p>Small-Group Work</p> <ul style="list-style-type: none"> In groups, students read a short story and identify the theme 	<p>Whole-Group Work</p> <ul style="list-style-type: none"> Teacher gives class samples of conventional informal letters: <ul style="list-style-type: none"> friendly letters letters of invitation letters of thanks Class examines format, tone, content <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Mini-Lesson</p> <ul style="list-style-type: none"> Format for informal letters </div> <ul style="list-style-type: none"> Using a Venn diagram, students record similarities and differences among the types of letters <p>Small-Group Work</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Mini-Lesson</p> <ul style="list-style-type: none"> Audience Purpose </div>	<p>Whole-Group Work</p> <ul style="list-style-type: none"> Students listen attentively to two audio clips about the same event/incident that are told from two different perspectives They note the differences in the accounts and suggest reasons why such differences occurred The term <i>bias</i> is discussed and a definition is deduced <p>Pair Work</p> <ul style="list-style-type: none"> Students are given articles on the same incident from three different newspapers In pairs, students note the similarities and differences among the accounts

STRANDS	LISTENING/SPEAKING	READING	LITERARY APPRECIATION	WRITING	MEDIA/VISUAL LITERACY
Topics	<i>Aesthetic Listening</i>	<i>Organizational Patterns: Spatial Order</i>	<i>Theme</i>	<i>Informal Letters</i>	<i>Detecting Bias</i>
S T R A T E G I E S	<p>Small-Group Work</p> <ul style="list-style-type: none"> Students view a short film clip in which a request for assistance is made In groups, students identify the kind of assistance that is needed and why <p>Whole-Group Work</p> <ul style="list-style-type: none"> Class summarizes type of assistance that may be rendered <p>Individual Work</p> <ul style="list-style-type: none"> Journal entry <p>Pair Work</p> <ul style="list-style-type: none"> In pairs, students take turns talking about themselves and being affirmed by their listeners Students make positive statements about other students to the class 	<ul style="list-style-type: none"> A list of questions is distributed and students respond to them in groups: <ul style="list-style-type: none"> What are the details given? How do these relate to the topic? Why is the description important? The group discusses its responses to the questions <p style="text-align: center;">Whole-Group Work</p> <ul style="list-style-type: none"> Teacher then guides discussion on how the organizational pattern of the text facilitates understanding <p style="text-align: center;">Small-Group Work</p> <ul style="list-style-type: none"> Students read a description of a scene that uses spatial order as an organizational strategy In groups, they create diagrams that illustrate the scene described 	<ul style="list-style-type: none"> Students share ideas or findings Students document their ideas using theme chart Students make connections between situations encountered in the stories and situations experienced in their own lives Students present their ideas to the class <p style="text-align: center;">Individual Work</p> <ul style="list-style-type: none"> Students are given excerpts from a literary text and a list of themes Students match themes with excerpts Students establish the relationship between plot and theme 	<ul style="list-style-type: none"> Students, in groups, draft one social letter Students engage in peer review, using a checklist Students make oral presentations Feedback is given <p style="text-align: center;">Small-Group Work</p> <ul style="list-style-type: none"> Students download samples of e-mails In groups, students discuss format, content, tone, and language Groups make oral presentations in which they compare traditional letters with e-mails Students e-mail friendly letters to students of another school 	<ul style="list-style-type: none"> Students generate a list of the ways in which bias can be created in printed media <p style="text-align: center;">Whole-Group Work</p> <div style="border: 1px solid black; padding: 5px; margin: 10px auto; width: fit-content;"> <p style="text-align: center;">Mini-Lesson</p> <ul style="list-style-type: none"> Creating bias: <ul style="list-style-type: none"> omission selection of sources labelling use of statistics spin/word choice </div> <p style="text-align: center;">Individual Work</p> <ul style="list-style-type: none"> Students are given another article Individually, students identify examples of bias and explain how each is created Class discusses the possible impact on readers

STRANDS	LISTENING/SPEAKING	READING	LITERARY APPRECIATION	WRITING	MEDIA/VISUAL LITERACY
<i>Topics</i>	<i>Aesthetic Listening</i>	<i>Organizational Patterns: Spatial Order</i>	<i>Theme</i>	<i>Informal Letters</i>	<i>Detecting Bias</i>
E V A L U A T I O N	<ul style="list-style-type: none"> • Journal entries • Alternative endings for stories • Letter writing (letter of advice, letter of sympathy) 	<ul style="list-style-type: none"> • Given extract from texts, students identify organizational patterns • Using spatial order, students create written texts • Students create a graphic organizer that follows a particular organizational pattern 	<ul style="list-style-type: none"> • Matching exercises • Written exercises 	<ul style="list-style-type: none"> • Letters of invitation/ thanks • E-mails 	<ul style="list-style-type: none"> • Identification of bias in identified articles
R E S O U R C E S	<ul style="list-style-type: none"> • Taped account • Listening centre • Film clip • Graphic • Journal 	<ul style="list-style-type: none"> • T-charts • Treasure map • Venn diagrams • Extracts from content area texts 	<ul style="list-style-type: none"> • Literary texts • Theme chart • Film clips 	<ul style="list-style-type: none"> • Sample letters • Internet • Computer • Venn diagram 	<ul style="list-style-type: none"> • Audio clips • Newspaper articles • Worksheets • Graphics

Form 2 — Term 1

STRANDS	LISTENING/SPEAKING	READING	LITERARY APPRECIATION	WRITING	MEDIA/VISUAL LITERACY
<i>Topics</i>	<i>Critical Listening: Verbal Instructions</i>	<i>Context Clues</i>	<i>Literary Device: Alliteration</i>	<i>Exposition: Instructions</i>	<i>Visual Representation: Elements of Design</i>
L E A R N I N G O U T C O M E S	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> • identify varied structures used in giving instructions • follow instructions accurately • appreciate the importance of clearly expressed instructions 	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> • determine the context of unfamiliar words • use context clues to deduce meaning • appreciate the need to use clues to unlock the meaning of unfamiliar words 	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> • define the term <i>alliteration</i> • identify examples of the device in literary work • explain the effectiveness of its use • appreciate the power of language to deepen the experience of the reader 	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> • identify relevant information • sequence facts/information • produce a piece of expository writing • use language appropriate to the writing task • appreciate the value of giving clear, precise information 	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> • identify design elements that are common to visual texts • evaluate the importance of each element to the creation of a complete text • create visual texts • appreciate the value of “eye-appeal” in creating products for consumers

STRANDS	LISTENING/SPEAKING	READING	LITERARY APPRECIATION	WRITING	MEDIA/VISUAL LITERACY
<i>Topics</i>	<i>Critical Listening: Verbal Instructions</i>	<i>Context Clues</i>	<i>Literary Device: Alliteration</i>	<i>Exposition: Instructions</i>	<i>Visual Representation: Elements of Design</i>
S T R A T E G I E S	<p>Whole-Group Work</p> <ul style="list-style-type: none"> Students play instructional game, for example, “Around the Savannah” Class discusses the language of instruction Origami: Teacher verbalizes instructions while simultaneously creating an item, e.g., frog, swan Teacher then reads instructions and students simultaneously follow the instructions to make another item <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Mini-Lesson</p> <ul style="list-style-type: none"> Imperative Adverbs Adverbial phrases/clauses </div>	<ul style="list-style-type: none"> Students are given a teacher-created passage with nonsense words and sufficient context clues to suggest their meanings. Passage should contain context clues relating to comparison and contrast, linked synonyms, and appositives Using the context, students decipher the meanings of the nonsense words Teacher elicits from students strategies used to unlock the meaning of the words, e.g., use of signal words, “chunking” <p style="text-align: center;"><u>Think Aloud</u></p> <ul style="list-style-type: none"> Teacher models how comparison and contrast, linked synonyms, and appositives can be used to deduce meanings of unfamiliar words in a passage 	<p>Whole-Group Work</p> <ul style="list-style-type: none"> Students are given familiar tongue-twisters, which they recite and repeat in groups, e.g., “<i>She sells sea shells</i>” Students use consonants of the alphabet to create their own tongue-twisters Class is divided into two The groups compete to determine which group can: <ul style="list-style-type: none"> create the longest tongue-twister say the tongue-twister in the fastest possible time Teacher elicits a definition of alliteration from the students 	<p>Whole-Group Work</p> <ul style="list-style-type: none"> Students follow step-by-step instructions on how to make a simple paper object, e.g., fan, boat Class is divided into groups of four/five and each group is given printed instructions The teacher talks students through instructions Emphasis is placed on the language of instruction: <ul style="list-style-type: none"> command form of the verb, e.g., fold, cut use of adverbs— even, clearly, boldly use of adverbial phrases—“while holding ends together”; “with even strokes” 	<p>Whole-Group Work</p> <ul style="list-style-type: none"> Students are presented with flyers and magazine covers Student identify elements of design in these samples: <ul style="list-style-type: none"> use of colour size of font pictures/graphics layouts <p>Pair Work</p> <ul style="list-style-type: none"> In pairs, students discuss: <ul style="list-style-type: none"> the contribution of each element to the design the relationship among the elements in the design

STRANDS	LISTENING/SPEAKING	READING	LITERARY APPRECIATION	WRITING	MEDIA/VISUAL LITERACY
<i>Topics</i>	<i>Critical Listening: Verbal Instructions</i>	<i>Context Clues</i>	<i>Literary Device: Alliteration</i>	<i>Exposition: Instructions</i>	<i>Visual Representation: Elements of Design</i>
S T R A T E G I E S	<ul style="list-style-type: none"> Class discusses the procedure and notes cues when following instructions <p>Small-Group Work</p> <ul style="list-style-type: none"> In groups, students formulate instructions for performing an activity, e.g., a dance Group instructions are pooled Students select one set of instructions and attempt to follow them 	<ul style="list-style-type: none"> Students then take turns at simulating the teacher's think aloud Class discusses the process <p>Small-Group Work</p> <p><u>Guess the Meaning</u></p> <ul style="list-style-type: none"> In groups of four, students read a passage that contains at least four unfamiliar words Students take turns reading the passage and stopping at unfamiliar words Students vocalize the process by which they arrive at a plausible meaning for each word chosen The group then uses a dictionary to verify the meaning Students create dictionary/thesaurus of new words and phrases, their definitions and synonyms 	<p>Small-Group Work</p> <ul style="list-style-type: none"> Class discusses the effectiveness of the device, e.g., in the line, "she sells sea shells..." – <i>the 's' and 'sh' sounds mimic the sound of the waves</i> Students read selected poems from texts studied Students analyse poems: <ul style="list-style-type: none"> to identify alliteration in use to evaluate its effectiveness <p>Whole-Group Work</p> <ul style="list-style-type: none"> Class presentation and feedback 	<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p>Mini-Lesson</p> <ul style="list-style-type: none"> Command forms of verbs Adverbs and adverbial phrases </div> <p>Peer Work</p> <ul style="list-style-type: none"> Peer assessment Finished product is examined using a checklist, e.g., for flag production: <ul style="list-style-type: none"> Was the fabric cut to the specified dimensions? <p>Individual Work</p> <ul style="list-style-type: none"> Students examine sample instructions, e.g., recipes, manuals Students determine the elements of the different genres of instruction Students produce another object and the list of instructions to be followed in creating the object 	<p>Small-Group Work</p> <ul style="list-style-type: none"> In groups, students examine other samples Students identify the elements used and determine the effectiveness of each design Students create a visual text using the elements of design Students mount the product of the evaluation exercise for display Students set up display boards and make presentations to their peers

STRANDS	LISTENING/SPEAKING	READING	LITERARY APPRECIATION	WRITING	MEDIA/VISUAL LITERACY
<i>Topics</i>	<i>Critical Listening: Verbal Instructions</i>	<i>Context Clues</i>	<i>Literary Device: Alliteration</i>	<i>Exposition: Instructions</i>	<i>Visual Representation: Elements of Design</i>
E V A L U A T I O N	<ul style="list-style-type: none"> • Oral instructions 	<ul style="list-style-type: none"> • Cloze passages • Evaluation of student-created dictionary • Context clues assessment: Multiple choice 	<ul style="list-style-type: none"> • Identification and explanation of the use of alliteration in selected literary works 	<ul style="list-style-type: none"> • Written instructions 	<ul style="list-style-type: none"> • Creation of: <ul style="list-style-type: none"> - flyer for an upcoming school event - book cover for literature text being studied - cover for the school magazine
R E S O U R C E S	<ul style="list-style-type: none"> • Instructional game • Origami 	<ul style="list-style-type: none"> • Reading literacy game • Teacher-created passages 	<ul style="list-style-type: none"> • Poems • Tongue-twisters 	<ul style="list-style-type: none"> • Sample instructions • Checklist • Paper objects • Origami paper 	<ul style="list-style-type: none"> • Flyer • Magazine • Newspaper

Form 2 — Term 2

STRANDS	LISTENING/SPEAKING	READING	LITERARY APPRECIATION	WRITING	MEDIA/VISUAL LITERACY
<i>Topics</i>	<i>Efferent Listening</i>	<i>Barriers to Comprehension: Fix-Up Strategies</i>	<i>Literary Element: Character Development</i>	<i>Expository Writing: Simple Reports</i>	<i>Visual Representation: Creating Comic Strips</i>
L E A R N I N G O U T C O M E S	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> • identify relevant details in oral texts • make effective notes • reproduce information based on notes • become aware of the importance of attentive listening 	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> • identify barriers to comprehension • use “fix-up strategies” to remedy problems • value the use of “fix-up strategies” in facilitating comprehension 	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> • distinguish between flat and round characters • trace character development in literary works • discuss changes in character • determine reason for character changes • appreciate the complexity of human nature 	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> • identify relevant details • sequence ideas logically • use connectives effectively • determine the appropriate format for a report • write a simple report • appreciate the value of accurate reporting 	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> • identify the features of a range of comic strips • outline the devices used in comic strips • determine the functions of comic strips • create comic strips using the devices outlined

STRANDS	LISTENING/SPEAKING	READING	LITERARY APPRECIATION	WRITING	MEDIA/VISUAL LITERACY
<i>Topics</i>	<i>Efferent Listening</i>	<i>Barriers to Comprehension: Fix-Up Strategies</i>	<i>Literary Element: Character Development</i>	<i>Expository Writing: Simple Reports</i>	<i>Visual Representation: Creating Comic Strips</i>
S T R A T E G I E S	<p>Whole-Group Work</p> <ul style="list-style-type: none"> A listening task is outlined for students Students listen to an excerpt from a literary text Students make notes related to the given task Students represent notes graphically Class presentation and feedback <p>Individual Work</p> <ul style="list-style-type: none"> Students are asked to create an itemized list based on details in an oral text Students listen attentively to text Students create itemized lists using graphic <p>Small-Group Work</p> <ul style="list-style-type: none"> In groups, students discuss and revise lists <p>Whole-Group Work</p> <ul style="list-style-type: none"> Lists are presented. Peer review occurs Class summary 	<p>Whole-Group Work</p> <p><u>Brainstorming</u></p> <ul style="list-style-type: none"> Teacher elicits what students think are reasons why they do not understand when reading Teacher distributes copies of an unfamiliar text, e.g., information leaflet from prescription medication Students examine the text to determine what makes comprehension difficult Students present reasons, e.g., failure to understand words, sentences, how information fits together (organization) Teacher distributes level-appropriate reading material that has some degree of difficulty In groups, students read the material and generate a list of reading difficulties Students create a list of fix-up strategies used to cope with the difficulties 	<p>Whole-Group Work</p> <ul style="list-style-type: none"> Students discuss the character of a book studied in class, for example, <i>The Pearl</i> Class discusses the major and minor characters within the text and determines why they are so labelled <p>Small-Group Work</p> <ul style="list-style-type: none"> Teacher identifies characters in a text, for example, Kino, Juana, Doctor, Pearl Buyers In groups, students track character development over time 	<p>Whole-Group Work</p> <ul style="list-style-type: none"> Teacher provides students with a written report of an incident. Significant details are omitted Students read the report Teacher then asks questions to help readers identify significant details in the report—when/who/where Students are then given the complete report Students compare the two reports Teacher and students note the importance of details in a report Significant details are mapped on the chalkboard <p>Mini-Lesson</p> <ul style="list-style-type: none"> Features of expository writing 	<p>Whole-Group Work</p> <ul style="list-style-type: none"> Students discuss their favourite comic strips Students are then presented with a number of comic strips <p>Pair Work</p> <ul style="list-style-type: none"> In pairs, students identify features that can be found in comic strips <p>Mini-Lesson</p> <ul style="list-style-type: none"> Features of comic strips: <ul style="list-style-type: none"> - concise language - direct speech - few characters - speech bubbles

STRANDS	LISTENING/SPEAKING	READING	LITERARY APPRECIATION	WRITING	MEDIA/VISUAL LITERACY
Topics	<i>Efferent Listening</i>	<i>Barriers to Comprehension: Fix-Up Strategies</i>	<i>Literary Element: Character Development</i>	<i>Expository Writing: Simple Reports</i>	<i>Visual Representation: Creating Comic Strips</i>
S T R A T E G I E S	<p>Small-Group Work</p> <ul style="list-style-type: none"> Students listen to taped interviews with writers of literary texts Using worksheets, students take note of significant, relevant details Students prepare charts on the life history of a popular writer Charts are displayed around the classroom 	<p>Whole-Group Work</p> <ul style="list-style-type: none"> Groups share their strategies and teacher records them on board <p><u>Think Aloud</u></p> <ul style="list-style-type: none"> Teacher models the use of additional fix-up strategies to aid comprehension, e.g., <ul style="list-style-type: none"> skip section of text and read on break text into “chunks” re-read current sentence re-read previous information use context clues consult a dictionary/thesaurus <p><u>Paired Practice</u></p> <ul style="list-style-type: none"> Students practise using the “Think Aloud” strategy while reading 	<p>Whole-Group Work</p> <ul style="list-style-type: none"> Students make presentation on chalkboard Class discusses character development Students note the difference between round and flat characters <p>Individual Work</p> <ul style="list-style-type: none"> Teacher identifies two other characters studied Students repeat the exercise individually, labelling each character as round or flat Feedback is given 	<ul style="list-style-type: none"> Students listen to a report on an incident in which the events are not logically sequenced Students are questioned to elicit their understanding of the sequence of events Teacher and students sequence the events Students note the importance of accurate sequencing <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>Mini-Lesson</p> <ul style="list-style-type: none"> Tenses: Past and Past perfect </div> <ul style="list-style-type: none"> Students, in groups, are presented with a stack of pictures through which the account of an event is represented Students put pictures in order and list the details of the event Individually, students write the first draft of the report 	<ul style="list-style-type: none"> Each pair presents a list of identified features in their comic strip <p>Whole-Group Work</p> <ul style="list-style-type: none"> The teacher and students discuss the devices used in comics Students examine samples and identify the devices used A list of devices is compiled on the chalkboard Class discusses the functions of comic strips – to entertain, advise, explore issues Students determine the functions of sample comic strips Students are given frames and a comic strip planning sheet as a guide from which to create their own original comic strips

STRANDS	LISTENING/SPEAKING	READING	LITERARY APPRECIATION	WRITING	MEDIA/VISUAL LITERACY
<i>Topics</i>	<i>Efferent Listening</i>	<i>Barriers to Comprehension: Fix-Up Strategies</i>	<i>Literary Element: Character Development</i>	<i>Expository Writing: Simple Reports</i>	<i>Visual Representation: Creating Comic Strips</i>
E V A L U A T I O N	<ul style="list-style-type: none"> Note making Creation of graphics Oral report 	<ul style="list-style-type: none"> Oral retelling of information Creation of poster illustrating "fix-up strategies" Comprehension exercise Research project 	<ul style="list-style-type: none"> Identification of flat and round characters in literary work studied Graphic Illustration of the development of literary characters Written exercises 	<ul style="list-style-type: none"> List of details First draft of the report Final draft of the report 	<ul style="list-style-type: none"> Creation of comic strips based on selected scenes from the novels/plays that are being studied Production of booklet of comic strips Written exercise: "The purpose and function of comic strips"
R E S O U R C E S	<ul style="list-style-type: none"> Graphic Literary texts Audio cassette Worksheet 	<ul style="list-style-type: none"> Copies of unfamiliar texts Computer Internet 	<ul style="list-style-type: none"> Literary text Graphic 	<ul style="list-style-type: none"> Written reports Taped reports Picture puzzle Semantic maps 	<ul style="list-style-type: none"> Comic strips Comic strip frames Checklist for students' creation of strips Comic strip planning sheets

Form 2 — Term 2

STRANDS	LISTENING/SPEAKING	READING	LITERARY APPRECIATION	WRITING	MEDIA/VISUAL LITERACY
<i>Topics</i>	<i>Oracy: Enunciation</i>	<i>Vocabulary Development</i>	<i>Literary Device: Pun</i>	<i>Summary: News Headlines</i>	<i>Visual Interpretation: Analysing Visual Text</i>
L E A R N I N G O U T C O M E S	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> • enunciate clearly Standard English words • differentiate among words with similar sounds • value the need to enunciate clearly 	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> • identify words with multiple meanings • determine differences in the possible meanings of the selected words • examine words in context to deduce their various meanings • become sensitized to the variety of meanings of words 	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> • define the word <i>pun</i> • identify examples of the device in literary works • explain the effectiveness of each pun in its context • become sensitive to the creative power of words 	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> • identify relevant details • use concise language • develop summary skills • appreciate the importance of concise language 	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> • identify narrative elements used in visual texts • evaluate technical elements used in visual texts • critique visual texts • value visual texts as an expressive and creative medium

STRANDS	LISTENING/SPEAKING	READING	LITERARY APPRECIATION	WRITING	MEDIA/VISUAL LITERACY
Topics	<i>Oracy: Enunciation</i>	<i>Vocabulary Development</i>	<i>Literary Device: Pun</i>	<i>Summary: News Headlines</i>	<i>Visual Interpretation: Analysing Visual Text</i>
S T R A T E G I E S	<p>Whole-Class Work</p> <ul style="list-style-type: none"> Teacher distributes a passage including words with “ar” and “er”, e.g., here/hare; bare/beer Individual students are asked to each read a sentence from the passage Students’ responses are recorded Students listen to recording to determine the differences in meaning Students create sentences showing the difference in the meaning of the words Class plays a game of Bingo, identifying the different words as they are called 	<p>Whole-Class Work</p> <ul style="list-style-type: none"> Teacher presents one word used in different sentences that show its multiple meanings, e.g., flag, face Students examine the sentences to understand the different meanings one word may have Students offer examples of other multi-meaning words Teacher introduces the term <i>multi-meaning words</i> Dictionary work (traditional or electronic texts). Students use their dictionaries to find multiple meanings of selected words Students create sentences using selected words as both nouns and verbs, e.g., blossom, thunder, stamp 	<p>Small-Group Work</p> <ul style="list-style-type: none"> Students listen to a variety of calypsoes/ poems in which there are examples of puns Students are asked to: <ul style="list-style-type: none"> identify and discuss the instances offer the various possible meanings of words used comment on how they affect the meaning of the work, e.g., <p>1. “Sir Lancelot once had a very bad dream about his horse. It was a <i>Knight mare</i></p> <p>2. “A dog not only has a fur coat but also <i>pants</i></p> <p>Whole-Class Work</p> <ul style="list-style-type: none"> Class presentation Feedback 	<p>Small-Group Work</p> <ul style="list-style-type: none"> Students are given sample headlines In groups, students examine and discuss the structure/language of headlines Students establish connections between content and headline Class shares findings <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>Mini-Lesson</p> <ul style="list-style-type: none"> Concise language Structure of headlines Diction </div> <p>Small-Group Work</p> <ul style="list-style-type: none"> Students are given brief news reports Students examine and discuss content 	<p>Peer Work</p> <ul style="list-style-type: none"> In pairs, students give a brief account of a film that they viewed Using a worksheet, students discuss the narrative elements, e.g., character, theme, plot, conflict Students make chalkboard summary of oral presentation of narrative elements <p>Whole-Group Work</p> <ul style="list-style-type: none"> Students view a visual text <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>Mini-Lesson</p> <ul style="list-style-type: none"> Technical elements of visual texts: <ul style="list-style-type: none"> sound track lighting special effects </div>

STRANDS	LISTENING/SPEAKING	READING	LITERARY APPRECIATION	WRITING	MEDIA/VISUAL LITERACY
<i>Topics</i>	<i>Oracy: Enunciation</i>	<i>Vocabulary Development</i>	<i>Literary Device: Pun</i>	<i>Summary: News Headlines</i>	<i>Visual Interpretation: Analysing Visual Text</i>
S T R A T E G I E S	<p>Small-Group Work</p> <ul style="list-style-type: none"> Students create poems, using rhyming couplets with other “er” and “ar” words Students make oral presentations: <ul style="list-style-type: none"> recitation of their poems Review and feedback <p>Individual Work</p> <ul style="list-style-type: none"> Students are stationed at the listening centre Students are given a cloze passage Students complete cloze passage while listening to a story reading Individually and in groups, students enunciate the words used to complete the cloze passage 	<p><u>Charades</u></p> <ul style="list-style-type: none"> Students select a few words and take turns playing charades showing their various meanings <p><u>Crossword Puzzles</u></p> <ul style="list-style-type: none"> In groups, students create clues for crossword puzzles using words with multiple meanings <p><u>Cloze Activity</u></p> <ul style="list-style-type: none"> Copies of a cloze exercise are provided Students insert the appropriate words 	<ul style="list-style-type: none"> Teacher identifies this technique as pun Students deduce their own definition <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>Mini-Lesson</p> <ul style="list-style-type: none"> Homophones </div> <p>Small-Group Work</p> <ul style="list-style-type: none"> Students are given a list of puns and, in groups, explain the meaning of each <p>Individual Work</p> <ul style="list-style-type: none"> Individually, students create statements using puns, then share their creations with their classmates 	<ul style="list-style-type: none"> Students compose news headlines for each report Students compare their headlines with original headlines <p>Small-Group Work</p> <ul style="list-style-type: none"> In groups, students discuss interesting school events: <ul style="list-style-type: none"> school outing school competition visit by a well-known person Students create brief news headlines for the events Feedback given Students revise work Students and teacher create a class news board Students post news headlines on news board 	<ul style="list-style-type: none"> Students view film again and identify the technical aspects of the film Students present this information on a graphic organizer Through whole-group discussion, students determine the impact of the technical elements on the narrative <p>Small-Group Work</p> <ul style="list-style-type: none"> Students are placed in groups and view another clip. They discuss both the narrative and technical elements of the visual texts Presentations Feedback

STRANDS	LISTENING/SPEAKING	READING	LITERARY APPRECIATION	WRITING	MEDIA/VISUAL LITERACY
<i>Topics</i>	<i>Oracy: Enunciation</i>	<i>Vocabulary Development</i>	<i>Literary Device: Pun</i>	<i>Summary: News Headlines</i>	<i>Visual Interpretation: Analysing Visual Text</i>
E V A L U A T I O N	<ul style="list-style-type: none"> • Word bingo • Dictation 	<ul style="list-style-type: none"> • Crossword puzzles • Cloze exercises • Creation of sentences using words with multiple meanings 	<ul style="list-style-type: none"> • Identification and explanation of puns • Creation of verses 	<ul style="list-style-type: none"> • Creation of news headlines 	<ul style="list-style-type: none"> • Creation of a graphic outlining the technical elements of a film • Creation of graphic outlining the narrative elements of a film
R E S O U R C E S	<ul style="list-style-type: none"> • Game • Picture • Text • Audio cassette • Cloze passage 	<ul style="list-style-type: none"> • Words with multiple meanings • Crossword puzzles • Electronic dictionaries • Print dictionaries 	<ul style="list-style-type: none"> • CD player • Literary texts 	<ul style="list-style-type: none"> • News reports • News headlines • News boards 	<ul style="list-style-type: none"> • Film clips • Multimedia projector • Worksheets • Graphics

Form 2 — Term 2

STRANDS	LISTENING/SPEAKING	READING	LITERARY APPRECIATION	WRITING	MEDIA/VISUAL LITERACY
Topics	<i>Critical Listening</i>	<i>Cause and Effect</i>	<i>Literary Devices: Rhythm and Rhyme</i>	<i>Formal Letter</i>	<i>Visual Interpretation: Caricature</i>
L E A R N I N G O U T C O M E S	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> • identify persuasive language in oral texts • determine speakers' intent • become sensitive to the use of language to persuade 	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> • deduce the effects of stated causes • deduce the cause/s of stated effects • determine cause and effect relationships in a given text • draw accurate conclusions based on evidence 	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> • identify rhyme in poems • mark out the rhyme scheme in poems • identify metre • mark out the rhythm in poems • appreciate the effect of rhyme and rhythm in literary works 	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> • identify and apply the format for formal letters • make connections between purpose, audience, and content • use language suited to formal letters • generate content for different types of formal letters • value the conventions of formal letter writing 	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> • define the term <i>caricature</i> • state the functions of caricatures • deduce messages sent through caricature • become sensitive to the possible negative effects of caricatures

STRANDS	LISTENING/SPEAKING	READING	LITERARY APPRECIATION	WRITING	MEDIA/VISUAL LITERACY
<i>Topics</i>	<i>Critical Listening</i>	<i>Cause and Effect</i>	<i>Literary Device: Rhythm and Rhyme</i>	<i>Formal Letter</i>	<i>Visual Interpretation: Caricature</i>
S T R A T E G I E S	<p>Whole-Group Work</p> <ul style="list-style-type: none"> Students listen to two oral texts on the same issue Class discusses the difference in the language used <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>Mini-Lesson</p> <ul style="list-style-type: none"> Introduction to persuasive language </div> <ul style="list-style-type: none"> Class identifies examples of persuasive language Students and teacher discuss the effect/ impact of the language used Class deduces the intention of the writer in each oral text 	<p>Small-Group Work</p> <ul style="list-style-type: none"> Students are presented with an extract from an Agricultural Science or Geography text Students identify the effects of stated causes in the passage Students use T-chart or other graphic to illustrate responses Students make presentations to the class using “if” and “when” constructions <p>Whole-Group Work</p> <ul style="list-style-type: none"> Students view a short Science or Geography documentary A list of effects is given to students Students view film again and identify the possible cause/s Students discuss their responses 	<p>Small-Group Work</p> <ul style="list-style-type: none"> Students are placed in small groups Copies of an appropriate song are given to the students Class copy is projected The song is read and the class notes the similarity in the sound of end words The words are underlined on the class copy Students identify the pattern in the songs With the teacher’s help, students arrive at a definition of <i>rhyme scheme</i> 	<p>Whole-Group Work</p> <ul style="list-style-type: none"> Students examine and discuss sample letters: <ul style="list-style-type: none"> format content organization language Students note the characteristics of a formal letter on a graphic organizer <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>Mini-Lesson</p> <ul style="list-style-type: none"> Formal letters <ul style="list-style-type: none"> format content organization language </div> <ul style="list-style-type: none"> Students make connections between purpose, audience, and content 	<p>Whole-Group Work</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

STRANDS	LISTENING/SPEAKING	READING	LITERARY APPRECIATION	WRITING	MEDIA/VISUAL LITERACY
Topics	Critical Listening	Cause and Effect	Literary Device: Rhythm and Rhyme	Formal Letter	Visual Interpretation: Caricature
S T R A T E G I E S	<p>Small-Group Work</p> <ul style="list-style-type: none"> Students listen to an advertisement In groups, students identify the target audience Students deduce the message in the advertisement Students identify language that is used persuasively in the advertisement Students identify the writer's intent Students discuss how language is used to support the message 	<p>Individual Work</p> <ul style="list-style-type: none"> Individually, students read a selected passage and identify cause and effect relationships Students write the cause and effect relationship using either <i>if/when</i> clauses or <i>when/then</i> clauses Students discuss their responses <p>Whole-Group Work</p> <ul style="list-style-type: none"> Oral presentations 	<p>Whole-Group Work</p> <ul style="list-style-type: none"> Students listen to haiku and limerick poems Students identify distinguishing features of the structure of the poems 	<p>Individual Work</p> <ul style="list-style-type: none"> Students engage in writing letters of request: <ul style="list-style-type: none"> generate and organize content determine the language appropriate to a letter of request produce a first draft of a letter 	<ul style="list-style-type: none"> Students share features identified with the class Students choose one character and sketch a picture emphasizing/exaggerating a feature identified
	<p>Whole-Group Work</p> <ul style="list-style-type: none"> Class presentations Feedback 	<p>Mini-Lesson</p> <ul style="list-style-type: none"> Relative clauses using: <ul style="list-style-type: none"> - if - when 	<p>Mini-Lesson</p> <ul style="list-style-type: none"> Syllabication 	<p>Mini-Lesson</p> <ul style="list-style-type: none"> Grammar <ul style="list-style-type: none"> - will/would - Future Perfect Tense 	<p>Small-Group Work</p> <ul style="list-style-type: none"> Teacher distributes copies of caricatures of well-known persons Students identify exaggerated features and give possible reasons for the exaggeration Students then suggest/infer the artist's intention: <ul style="list-style-type: none"> - exaggerate a distinctive feature - suggest a quality the person possesses Students discuss the issue of caricaturing, giving reasons for/against the use of caricature

STRANDS	LISTENING/SPEAKING	READING	LITERARY APPRECIATION	WRITING	MEDIA/VISUAL LITERACY
Topics	<i>Critical Listening</i>	<i>Cause and Effect</i>	<i>Literary Device: Rhythm and Rhyme</i>	<i>Formal Letter</i>	<i>Visual Interpretation: Caricature</i>
E V A L U A T I O N	<ul style="list-style-type: none"> • Listening comprehension • Identification of the use of persuasive language in oral texts 	<ul style="list-style-type: none"> • Identification of cause and effect relationships • Composition of paragraphs showing cause and effect relationships • Comprehension exercise 	<ul style="list-style-type: none"> • Creation of either a limerick or haiku • Identification of rhythm in a given poem • Identification of the rhyme scheme in a poem 	<ul style="list-style-type: none"> • Evaluation of process • Formal letter 	<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
R E S O U R C E S	<ul style="list-style-type: none"> • CD player • Video cassette recorder • Texts • Advertisement 	<ul style="list-style-type: none"> • Pictures • Envelopes • Texts • Graphic organizer • Science documentary • Television 	<ul style="list-style-type: none"> • Literary texts • Taped poem: "Education" • Charts 	<ul style="list-style-type: none"> • Sample letters • Graphic • Checklist 	<ul style="list-style-type: none"> • Texts

Form 2 — Term 3

STRANDS	LISTENING/SPEAKING	READING	LITERARY APPRECIATION	WRITING	MEDIA/VISUAL LITERACY
<i>Topics</i>	<i>Efferent Listening</i>	<i>Opinion: Supported/Unsupported</i>	<i>Literary Element: Conflict</i>	<i>Narrative Writing</i>	<i>Media Literacy: Persuasive Techniques</i>
L E A R N I N G O U T C O M E S	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> • identify significant events/details in oral texts • recount oral texts in their own words • summarize oral texts • value the importance of capturing significant information when listening 	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> • identify opinions in texts • identify bias • differentiate between supported and unsupported opinions • appreciate well-supported opinions 	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> • identify and explore sources of conflict • determine appropriate resolutions to conflict situations • examine the impact of conflict on characters in literary texts • appreciate the role and implications of conflict and its resolution or non-resolution on peace and harmony 	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> • analyse a given stimulus • deduce significant information • use information to create a story • create a title for a story • appreciate language as a vehicle for creative expression 	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> • define the term <i>jingle</i> • determine the features/elements of jingles • create original jingles • appreciate the persuasive power of media devices • detect persuasive language • develop critical awareness

STRANDS	LISTENING/SPEAKING	READING	LITERARY APPRECIATION	WRITING	MEDIA/VISUAL LITERACY
Topics	<i>Efferent Listening</i>	<i>Opinion: Supported/Unsupported</i>	<i>Literary Element: Conflict</i>	<i>Narrative Writing</i>	<i>Media Literacy: Persuasive Techniques</i>
S T R A T E G I E S	<p>Small-Group Work</p> <ul style="list-style-type: none"> Students are given several different lists of events Students listen to story read by the teacher Students list the main events in the story In groups, students examine all the lists given and choose the one that contains all the events Students retell the story in their own words <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>Mini-Lesson</p> <ul style="list-style-type: none"> Review - Identifying main idea </div> <p>Individual Work</p> <ul style="list-style-type: none"> Students listen to an oral text Individually, students identify the main ideas 	<p>Whole-Group Work</p> <ul style="list-style-type: none"> Teacher plays a popular recording, e.g., calypso, chutney, rapso Students are given copies of the lyrics Class discusses the content and identifies the singer's view of the topic Teacher elicits from class details that support the singer's view <p>Small-Group Work</p> <ul style="list-style-type: none"> Students, in groups, examine two newspaper extracts with differing reports of the same incident Students identify opinions from each and examine the passages to ascertain whether opinions are supported Students record their findings on graphic organizers of their choice and make presentations to the class 	<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? - What changes occur as a result of the conflict? <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>Mini-Lesson</p> <ul style="list-style-type: none"> Identification of major sources of conflict: <ul style="list-style-type: none"> - with nature - with self - with society - between individuals - among individual characters </div>	<p>Small-Group Work</p> <ul style="list-style-type: none"> Students are provided with a well-written short story based on a picture In groups, students examine the picture and using a worksheet, deduce information about: <ul style="list-style-type: none"> - storyline - setting - character Class discussion <p>Small-Group Work</p> <ul style="list-style-type: none"> Students view a scene from a short movie Students discuss the scene and brainstorm ideas for the story Students create a group story Students share stories with other groups and receive feedback 	<p>Whole-Group Work</p> <ul style="list-style-type: none"> Students listen to an audio clip/view video clip of an advertisement in which a jingle is used Students discuss the elements that contribute to an effective jingle Elements are mapped on the chalkboard Students determine the purposes for which jingles are used in advertisements Students deduce a definition of the term, using the ideas they previously generated <p>Small-Group Work</p> <ul style="list-style-type: none"> Students listen to another clip and discuss in groups how the use of jingles can affect the sales of products/influence consumers to purchase items

STRANDS	LISTENING/SPEAKING	READING	LITERARY APPRECIATION	WRITING	MEDIA/VISUAL LITERACY
Topics	<i>Efferent Listening</i>	<i>Opinion: Supported/Unsupported</i>	<i>Literary Element: Conflict</i>	<i>Narrative Writing</i>	<i>Media Literacy: Persuasive Techniques</i>
S T R A T E G I E S	<ul style="list-style-type: none"> Students then write a summary of the oral text <p>Whole-Group Work</p> <ul style="list-style-type: none"> Students make presentations Class assesses summaries, using a checklist of main ideas Class discussion and feedback <p>Small-Group Work</p> <ul style="list-style-type: none"> Class listens to instructions from a manual In groups, students make a list of all the equipment/tools/materials needed for the intended task Students state the purpose of each <p>Whole-Group Work</p> <ul style="list-style-type: none"> Class discusses the importance of attentive listening Class summary 	<p>Whole-Group Work</p> <ul style="list-style-type: none"> Teacher guides students as they examine the language of the newspaper extracts Students list words that clearly reveal the writer's feelings and attitude Students infer possible reasons for the writer's choice of words Teacher introduces the term <i>bias</i> Students, in groups, examine letters to the editor and identify words and phrases that reveal possible bias Class discussion follows 	<p>Small-Group Work</p> <ul style="list-style-type: none"> Students identify the source/s of conflict Students discuss the impact of conflict on characters' lives Students retell parts of the story to suggest acceptable, alternative patterns of behaviour Students role-play to show alternative patterns of behaviour Feedback 	<ul style="list-style-type: none"> Groups make presentations to the class The best story is chosen <p>Individual Work</p> <ul style="list-style-type: none"> Students are given another picture Students: <ul style="list-style-type: none"> - create a story line - outline the setting - develop characters Students engage in peer review Students write their first draft 	<p>Pair Work</p> <ul style="list-style-type: none"> In pairs, students invent a product Using rubrics, students create an original jingle to sell that product to their classmates Groups make presentation to the class Jingles are taped

STRANDS	LISTENING/SPEAKING	READING	LITERARY APPRECIATION	WRITING	MEDIA/VISUAL LITERACY
<i>Topics</i>	<i>Efferent Listening</i>	<i>Opinion: Supported/Unsupported</i>	<i>Literary Element: Conflict</i>	<i>Narrative Writing</i>	<i>Media Literacy: Persuasive Techniques</i>
E V A L U A T I O N	<ul style="list-style-type: none"> • Summary writing • Report writing • Creation of objects • Listening comprehension 	<ul style="list-style-type: none"> • Identification of supported opinions in letters to the editor • Creation of list of words that reveal bias • Matching exercise – details to opinions 	<ul style="list-style-type: none"> • Labelling of excerpts from literary text based on their source of conflict • Written exercise: “Describe the impact of conflict on the life of a character in a literary text” 	<ul style="list-style-type: none"> • First draft • Creation of short story 	<ul style="list-style-type: none"> • Creation of jingles
R E S O U R C E S	<ul style="list-style-type: none"> • CD player • Assessment criteria • Texts 	<ul style="list-style-type: none"> • CD player • Music CD • Copies of lyrics of selected songs • Graphic organizers • Newspaper extracts 	<ul style="list-style-type: none"> • Film clip • Literary text 	<ul style="list-style-type: none"> • Pictures • Worksheets • Film clip 	<ul style="list-style-type: none"> • Audio/video clips • Graphic • Audio tape

Form 2 — Term 3

STRANDS	LISTENING/SPEAKING	READING	LITERARY APPRECIATION	WRITING	MEDIA/VISUAL LITERACY
<i>Topics</i>	<i>Oracy: Pronunciation</i>	<i>Author's Purpose and Point of View</i>	<i>Literary Device: Symbolism</i>	<i>Introduction of Statistical Report</i>	<i>Visual Interpretation: Websites</i>
L E A R N I N G O U T C O M E S	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> • pronounce Standard English words correctly • distinguish between Creole and Standard English pronunciation • appreciate the importance of the correct pronunciation of Standard English words • value both English-based Creole and Standard English as effective means of communication 	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> • identify a writer's point of view • determine a writer's purpose • identify tone • make connections between and among content, point of view, and purpose • become sensitized to differing points of view 	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> • define the term <i>symbolism</i> • identify the symbols used in a literary work • explain the effectiveness of the use of symbolism in selected literary works • appreciate the power of language to deepen the experience of the reader 	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> • interpret information documented statistically • write a simple report based on statistics • appreciate the importance of precision and accuracy in report writing 	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> • identify different types of websites • define terms associated with websites • learn to navigate a website • identify purposes for which websites may be used • define criteria for evaluating websites • evaluate websites • value the need to be critical when exploring, selecting, and using websites

STRANDS	LISTENING/SPEAKING	READING	LITERARY APPRECIATION	WRITING	MEDIA/VISUAL LITERACY
<i>Topics</i>	<i>Oracy: Pronunciation</i>	<i>Author's Purpose and Point of View</i>	<i>Literary Device: Symbolism</i>	<i>Introduction of Statistical Report</i>	<i>Visual Interpretation: Websites</i>
S T R A T E G I E S	<p>Whole-Group Work</p> <ul style="list-style-type: none"> Students listen to the Creole pronunciation and Standard English pronunciation of selected words Students distinguish between the Standard English pronunciation and the Creole pronunciation Students note the difference in spelling and sound <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>Mini-Lesson</p> <ul style="list-style-type: none"> Standard English - pronunciation of words with 'y' glide </div> <p>Small-Group Work</p> <ul style="list-style-type: none"> Students practise Standard English pronunciation Students relate short stories using similar words 	<ul style="list-style-type: none"> Students listen to an excerpt of a persuasive speech In groups, students discuss the position from which the speaker addresses the topic (e.g., beliefs, assumptions, biases) Groups discuss the speaker's attempts to persuade the audience Teacher explains concept of writer's purpose and points out that every writer has a purpose in mind Class discussion on purposes for writing follows Copies of different genres of writing are distributed Students identify the various types, e.g., non-fiction, persuasive, fiction For each type of writing, students determine the writer's purpose, tone, and point of view 	<p>Small-Group Work</p> <ul style="list-style-type: none"> Students are shown popular symbols: <ul style="list-style-type: none"> the victory sign the thumbs-up sign the thumbs-down sign the power sign Students and teacher discuss: <ul style="list-style-type: none"> the meaning of the signs the possible relationship between the actual signs and their meaning Students suggest other signs, discuss their meaning, and show the relationship between the signs and their meaning Students deduce a definition of the term <i>symbol</i> 	<p>Whole-Group Work</p> <ul style="list-style-type: none"> Students are asked to conduct a survey among students in their year group on their plans for the holiday period Class creates a list of questions Students gather and represent data on a statistical form Students present information gathered in report form <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>Mini-Lesson Review</p> <ul style="list-style-type: none"> Report format Internal structure </div> <ul style="list-style-type: none"> A statistical chart is displayed on the chalkboard along with a task 	<p>Whole-Group Work</p> <ul style="list-style-type: none"> Students are instructed to log on to the following website: http://www.media-awareness.ca/english/games/jocool_jofool/index.cfm Once there, they click on CyberTour Students visit chosen sites As students take the tour, they complete a worksheet Students identify the content of each site and note the important lesson taught by Jo Students share their lessons The types of sites are listed on the chalkboard Students discuss the characteristics of a site: <ul style="list-style-type: none"> layout organization media elements ease of navigation

STRANDS	LISTENING/SPEAKING	READING	LITERARY APPRECIATION	WRITING	MEDIA/VISUAL LITERACY
<i>Topics</i>	<i>Oracy: Pronunciation</i>	<i>Author's Purpose and Point of View</i>	<i>Literary Device: Symbolism</i>	<i>Introduction of Statistical Report</i>	<i>Visual Interpretation: Websites</i>
S T R A T E G I E S	<ul style="list-style-type: none"> • Short stories are taped • In groups, students listen to the taped stories and conduct peer review • Class summary 	<ul style="list-style-type: none"> • Using graphic organizers, groups record their findings and then make oral presentations • Groups critique each other's presentations <p style="text-align: center;"><u>"Say Something"</u></p> <ul style="list-style-type: none"> • Students, in pairs, read an extract of non-fiction, e.g., biography, expository article • Each reader stops at intervals to "say something" about the writer's point of view, tone, and purpose • Students read an excerpt of a short story or poem. Using the "Say Something" strategy, students stop at intervals to say something about the writer's point of view, tone, and purpose <p style="text-align: center;"><u>Role play</u></p> <ul style="list-style-type: none"> • News item: Students present an incident from different points of view, e.g., an accident from the perspective of the victim, a witness, and the perpetrator 	<p style="text-align: center;">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 and identify symbols used • Students discuss the impact that the use of symbols can have in songs <div style="border: 1px solid black; padding: 5px; margin: 10px auto; width: fit-content;"> <p style="text-align: center;">Mini-Lesson</p> <ul style="list-style-type: none"> • The identification and explanation of traditional symbols in literature </div> <p style="text-align: center;">Small-Group Work</p> <ul style="list-style-type: none"> • Students read an excerpt from a literature text • Students identify the symbols used • Student discuss the effectiveness of the symbols 	<ul style="list-style-type: none"> • Students analyse the task • Students source information related to the task from the chart • Class review • Feedback <p style="text-align: center;">Individual Work</p> <ul style="list-style-type: none"> • Students draft their report 	<ul style="list-style-type: none"> • Students create a checklist of criteria for evaluating websites • Students evaluate these sites using the checklist • Students share their findings

STRANDS	LISTENING/SPEAKING	READING	LITERARY APPRECIATION	WRITING	MEDIA/VISUAL LITERACY
<i>Topics</i>	<i>Oracy: Pronunciation</i>	<i>Author's Purpose and Point of View</i>	<i>Literary Device: Symbolism</i>	<i>Introduction of Statistical Report</i>	<i>Visual Interpretation: Websites</i>
E V A L U A T I O N	<ul style="list-style-type: none"> • Dictation • Oral reading exercises 	<ul style="list-style-type: none"> • Identification of writer's point of view and purpose in written texts <p style="text-align: center;"><u>Project Work</u></p> <ul style="list-style-type: none"> • Fractured fairytales – Read and re-write familiar stories from the point of view of different characters • Oral presentations 	<ul style="list-style-type: none"> • Identification and explanation of symbols in literary texts • Creation of signs to represent and replace classroom rules • Creation of a verse or paragraph using symbols 	<ul style="list-style-type: none"> • Written reports 	<ul style="list-style-type: none"> • Evaluation of websites
R E S O U R C E S	<ul style="list-style-type: none"> • CD • CD player • Audio cassette 	<ul style="list-style-type: none"> • Written texts • Audiotape of speeches • Fractured fairytales • CD player • Graphic organizers 	<ul style="list-style-type: none"> • Graphics • Taped music • Cassette player • Texts 	<ul style="list-style-type: none"> • Statistical form/charts • Checklist 	<ul style="list-style-type: none"> • Internet • Websites • Blog set up by the teacher • Checklist • Graphic • Worksheet

Form 2 — Term 3

STRANDS	LISTENING/SPEAKING	READING	LITERARY APPRECIATION	WRITING	MEDIA/VISUAL LITERACY
<i>Topics</i>	<i>Critical Listening</i>	<i>Fallacies in Reasoning: Hasty Generalization and Faulty Causes</i>	<i>Literary Element: Mood and Tone</i>	<i>Formal Letters</i>	<i>Visual Representation: Creating Visual Text</i>
L E A R N I N G O U T C O M E S	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> • identify significant cues in oral texts • determine the logical sequence of an oral text • categorize information in oral texts • develop critical listening skills 	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> • define the terms <i>hasty generalization</i> and <i>faulty cause</i> • identify these fallacies in texts • develop critical thinking skills 	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> • identify tone/mood • discuss how tone/mood is created by writers • determine the effect of tone/mood in literary texts • value the contribution of tone/mood to a literary piece 	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> • format a formal letter • generate content for different types of formal letters • use language appropriate to the language task • make connections between content, audience, and purpose • appreciate the formal letter as a significant means of expressing one's views 	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> • create storyboards for short films or videos • write scripts for films and videos • direct, produce, and edit films • appreciate the complexity of film production • value film as a vehicle to express themselves creatively

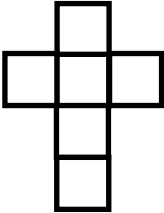
STRANDS	LISTENING/SPEAKING	READING	LITERARY APPRECIATION	WRITING	MEDIA/VISUAL LITERACY
<i>Topics</i>	<i>Critical Listening</i>	<i>Fallacies in Reasoning: Hasty Generalization and Faulty Cause</i>	<i>Literary Element: Mood and Tone</i>	<i>Formal Letters</i>	<i>Visual Representation: Creating Visual Text</i>
S T R A T E G I E S	<p>Whole-Group Work</p> <ul style="list-style-type: none"> Students listen to a segment of a story Students determine the author's main point/ focus of interest Students identify cues in the story segment that support their views <p>Individual Work</p> <ul style="list-style-type: none"> Using the listening centre, individual students listen to a recording of a debate Students list arguments in support of and against the topic Peer review Students listen to recording again and confirm their points <p>Whole-Group Work</p> <ul style="list-style-type: none"> Class presentation Discussion and feedback 	<ul style="list-style-type: none"> Students view a film clip from a TV sitcom that illustrates hasty generalization or faulty cause Students discuss the situation presented Teacher introduces the term <i>fallacy</i> Students look again at the clip to identify the fallacies in reasoning. Students discuss the logic or lack of logic evident in the film clip Brainstorming: teacher elicits from students their own experiences with illogical thinking and represent these on the board Teacher introduces two types of fallacies, "hasty generalization" and "faulty cause" 	<p>Whole-Group Work</p> <ul style="list-style-type: none"> Students are presented with various short excerpts from short stories and poems Students discuss the feelings evoked within the pieces of literary work Students determine how mood is developed Students represent information using graphics Teacher reads an emotional monologue or dialogue dramatically Teacher and students discuss the feelings communicated <p>Mini-Lesson</p> <ul style="list-style-type: none"> Strategies for creating mood: <ul style="list-style-type: none"> choice of words literary devices rhythm and length of lines emphasis 	<p>Whole-Group Work</p> <ul style="list-style-type: none"> Teacher presents a newspaper article of topical interest for discussion: <ul style="list-style-type: none"> students give their views on the topic students draft their response in the form of a letter to the editor/relevant authorities <p>Mini-Lesson Review</p> <ul style="list-style-type: none"> Format of the formal letter Emotive language Logical argument <ul style="list-style-type: none"> Students engage in peer review Students revise letters Class presentations 	<p>Small-Group Work</p> <ul style="list-style-type: none"> Students examine a storyboard as an example of a short visual text Students examine the structure and content of the text Students write a script and create a storyboard of their own The class is divided into two teams and production companies are created Roles are assigned: director, producer, editor, camera persons, actors Each role is clearly explained on cards and given to the students Teacher guides and lends support Each production company presents its film




STRANDS	LISTENING/SPEAKING	READING	LITERARY APPRECIATION	WRITING	MEDIA/VISUAL LITERACY
Topics	<i>Critical Listening</i>	<i>Fallacies in Reasoning: Hasty Generalization and Faulty Cause</i>	<i>Literary Element: Mood and Tone</i>	<i>Formal Letters</i>	<i>Visual Representation: Creating Visual Text</i>
S T R A T E G I E S	<p>Small-Group Work</p> <ul style="list-style-type: none"> • Students listen to another speech • In groups, students list and discuss the arguments put forward by the speaker • Together, the students determine the stance of the speaker • Class sharing • Feedback 	<ul style="list-style-type: none"> • Students, in groups, role-play experiences that illustrate both types of fallacies • Other groups identify the type of fallacy being presented • Teacher distributes copies of written texts and students analyse them for evidence of hasty generalization and faulty cause 	<ul style="list-style-type: none"> • Students identify and discuss techniques used by writers to establish mood <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p style="text-align: center;">Mini-Lesson</p> <ul style="list-style-type: none"> • Vocabulary development </div> <ul style="list-style-type: none"> • Students deduce the tone of the overall work • Students differentiate between mood and tone <p style="text-align: center;">Small-Group Work</p> <ul style="list-style-type: none"> • In groups, students make dramatic presentation of selected literary pieces 	<p>Small-Group Work</p> <ul style="list-style-type: none"> • Students discuss areas of concern in their school/projects deserving of commendation in the community • Each student, in turn, makes a contribution to the discussion • Contributions are pooled and mapped on graphic • Graphics are displayed for peer review <p style="text-align: center;">Individual Work</p> <ul style="list-style-type: none"> • Students write a first draft 	<ul style="list-style-type: none"> • Students view the short films based on the storyboards • Students evaluate the submissions

STRANDS	LISTENING/SPEAKING	READING	LITERARY APPRECIATION	WRITING	MEDIA/VISUAL LITERACY
<i>Topics</i>	<i>Critical Listening</i>	<i>Fallacies in Reasoning: Hasty Generalization and Faulty Cause</i>	<i>Literary Element: Mood and Tone</i>	<i>Formal Letters</i>	<i>Visual Representation: Creating Visual Text</i>
E V A L U A T I O N	<ul style="list-style-type: none"> • Creation of story endings 	<ul style="list-style-type: none"> • Identification of fallacies in written or electronic texts 	<ul style="list-style-type: none"> • Dramatic presentations • Identification of mood and tone in oral and written texts • Written exercises 	<ul style="list-style-type: none"> • Peer review using checklist: <ul style="list-style-type: none"> - relevance of ideas - clarity of ideas - language use - format • Final draft of letter 	<ul style="list-style-type: none"> • Project: production of a short film, using Windows Movie Maker
R E S O U R C E S	<ul style="list-style-type: none"> • Story segments • T-chart • CD player • Listening centre • Recordings 	<ul style="list-style-type: none"> • Film clips • Written texts • Electronic texts 	<ul style="list-style-type: none"> • Literary texts • Graphics 	<ul style="list-style-type: none"> • Newspaper articles • Graphics 	<ul style="list-style-type: none"> • Storyboard template • Sample storyboard • Camcorders • Software – Windows • Media player • Computer • Projector • Rubrics

FORM 3 — TERM 1

STRANDS	LISTENING/SPEAKING	READING	LITERARY APPRECIATION	WRITING	MEDIA/VISUAL LITERACY
<i>Topics</i>	<i>Aesthetic Listening: Message, Mood, Rhythm</i>	<i>Fact and Opinion</i>	<i>Conflict</i>	<i>Exposition</i>	<i>Media Literacy: Promotional Media</i>
L E A R N I N G O U T C O M E S	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> • identify message and theme in a piece of music • identify mood in different types of music • make connections between rhythm, mood, and theme • become aware of the value of wholesome lyrics 	<p><i>Students will be able to:</i></p> <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 	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> • explain the role of conflict in literary texts • analyse motives for characters' actions • deduce the impact of conflict on individuals and societies • appreciate the role of conflict in the human experience 	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> • select relevant information • organize details • write an expository essay using information gathered • develop an appreciation of individual differences • become aware of the link between language, audience, and purpose 	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> • explain the function of advertisements • infer the implied messages in advertisements • create advertisements for non-print media • become sensitive to the persuasive power of language

STRANDS	LISTENING/SPEAKING	READING	LITERARY APPRECIATION	WRITING	MEDIA/VISUAL LITERACY				
<i>Topics</i>	<i>Aesthetic Listening: Message, Mood, Rhythm</i>	<i>Fact and Opinion</i>	<i>Conflict</i>	<i>Exposition</i>	<i>Media Literacy: Promotional Media</i>				
S T R A T E G I E S	<p>Small-Group Work</p> <ul style="list-style-type: none"> A variety of music is played Students select one piece of music and, using a prepared checklist, identify the theme of the piece Students make presentations <p>Whole-Group Work</p> <ul style="list-style-type: none"> A medley is played Students beat the rhythm by clapping/drumming/tapping feet Students relate rhythm to the theme Students examine writer's use of language Students identify the reason/s for writer's choice of words Students make connection between choice of words, theme, and rhythm 	<p>Whole-Group Work</p> <ul style="list-style-type: none"> Students listen to short stories narrated from multiple perspectives Students role-play the different stories <p>Small-Group Work</p> <ul style="list-style-type: none"> Students are grouped and given T-charts <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p style="text-align: center;">Mini-Lesson</p> <ul style="list-style-type: none"> Emotive language <ul style="list-style-type: none"> Definition Effect of use of emotive language </div>	<p>Small-Group Work</p> <ul style="list-style-type: none"> Students describe types of conflict that teenagers have at home/school/in society/with self Students are given vignettes of conflict situations Together, students read the vignettes Students: <ul style="list-style-type: none"> discuss the motive for characters' behaviour deduce the source/s of conflict discuss the impact of conflict on characters' lives Students note their responses, accompanied by textual references on a graphic, e.g., a table <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; text-align: center;">Response</td> <td style="width: 50%; text-align: center;">Text Reference</td> </tr> <tr> <td style="height: 40px;"></td> <td style="height: 40px;"></td> </tr> </table>	Response	Text Reference			<p>Whole-Group Work</p> <ul style="list-style-type: none"> A topic is decided on by teacher and students, e.g., "Dress or music from the sixties to the present" Students are introduced to the strategy – <i>Cubing</i> <p style="text-align: center;">Cubing</p> <div style="text-align: center;">  </div> <p>Small-Group Work</p> <ul style="list-style-type: none"> Students are grouped and allowed to choose an area on the cube to explore 	<p>Whole-Group Work</p> <ul style="list-style-type: none"> Students describe their favourite television advertisements From the advertisements identified, students select the most popular television advertisement Students discuss the features of the advertisement that they find appealing and explain the reason for the appeal Students deduce the relationship between population for which the advertisement is targeted and the techniques used in the advertisement Students determine the advertiser's intent and the purpose of advertisements <p>Small-Group Work</p> <ul style="list-style-type: none"> In groups, students view radio/television advertisement
	Response	Text Reference							

STRANDS	LISTENING/SPEAKING	READING	LITERARY APPRECIATION	WRITING	MEDIA/VISUAL LITERACY
Topics	<i>Aesthetic Listening: Message, Mood, Rhythm</i>	<i>Fact and Opinion</i>	<i>Conflict</i>	<i>Exposition</i>	<i>Media Literacy: Promotional Media</i>
S T R A T E G I E S	<p>Individual Work</p> <ul style="list-style-type: none"> • Music is played again • Think sheets are distributed • Students connect rhythm to mood 	<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>Small-Group Work</p> <ul style="list-style-type: none"> • Students discuss a literature text studied by the class • Students identify sources of conflict and the characters involved in the conflict 	<ul style="list-style-type: none"> • Students brainstorm and note ideas • Students conduct research into topic • Using the cubing strategy, individual groups present various facets of the topic 	<ul style="list-style-type: none"> • Using a worksheet, students discuss: <ul style="list-style-type: none"> - the target population - the appeals made - the intention of the writer - the implied messages
	<p><i>Calypso</i></p> 	<p>Whole-Group Work</p> <ul style="list-style-type: none"> • Students discuss the term <i>bias</i> • Students explore how language can be used to manipulate thoughts and action, e.g., political speeches, sermons, advertisements 	<ul style="list-style-type: none"> • In groups, students determine the motive for one character's behaviour and the impact of conflict on his/her life • Students prepare a defence for the character's behaviour 	<p><u>Role Play</u></p> <ul style="list-style-type: none"> • Students are given cards with scenarios for role playing – the same situation with different audiences and purposes, e.g., <ul style="list-style-type: none"> - relating the details of a fight to: <ol style="list-style-type: none"> (i) a friend (ii) the Principal/Dean 	<div style="border: 1px solid black; padding: 5px;"> <p>Mini-Lesson</p> <ul style="list-style-type: none"> • Persuasive techniques </div>
	<p><i>Love song</i></p> 		<p>Whole-Group Work</p> <ul style="list-style-type: none"> • Groups make presentations • Class discussion • Feedback 	<ul style="list-style-type: none"> • Students role-play scenarios • Class discusses the impact of purpose and audience on language 	<ul style="list-style-type: none"> • Students brainstorm the techniques used in the advertisements • Students note the importance of making informed decisions • Students create a checklist to assess the persuasive power of advertisements
<p><i>Dirge</i></p> 			<p>Small-Group Work</p> <ul style="list-style-type: none"> • Students examine samples of expository writing 	<p>Small-Group Work</p> <ul style="list-style-type: none"> • Students draft a plan for an advertisement: <ul style="list-style-type: none"> - identify a target group - determine the appeals to be made - list the strategies to be used - outline the purpose of the advertisement 	

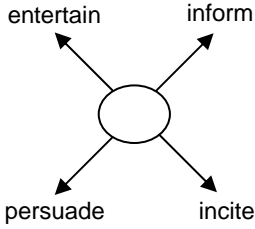
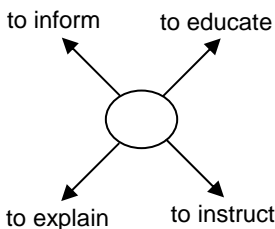
STRANDS	LISTENING/SPEAKING	READING	LITERARY APPRECIATION	WRITING	MEDIA/VISUAL LITERACY
Topics	<i>Aesthetic Listening: Message, Mood, Rhythm</i>	<i>Fact and Opinion</i>	<i>Conflict</i>	<i>Exposition</i>	<i>Media Literacy: Promotional Media</i>
S T R A T E G I E S	<p>Small-Group Work</p> <ul style="list-style-type: 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 	<p>Individual Work</p> <p><u>Journal Entry</u></p> <ul style="list-style-type: none"> • Students identify a source of conflict in their lives • Students write a private message to themselves in their journals about how they resolve to deal with the situation • Students determine the source of each conflict they have identified • Students identify the impact of conflict on self and others • Student suggest strategies for dealing with conflict • Students report to class • Class discussion 	<ul style="list-style-type: none"> • Students determine: <ul style="list-style-type: none"> - internal/external structure - features of expository writing <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>Mini-Lesson</p> <p>Grammar</p> <ul style="list-style-type: none"> • Types of sentences <p><i>Tense</i></p> <ul style="list-style-type: none"> - Present - Past <p><i>Voice</i></p> <ul style="list-style-type: none"> - Passive - Active </div> <ul style="list-style-type: none"> • Using information from the cube, students write a plan for an expository essay • Students write their first draft 	<ul style="list-style-type: none"> • Students create the advertisement • Advertisements are taped • Students make presentations <p>Whole-Group Work</p> <ul style="list-style-type: none"> • Students discuss the impact of advertisements on decision making • Students note the importance of making informed decisions

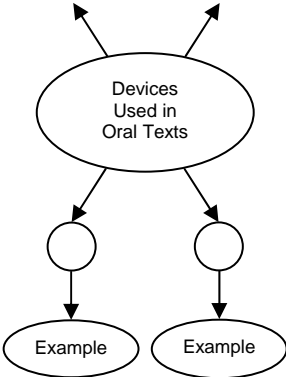
STRANDS	LISTENING/SPEAKING	READING	LITERARY APPRECIATION	WRITING	MEDIA/VISUAL LITERACY
Topics	<i>Aesthetic Listening: Message, Mood, Rhythm</i>	<i>Fact and Opinion</i>	<i>Conflict</i>	<i>Exposition</i>	<i>Media Literacy: Promotional Media</i>
E V A L U A T I O N	<ul style="list-style-type: none"> Group performance of musical piece Oral discussion of message and mood of a piece of music 	<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 	<ul style="list-style-type: none"> Rewriting of story ending to show alternative responses to conflict situation Essays 	<ul style="list-style-type: none"> Plan for essay Final draft 	<ul style="list-style-type: none"> Create an advertisement for print media
R E S O U R C E S	<ul style="list-style-type: none"> Music Tape recorder Cassettes Think sheets Checklist 	<ul style="list-style-type: none"> Stories T-chart Written texts 	<ul style="list-style-type: none"> Vignettes Journal Graphics Literary texts 	<ul style="list-style-type: none"> Cube Library Internet Written text <ul style="list-style-type: none"> newspaper magazine encyclopedia 	<ul style="list-style-type: none"> Camcorders Cameras Taped recorders/digital voice recorders Computer

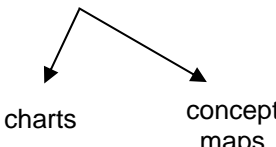
Form 3 — Term 1

STRANDS	LISTENING/SPEAKING	READING	LITERARY APPRECIATION	WRITING	MEDIA/VISUAL LITERACY
<i>Topics</i>	<i>Critical Listening</i>	<i>Research Skills</i>	<i>Literary Device: Symbolism</i>	<i>Persuasion Writing</i>	<i>Promotional Media: The Brochure</i>
L E A R N I N G O U T C O M E S	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> • identify the associations that are made in oral persuasive texts • identify target groups • indicate the purpose of the oral texts • decode language • give examples of the devices used in oral persuasive texts • recognize strategies used to persuade • become more informed consumers 	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> • use a variety of media to conduct research • organize information effectively • be sensitized to copyright laws 	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> • identify symbolism where it is used in literary texts • explain the device in context • analyse the effectiveness of its use in identified literary texts • appreciate the power of language to enrich the experience of the reader 	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> • identify persuasive devices/techniques • assess the impact of devices used • create an advertisement • become sensitive to the persuasive power of advertisements 	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> • explain the function of brochures • categorize different types of brochures • determine the design features/elements of a brochure • produce brochures • value the brochure as a tool of persuasive communication

STRANDS	LISTENING/SPEAKING	READING	LITERARY APPRECIATION	WRITING	MEDIA/VISUAL LITERACY
Topics	<i>Critical Listening</i>	<i>Research Skills</i>	<i>Literary Device: Symbolism</i>	<i>Persuasion Writing</i>	<i>Promotional Media: The Brochure</i>
S T R A T E G I E S	<p>Small-Group Work</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 identify the groups targeted in the jingle <p>Paired Activity</p> <ul style="list-style-type: none"> A variety of advertisements is played Students make lists of possible purpose of each Teacher maps students' contributions on the chalkboard 	<p>Small-Group Work</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: <p>“Music and dress from the sixties to the present”</p> <p>Group 1: A – E Group 2: F – J</p> <ul style="list-style-type: none"> Students map information gathered for presentation, e.g: <p>A → <input type="text" value="anglais"/></p> <p>→ <input type="text"/></p> <p>→ <input type="text"/></p> <p>B → <input type="text" value="batik"/></p> <p>→ <input type="text"/></p> <p>→ <input type="text"/></p>	<p>Small-Group Work</p> <ul style="list-style-type: none"> Students are given the names of organizations and institutions In groups, students discuss the significance of the names: <ul style="list-style-type: none"> the relationship between the purpose/function of the organization and its name the suggestions that are being made its intended effect/ impact Students record their responses on a worksheet Students deduce a definition of <i>symbolism</i> <p>Small-Group Work</p> <ul style="list-style-type: none"> Students choose the name of a character in a story/the name of a movie/television show that they think is symbolic 	<p>Small-Group Work</p> <ul style="list-style-type: none"> Students are given samples of advertisements along with guiding questions to stimulate discussions on persuasive devices used in advertisements in different media: <ul style="list-style-type: none"> newspaper television radio <div style="border: 1px solid black; padding: 5px; width: fit-content;"> <p>Mini-Lesson</p> <ul style="list-style-type: none"> Persuasive techniques used in advertisements </div>	<p>Small-Group Work</p> <ul style="list-style-type: none"> In groups, students examine a selection of brochures Using a worksheet with accompanying questions, students identify: <ul style="list-style-type: none"> the content the layout/format language style Students make presentations of their findings Class discussion Feedback <p>Whole-Group Work</p> <ul style="list-style-type: none"> Students list the various types of brochures A class list is compiled

STRANDS	LISTENING/SPEAKING	READING	LITERARY APPRECIATION	WRITING	MEDIA/VISUAL LITERACY
<i>Topics</i>	<i>Critical Listening</i>	<i>Research Skills</i>	<i>Literary Device: Symbolism</i>	<i>Persuasion Writing</i>	<i>Promotional Media: The Brochure</i>
S T R A T E G I E S	 <p>Workshop Activity</p> <ul style="list-style-type: none"> • A promotion for an event is played • Copies are distributed to students • Given a checklist, students identify: <ul style="list-style-type: none"> - the purpose of the promotion - the target population - devices used to encourage people to attend • Students deduce the associations made • Students determine the effectiveness of the oral text 	<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 <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Mini-Lesson</p> <ul style="list-style-type: none"> • Note-taking strategies, e.g.: <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"> • Students describe in what way the name is symbolic and discuss the effectiveness of its use • Students make presentations • Feedback is given <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Mini-Lesson</p> <ul style="list-style-type: none"> • Analysis of the effectiveness of symbolism </div>	<ul style="list-style-type: none"> • Students discuss findings and note the devices/techniques identified <p>Small-Group Work</p> <ul style="list-style-type: none"> • Students examine three selected advertisements • Students select the most effective advertisement and justify their choice • Students determine the least effective advertisement and justify their choice • Students discuss the impact of persuasive language • Students create a rubric to evaluate advertisements 	<p>Pair Work</p> <ul style="list-style-type: none"> • Students list the purposes of the different types of brochure • Students’ responses are listed on a graphic on the chalkboard  <ul style="list-style-type: none"> • Students discuss the limitations of using the brochure <p>Individual Work</p> <ul style="list-style-type: none"> • Students are given a checklist with design rubrics • Students determine purpose and audience of the brochure

STRANDS	LISTENING/SPEAKING	READING	LITERARY APPRECIATION	WRITING	MEDIA/VISUAL LITERACY
<i>Topics</i>	<i>Critical Listening</i>	<i>Research Skills</i>	<i>Literary Device: Symbolism</i>	<i>Persuasion Writing</i>	<i>Promotional Media: The Brochure</i>
S T R A T E G I E S	<ul style="list-style-type: none"> Oral presentation of devices identified in the oral texts 	<p>Whole-Group Work</p> <ul style="list-style-type: none"> Presentation by resource person from Copyright Organization of Trinidad and Tobago (COTT) Students ask questions Students use note-taking strategies to collate information for a written report 	<p>Whole-Group Work</p> <ul style="list-style-type: none"> Students examine an excerpt from a literary text Students identify examples of symbolism Students discuss the effectiveness of the use of symbolism in the context Class summary <p>Small-Group Work</p> <ul style="list-style-type: none"> In groups, students choose a literary text Together, students do a close study of the chosen text and identify examples of symbolism Students discuss the effectiveness of the device and prepare a written analysis of symbolism in the text Class produces a document on symbolism in the literary texts studied 	<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p>Mini-Lesson</p> <ul style="list-style-type: none"> Grammar <ul style="list-style-type: none"> imperative mood adverbial phrases/clauses adjectival phrases/clauses </div> <p>Individual Work</p> <ul style="list-style-type: none"> Students create an advertisement for a product of their choice <p>Whole-Group Work</p> <ul style="list-style-type: none"> Advertisements are presented and feedback given 	<ul style="list-style-type: none"> Students design and create one type of brochure, using templates available on the computer Finished works are displayed

STRANDS	LISTENING/SPEAKING	READING	LITERARY APPRECIATION	WRITING	MEDIA/VISUAL LITERACY
<i>Topics</i>	<i>Critical Listening</i>	<i>Research Skills</i>	<i>Literary Device: Symbolism</i>	<i>Persuasion Writing</i>	<i>Promotional Media: The Brochure</i>
E V A L U A T I O N	<ul style="list-style-type: none"> Evaluation of group work – process Analysis of oral persuasive texts 	<ul style="list-style-type: none"> Display of information gathered using research strategies  <ul style="list-style-type: none"> Research on a chosen topic Short answer responses on research topic 	<ul style="list-style-type: none"> Written exercises: <ul style="list-style-type: none"> - essay - short answer responses - analysis of excerpts 	<ul style="list-style-type: none"> Creation of advertisements Evaluation of advertisements 	<ul style="list-style-type: none"> Creation of a school brochure
R E S O U R C E S	<ul style="list-style-type: none"> Cassette player Radio Checklists Oral texts 	<ul style="list-style-type: none"> Computer Encyclopedia Written texts Resource personnel 	<ul style="list-style-type: none"> Literary text Worksheets 	<ul style="list-style-type: none"> Electronic media Newspapers Magazines 	<ul style="list-style-type: none"> Sample brochures Worksheets Graphic organizers Computers Rubrics

Form 3 — Term 1

STRANDS	LISTENING/SPEAKING	READING	LITERARY APPRECIATION	WRITING	MEDIA/VISUAL LITERACY
<i>Topics</i>	<i>Critical and Discriminative</i>	<i>Inference</i>	<i>Literary Device: Appeal to Senses</i>	<i>Description</i>	<i>Detecting Stereotyping</i>
L E A R N I N G O U T C O M E S	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> • deduce theme and message in identified texts • differentiate tone/mood • relate language to tone and mood • develop critical listening skills 	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> • infer meaning from different types of texts—proverbs, fiction, non-fiction • discern implicit messages 	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> • identify language use in literary texts that makes appeals to the senses • deduce the source of the texts' appeal • determine the effectiveness of appeals to the senses in accomplishing writers' purposes • appreciate the poet's use of language to create effect 	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> • use descriptive language to create sensory impact • produce a descriptive piece of writing • appreciate the power of words to create sensory effects 	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> • define the term <i>stereotype</i> • identify the characteristics of stereotypes • analyse examples of stereotyping in the media • deduce the impact of stereotyping • appreciate the multi-faceted nature of human beings

STRANDS	LISTENING/SPEAKING	READING	LITERARY APPRECIATION	WRITING	MEDIA/VISUAL LITERACY
Topics	<i>Critical and Discriminative</i>	<i>Inference</i>	<i>Literary Device: Appeal to Senses</i>	<i>Description</i>	<i>Detecting Stereotyping</i>
S T R A T E G I E S	<p>Whole-Group Work</p> <ul style="list-style-type: none"> Students listen to a taped text Students are given a selection of three or four options from which to choose one correct theme Taped text is replayed Students and teachers discuss their choice <p>Whole-Group Work</p> <ul style="list-style-type: none"> Teacher reads a text Students respond to the text by answering the following questions: <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? 	<p>Whole-Group Work</p> <ul style="list-style-type: none"> 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 <p>Whole-Group Work</p> <ul style="list-style-type: none"> Students are given copies of a report of an experiment taken from a Science text Class discussion of observations drawn from the activity described 	<p>Whole-Group Work</p> <ul style="list-style-type: none"> Students are given copies of a concrete poem Students read the poem silently Teacher reads the poem aloud Students discuss mental images that they formed while listening to the poem Students identify the words/expressions that contribute to the formation of the images Class discussion on the sensory appeal of the poem <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Mini-Lesson</p> <ul style="list-style-type: none"> Effectiveness of the device </div>	<p>Whole-Group Work</p> <ul style="list-style-type: none"> Students take turns in describing a popular personality Students describe his/her physical appearance, distinguishing features, and dress Other students guess who the personality is <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Mini-Lesson</p> <ul style="list-style-type: none"> adjectival clause/phrase tenses – present/past continuous vocabulary development </div>	<p>Whole-Group Work</p> <ul style="list-style-type: none"> Students discuss acts of stereotyping in schools Students discuss the possible impact on individuals/groups of people Discussion points are mapped on the chalkboard Students suggest a definition of stereotyping <p>Small-Group Work</p> <ul style="list-style-type: none"> Students examine two sets of photographs in each of which “typical”/“traditional” or “non-traditional” images of males/ females have been captured Students discuss the images, noting the similarities and differences

STRANDS	LISTENING/SPEAKING	READING	LITERARY APPRECIATION	WRITING	MEDIA/VISUAL LITERACY
Topics	<i>Critical and Discriminative</i>	<i>Inference</i>	<i>Literary Device: Appeal to Senses</i>	<i>Description</i>	<i>Detecting Stereotyping</i>
S T R A T E G I E S	<ul style="list-style-type: none"> Responses to each question are mapped on to the chalkboard Students draw the conclusion that people respond to texts in different ways <p style="text-align: center;">Small-Group Work</p> <ul style="list-style-type: none"> Students stand in a circle One student makes a statement in a particular tone, e.g., <ul style="list-style-type: none"> happy sad concerned Each student, in turn, repeats the statement changing the tone Students discuss the importance of attentive listening 	<ul style="list-style-type: none"> Students use information given in experiment to draw inferences Inferences are noted on the chalkboard Students note factors that contribute to making accurate inferences <p style="text-align: center;">Whole-Group Work</p> <ul style="list-style-type: none"> Teacher introduces a proverb in a meaningful and interesting way, e.g., in a short story Students discuss use of actual proverb to convey meaning <div style="border: 1px solid black; padding: 5px; margin: 10px auto; width: fit-content;"> <p style="text-align: center;">Mini-Lesson</p> <ul style="list-style-type: none"> Use of context clues: <ul style="list-style-type: none"> drawing conclusions identifying details </div>	<ul style="list-style-type: none"> Students listen to a taped excerpt from a literary text Students list sounds that they can imagine while listening Students are given copies of the text and they underline the words/expression linked to the sounds they heard Students create a list of words that help them to imagine sounds Class discusses the effectiveness of the use of the device <p style="text-align: center;">Individual Work</p> <ul style="list-style-type: none"> Students are directed to consider two other senses—Taste and Touch Students list expressions that communicate the senses represented 	<ul style="list-style-type: none"> Students view film clip or still pictures Students write a description of the image depicted in the selected picture Students read descriptions Class critiques the descriptions Class discusses the descriptive language used Students revise their work <p style="text-align: center;">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 21st century 	<ul style="list-style-type: none"> Students list the instances of stereotyping Students identify the assumptions that are made in the stereotypes Students discuss the possible impact of the stereotypes <p style="text-align: center;">Individual Work</p> <ul style="list-style-type: none"> Students view a range of print and non-print material in which various types of stereotypical images are used Using a worksheet, students identify the stereotype used in each image and explain the implication of each <p style="text-align: center;">Whole-Group Work</p> <ul style="list-style-type: none"> Students discuss their findings Feedback

STRANDS	LISTENING/SPEAKING	READING	LITERARY APPRECIATION	WRITING	MEDIA/VISUAL LITERACY
Topics	<i>Critical and Discriminative</i>	<i>Inference</i>	<i>Literary Device: Appeal to Senses</i>	<i>Description</i>	<i>Detecting Stereotyping</i>
S T R A T E G I E S	<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p style="text-align: center;">Mini-Lesson</p> <ul style="list-style-type: none"> • Definition of terms: tone/mood • Factors that contribute to the creation of mood and tone in texts • Use of punctuation marks to suggest tone, e.g: <ul style="list-style-type: none"> - the question mark - ellipsis - dash </div> <ul style="list-style-type: none"> • Students discuss the link between tone and mood 	<p style="text-align: center;">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 style="text-align: center;">Whole-Group Work</p> <ul style="list-style-type: none"> • Students make presentations and discuss how they arrived at their conclusions • Students are given copies of an excerpt from an identified text • Students identify significant details • Students make pertinent links among details • Students make inferences about the meaning of identified parts of the text 	<p style="text-align: center;">Small-Group Work</p> <ul style="list-style-type: none"> • In groups, students compare responses and choose the more appealing ones • Class presentation • Students discuss reasons for the appealing nature of the expressions <p style="text-align: center;">Individual Work</p> <ul style="list-style-type: none"> • Students are given several excerpts from literary texts • Students choose the excerpt in which appeals are made to the senses • Students choose one example and analyse its effectiveness <p style="text-align: center;">Whole-Group Work</p> <ul style="list-style-type: none"> • Class presentation and discussion • Class summary 	<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 • Class summary <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p style="text-align: center;">Mini-Lesson</p> <ul style="list-style-type: none"> • Vocabulary related to fashion • Figures of speech </div>	<p style="text-align: center;">Small-Group Work</p> <ul style="list-style-type: none"> • Students are given print and non-print materials • Students identify the instances of stereotyping • Students revise the material to remove stereotyping • Students make presentations • Class summary

STRANDS	LISTENING/SPEAKING	READING	LITERARY APPRECIATION	WRITING	MEDIA/VISUAL LITERACY
Topics	<i>Critical and Discriminative</i>	<i>Inference</i>	<i>Literary Device: Appeal to Senses</i>	<i>Description</i>	<i>Detecting Stereotyping</i>
E V A L U A T I O N	<ul style="list-style-type: none"> • Listening comprehension • Analysis of mood and tone in oral texts 	<p><i>Matching Exercise</i></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"> • Written exercise • Annotation 	<ul style="list-style-type: none"> • Evaluation of project (process and product) display • Fashion show – Evaluation of commentary 	<ul style="list-style-type: none"> • Identification of stereotypes in the print and electronic media • Written exercise: “Discuss the negative impact of stereotyping”
R E S O U R C E S	<ul style="list-style-type: none"> • Taped texts • Written texts 	<ul style="list-style-type: none"> • Texts • Description of a science experiment • Riddles • Vignettes • Short story 	<ul style="list-style-type: none"> • Audio cassette • Worksheets • Literary texts 	<ul style="list-style-type: none"> • Film clip • Still picture • Texts 	<ul style="list-style-type: none"> • Photographs • Worksheets • Print/non-print material • Graphic

Form 3 — Term 2

STRANDS	LISTENING/SPEAKING	READING	LITERARY APPRECIATION	WRITING	MEDIA/VISUAL LITERACY
Topics	<i>Oracy</i>	<i>Topic Sentence</i>	<i>Literary Device: Hyperbole</i>	<i>Argument</i>	<i>Creating Visual Texts: The Photo Essay</i>
L E A R N I N G O U T C O M E S	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> • identify the characteristics of an effective speaker • identify features of an effectively delivered speech • demonstrate oracy skills • appreciate the need to be respectful of a speaker and his/her views • become aware of the value of developing oracy skills 	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> • identify the topic sentence in paragraphs/ texts • identify supporting details in paragraphs/texts • explain the methods by which topic sentences can be developed • develop paragraphs from chosen topic sentences • deduce the importance of topic sentences in texts 	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> • define the term <i>hyperbole</i> • identify examples of hyperbole in literary works • explain the effectiveness of the device in context • appreciate the power of language to communicate a writer's intent 	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> • generate ideas for a given topic • support ideas with sound arguments • develop an argument on a chosen topic • use connectives to produce coherent writing • appreciate the importance of other points of view • value the importance of presenting sound arguments 	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> • identify narrative elements of a photo essay • prepare photo essays • select suitable captions for the shots in a photo essay • appreciate how visuals can enhance the process of communication

STRANDS	LISTENING/SPEAKING	READING	LITERARY APPRECIATION	WRITING	MEDIA/VISUAL LITERACY										
Topics	Oracy	Topic Sentence	Literary Device: Hyperbole	Argument	Creating Visual Texts: The Photo Essay										
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 a public speaking competition Students are given questions to guide their viewing, e.g.: <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 an effective speaker Students create a checklist 	<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 Students read the selection of topic sentences and match topic sentences with paragraphs <table border="1"> <thead> <tr> <th>Paragraph</th> <th>Topic Sentence</th> </tr> </thead> <tbody> <tr> <td>1.</td> <td>1.</td> </tr> <tr> <td>2.</td> <td>2.</td> </tr> <tr> <td>3.</td> <td>3.</td> </tr> <tr> <td>4.</td> <td>4.</td> </tr> </tbody> </table>	Paragraph	Topic Sentence	1.	1.	2.	2.	3.	3.	4.	4.	<p>Small-Group Work</p> <ul style="list-style-type: none"> Students are given examples of caricature from newspapers/ magazines and comic books Students examine each and discuss the message that they think is being conveyed Students note that exaggeration is a means of communicating messages Students deduce a definition of the term <i>hyperbole</i> 	<p>Whole-Group Work</p> <ul style="list-style-type: none"> Students are given copies of a graphic organizer and a calypso, e.g., "Portrait of Trinidad" Students listen to the calypso Students use graphic organizers to represent main ideas and supporting details <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p style="text-align: center;">Mini-Lesson</p> <ul style="list-style-type: none"> Techniques of persuasion <ul style="list-style-type: none"> repetition analogy rhetorical question </div>	<p>Whole-Class Work</p> <ul style="list-style-type: none"> A student reads a story to the class Simultaneously, another student tells the same story by sequencing pictures on the chalkboard Class discusses the two forms of telling a story Students identify the advantages and limitations of each The findings are mapped on the chalkboard Class outlines the value and place of photo essays <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p style="text-align: center;">Mini-Lesson Review</p> <ul style="list-style-type: none"> The key elements of narratives: <ul style="list-style-type: none"> setting plot character theme </div>
	Paragraph	Topic Sentence													
1.	1.														
2.	2.														
3.	3.														
4.	4.														

STRANDS	LISTENING/SPEAKING	READING	LITERARY APPRECIATION	WRITING	MEDIA/VISUAL LITERACY
Topics	Oracy	Topic Sentence	Literary Device: Hyperbole	Argument	Creating Visual Texts: The Photo Essay
S T R A T E G I E S	<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p style="text-align: center;">Mini-Lesson</p> <ul style="list-style-type: none"> • Identification and explanation of oracy skills </div> <p style="text-align: center;">Small-Group Work</p> <ul style="list-style-type: none"> • Students view a video clip of the finals of a public speaking competition • Students discuss which factors (apart from oracy skills) contributed to the winning performance, e.g.: <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 style="text-align: center;">Mini-Lesson</p> <ul style="list-style-type: none"> • Topic sentence <ul style="list-style-type: none"> - definition - position - development </div> <p style="text-align: center;">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 identified during the mini-lesson <p style="text-align: center;">Pair Work</p> <ul style="list-style-type: none"> • Students evaluate each other's work <p style="text-align: center;">Whole-Group Work</p> <ul style="list-style-type: none"> • Whole-class sharing 	<p style="text-align: center;">Whole-Group Work</p> <ul style="list-style-type: none"> • Students are asked to identify hyperboles in popular songs • A list is compiled on the chalkboard • Students: <ul style="list-style-type: none"> - determine the purpose of the device - discuss its effectiveness • Students write short verses using hyperbole • Students make presentations • Class discussion • Feedback <p style="text-align: center;">Small-Group Work</p> <ul style="list-style-type: none"> • Students are given excerpts from literary texts 	<ul style="list-style-type: none"> • Students discuss ideas raised and collate the main ideas of the calypso <p style="text-align: center;">Whole-Group Work</p> <ul style="list-style-type: none"> • Using a T-chart, students identify general characteristics of individuals found in literary works, e.g., <ul style="list-style-type: none"> - evil - maliciousness - generosity - friendliness • Students choose one character from a literature text who demonstrates the identified characteristic 	<p style="text-align: center;">Small-Group Work</p> <ul style="list-style-type: none"> • Students identify the narrative elements in the photo essay • Students make presentations to the class • Feedback is given <p style="text-align: center;">Whole-Group Work</p> <ul style="list-style-type: none"> • Students are given a photo essay and a worksheet • Students identify the narrative elements in the photo essay • Students make presentations • Feedback is given <p style="text-align: center;">Whole-Group Work</p> <ul style="list-style-type: none"> • Students are given the same photo essay with captions • Students examine each

STRANDS	LISTENING/SPEAKING	READING	LITERARY APPRECIATION	WRITING	MEDIA/VISUAL LITERACY
Topics	Oracy	Topic Sentence	Literary Device: Hyperbole	Argument	Creating Visual Texts: The Photo Essay
S T R A T E G I E S	<p>Small-Group Work</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: <ul style="list-style-type: none"> a speech on the acceptance of an award thank you speech victory speech Students deliver prepared speeches to an audience The audience judges the exercise, using the checklist created 	<p>Small-Group Work</p> <ul style="list-style-type: none"> Students are given part of a paragraph that provides supporting details, 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"> Students examine the excerpts and identify examples of extreme exaggeration Students discuss the writers' intent in using hyperbole, and assess its effectiveness Class sharing Feedback 	<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 Class sharing Feedback <p>Whole-Group Work</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 Students write their first drafts 	<ul style="list-style-type: none"> Class discusses: <ul style="list-style-type: none"> the purpose of the captions their contribution to the photo essay <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p style="text-align: center;">Mini-Lesson</p> <ul style="list-style-type: none"> Creating captions </div> <p>Small-Group Work</p> <ul style="list-style-type: none"> Students are provided with materials for a photo essay, rubrics, and a checklist Students create a photo essay Students make presentations to the class The photo essays are compiled into a booklet

STRANDS	LISTENING/SPEAKING	READING	LITERARY APPRECIATION	WRITING	MEDIA/VISUAL LITERACY
<i>Topics</i>	<i>Oracy</i>	<i>Topic Sentence</i>	<i>Literary Device: Hyperbole</i>	<i>Argument</i>	<i>Creating Visual Texts: The Photo Essay</i>
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 oracy skills • Assessment of a speech 	<ul style="list-style-type: none"> • Explanation of term <i>topic sentence</i> • Selection of topic sentence from paragraphs • Development of a paragraph from a chosen topic sentence 	<ul style="list-style-type: none"> • Sketch-to-Stretch • Written exercises 	<ul style="list-style-type: none"> • Graphic organizers • Final drafts of the argumentative essay 	<ul style="list-style-type: none"> • Creation of a photo essay • Creation of a photo essay journal
R E S O U R C E S	<ul style="list-style-type: none"> • Video clip • Graphics • Checklist 	<ul style="list-style-type: none"> • Texts • Graphic organizers 	<ul style="list-style-type: none"> • Charts • White board • Magazines • Comics 	<ul style="list-style-type: none"> • Texts – calypsoes • Graphic organizers 	<ul style="list-style-type: none"> • Stories • Photo essays • Graphic organizers • Rubrics • Checklist • Computer

Form 3 — Term 2

STRANDS	LISTENING/SPEAKING	READING	LITERARY APPRECIATION	WRITING	MEDIA/VISUAL LITERACY
<i>Topics</i>	<i>Critical Listening</i>	<i>Summary Skills</i>	<i>Literary Element: Setting/Atmosphere</i>	<i>Argument: Fallacies</i>	<i>Conventions of Media</i>
L E A R N I N G O U T C O M E S	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> • identify the main point of an argument • detect fallacies in an argument • deduce persuasive techniques • assess the validity of an argument • become aware of the importance of expressing their views in a respectful manner 	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> • categorize a group of items • summarize phrases and expressions into one word • identify topic sentences • identify relevant details • use connectives to summarize main ideas in a cohesive unit 	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> • describe settings in literary texts • analyse the use of language in the creation of setting • determine the relationship between setting and atmosphere • appreciate the writer's craft 	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> • explain logical fallacies • detect three fallacies used in arguments: ad hominem, band wagon, and circular arguments • present logical arguments • become critical thinkers 	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> • identify the elements of different types of television programmes • compare and contrast the use of these elements in the different programmes selected • state the purpose and function of each • deduce the conventions that govern formal discussion • appreciate the importance of being an informed consumer

STRANDS	LISTENING/SPEAKING	READING	LITERARY APPRECIATION	WRITING	MEDIA/VISUAL LITERACY
Topics	<i>Critical Listening</i>	<i>Summary Skills</i>	<i>Literary Element: Setting/Atmosphere</i>	<i>Argument: Fallacies</i>	<i>Conventions of Media</i>
S T R A T E G I E S	<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 • Students present and justify their assessment 	<p>Small-Group Work</p> <ul style="list-style-type: none"> • Students are given lists of items and categorize them <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 <p>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>Whole-Group Work</p> <ul style="list-style-type: none"> • Students are given excerpts of graphically described settings • Students read the excerpts aloud in an attempt to communicate mood and atmosphere of the setting to their peers <p>Small-Group Work</p> <ul style="list-style-type: none"> • Students attempt to identify mood/ atmosphere communicated • Students identify features of the passages that contributed to the creation of the atmosphere • Students note the connection between setting and atmosphere 	<p>Whole-Group Work</p> <ul style="list-style-type: none"> • Students are presented with examples of the three fallacies, e.g., “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 	<p>Whole-Group Work</p> <ul style="list-style-type: none"> • Students view any popular talk show • Students brainstorm and identify the elements of a talk show, using a graphic organizer • Students assess the contribution of each element to the programme <p>Small-Group Work</p> <ul style="list-style-type: none"> • Students view a panel discussion • Students identify the elements of the programme • Student discuss the roles played by different members of the panel

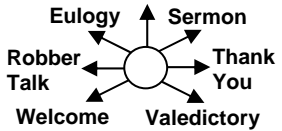
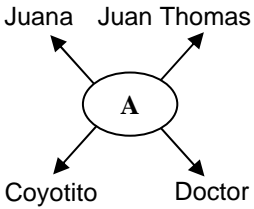
STRANDS	LISTENING/SPEAKING	READING	LITERARY APPRECIATION	WRITING	MEDIA/VISUAL LITERACY
Topics	<i>Critical Listening</i>	<i>Summary Skills</i>	<i>Literary Element: Setting/Atmosphere</i>	<i>Argument: Fallacies</i>	<i>Conventions of Media</i>
S T R A T E G I E S	<p>Mini-Lesson</p> <ul style="list-style-type: none"> Developing logical arguments <p>Small-Group Work</p> <ul style="list-style-type: none"> Students are grouped for debate on a chosen topic Students generate and develop ideas for presentation Students conduct the debate Using a checklist, students judge the delivery of the content 	<p>Whole-Group Work</p> <ul style="list-style-type: none"> Students are given copies of a cloze passage Students read the passage and choose the most appropriate connective to complete it <p>Mini-Lesson</p> <ul style="list-style-type: none"> Connectives <p>Class discussion of choice of answers</p> <p>Small-Group Work</p> <ul style="list-style-type: none"> Students are grouped and each group is given 15 cue cards with phrases written on them Students write a word for those phrases on the reverse side of the card 	<p>Whole-Group Work</p> <p>Mini-Lesson</p> <ul style="list-style-type: none"> Atmosphere <ul style="list-style-type: none"> creation analysis <p>Individual Work</p> <ul style="list-style-type: none"> Individually, students engage in close study of an excerpt from a literary text Students: <ul style="list-style-type: none"> outline the setting describe the atmosphere created explain how the writer creates the atmosphere <p>Whole-Group Work</p> <ul style="list-style-type: none"> Students share with class Peer review Feedback Class discussion 	<p>Mini-Lesson</p> <ul style="list-style-type: none"> Identification of types of fallacies Explanation of: ad hominem, band wagon, circular argument <p>Small-Group Work</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 identified above. Groups role-play scenarios The other groups infer the fallacy used in the presentation and each student writes one logical argument to replace it 	<p>Whole-Group Work</p> <ul style="list-style-type: none"> Students compare and contrast the elements of a talk show and a panel discussion Students discuss the function of talk shows/ panel discussions Functions are mapped on the chalkboard <p>Whole-Group Work</p> <ul style="list-style-type: none"> Students view video clips of a talk show and a panel discussion Students identify the conventions that govern formal discussion

STRANDS	LISTENING/SPEAKING	READING	LITERARY APPRECIATION	WRITING	MEDIA/VISUAL LITERACY
Topics	<i>Critical Listening</i>	<i>Summary Skills</i>	<i>Literary Element: Setting/Atmosphere</i>	<i>Argument: Fallacies</i>	<i>Conventions of Media</i>
S T R A T E G I E S	<ul style="list-style-type: none"> Using a checklist, students evaluate the content of the speech Class discusses the debate presentations The best presentation is chosen 	<p>Individual Work</p> <ul style="list-style-type: none"> Students are given a short passage containing redundancies, e.g.: <ul style="list-style-type: none"> Triangular in shape It is an abandoned house. No one lives there now Students revise the passage to eliminate the redundant words, phrases, and statements Class discussion on the importance of precision in language use, e.g.: <p>All of a sudden → Suddenly</p> <p>In the end → Finally</p> 		<p>Paired Work</p> <ul style="list-style-type: none"> Students are given copies of texts in which these fallacies are used, e.g., advertisement, passages/extracts from magazines, newspapers Students identify the fallacies and replace them with logical arguments Students share information 	<p>Small-Group Work</p> <ul style="list-style-type: none"> Students stage and record a talk show/ panel discussion Students critique copies of the recorded programmes

STRANDS	LISTENING/SPEAKING	READING	LITERARY APPRECIATION	WRITING	MEDIA/VISUAL LITERACY
Topics	<i>Critical Listening</i>	<i>Summary Skills</i>	<i>Literary Element: Setting/Atmosphere</i>	<i>Argument: Fallacies</i>	<i>Conventions of Media</i>
E V A L U A T I O N	<ul style="list-style-type: none"> • Identification of: <ul style="list-style-type: none"> - fallacies - opinions presented as facts - use of persuasive techniques in oral texts 	<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"> • Oral description of the atmosphere in an excerpt from a chosen literary text • Written analysis of setting and atmosphere in selected literary texts 	<ul style="list-style-type: none"> • Identification of fallacies • Written essays 	<ul style="list-style-type: none"> • Creation of rubric for assessment • Talk show/panel discussion • Critique of talk show/panel discussion
R E S O U R C E S	<ul style="list-style-type: none"> • Television/radio • Video cassette • Recorder • Tape • Recorder/player 	<ul style="list-style-type: none"> • Passage to be summarized 	<ul style="list-style-type: none"> • Literary texts • Graphics 	<ul style="list-style-type: none"> • Newspapers • Advertisements • Magazines 	<ul style="list-style-type: none"> • Video clips • Graphics • Camcorders • Computers

Form 3 — Term 2

STRANDS	LISTENING/SPEAKING	READING	LITERARY APPRECIATION	WRITING	MEDIA/VISUAL LITERACY
<i>Topics</i>	<i>Critical Listening</i>	<i>Comparison and Contrast</i>	<i>Role of Character</i>	<i>Speech</i>	<i>Creating Visual Texts: PowerPoint Presentations</i>
L E A R N I N G O U T C O M E S	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> • list the different purposes for which a speech can be given • determine the purpose and distinguishing features of different types of speeches • establish links between purpose and form • become aware of the importance of purpose and audience in communication 	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> • identify similarities and differences in texts • categorize texts based on their similarities and differences • become more discerning readers 	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> • determine major and minor characters in literary texts • define the term <i>role</i> • examine roles played by characters • value the contribution of individuals in society • empathize with others 	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> • adhere to the format of a speech • generate content suited to the writing task • determine language appropriate to the writing task • become aware of the link between language, audience, and purpose • appreciate language as a means of expressing thoughts and ideas 	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> • determine the elements of effective PowerPoint presentations • use the computer to generate an innovative PowerPoint presentation • value the PowerPoint presentation as a useful communication tool

STRANDS	LISTENING/SPEAKING	READING	LITERARY APPRECIATION	WRITING	MEDIA/VISUAL LITERACY
Topics	Critical Listening	Comparison and Contrast	Role of Character	Speech	Creating Visual Texts: PowerPoint Presentations
S T R A T E G I E S	<p>Whole-Group Work</p> <ul style="list-style-type: none"> Students brainstorm to identify the types of speeches with which they are familiar This information is recorded on a web, e.g.:  <ul style="list-style-type: none"> Students further categorize the types of speeches identified <p><i>Informative</i> → e.g. <i>Oral Business</i></p> <p><i>Persuasive</i> → e.g. <i>Political Speech</i></p> <p><i>Social</i> → e.g. <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 placed between the two sheets of bristol board 	<p>Whole-Group Work</p> <ul style="list-style-type: none"> Students choose a character in a selected text Students identify all the other characters with whom that character interacts, e.g.:  <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Mini-Lesson</p> <ul style="list-style-type: none"> Factors that determine major and minor characters </div>	<p>Small-Group Work</p> <ul style="list-style-type: none"> Students are given copies of different types of speeches Students are also given prompt questions, e.g.: <ul style="list-style-type: none"> Whom is the speaker addressing? How does he/she begin the address? Do the methods of address follow any particular order? What is the speaker's intention? Does the speaker's intention affect his/her choice of words? How does he/she conclude the speech? 	<p>Whole-Group Work</p> <ul style="list-style-type: none"> Students discuss their experiences of PowerPoint presentations either as viewers or creators Students list on a graphic on the chalkboard: <ul style="list-style-type: none"> the purpose and functions of PowerPoint presentations the advantages and limitations Students discuss the value of PowerPoint as a communication tool <p>Whole-Group Work</p> <ul style="list-style-type: none"> Students view a presentation on the use of PowerPoint (Note: the presentation may be done by the teacher, a student, or group of students who may have already developed the competence)

STRANDS	LISTENING/SPEAKING	READING	LITERARY APPRECIATION	WRITING	MEDIA/VISUAL LITERACY
<i>Topics</i>	<i>Critical Listening</i>	<i>Comparison and Contrast</i>	<i>Role of Character</i>	<i>Speech</i>	<i>Creating Visual Texts: PowerPoint Presentations</i>
S T R A T E G I E S	<p>Small-Group Work</p> <ul style="list-style-type: none"> Students listen to three types of speeches: <ul style="list-style-type: none"> - informative - persuasive - social Students identify the purpose of the speeches and compare and contrast the distinguishing features of each Class shares information 	<p>Individual Work</p> <p><u>Spot the Difference</u></p> <ul style="list-style-type: none"> Students are given two pictures each and are asked to spot the differences between them The person who finishes first is allowed to point out differences on the enlarged pictures <p>Paired Work</p> <ul style="list-style-type: none"> Each student receives an envelope with a sample of two different texts <p>Example of Texts</p> <ul style="list-style-type: none"> - advertisements - poems - brochures - jingles - newspaper articles 	<ul style="list-style-type: none"> Students classify the characters from the selected text into two groups: <ul style="list-style-type: none"> - those who contribute significantly to the development of the plot - those who contribute little to the development of the plot Students label the two groups – major/minor Students identify the major and minor characters from another text <p>Small-Group Work</p> <ul style="list-style-type: none"> In small groups, students take on the role of selected characters in a literary text 	<ul style="list-style-type: none"> Students examine the speech Students discuss and present their findings Teacher makes a chalkboard summary of the information <p>Small-Group Work</p> <ul style="list-style-type: none"> Students are divided into small groups, given a choice of speech types, and asked to plan one speech with specific focus on: <ul style="list-style-type: none"> • Format: <ul style="list-style-type: none"> - opening - closing • Audience • Purpose • Language 	<ul style="list-style-type: none"> Students note the steps in the procedure Students create a checklist to guide the development of a PowerPoint presentation <p>Small-Group Work</p> <ul style="list-style-type: none"> Students view a PowerPoint presentation Using the checklist created, students assess the presentation Class discussion Feedback <p>Small-Group Work</p> <ul style="list-style-type: none"> In groups, students select a topic and use the computer to create a PowerPoint presentation Class views presentation Feedback is given

STRANDS	LISTENING/SPEAKING	READING	LITERARY APPRECIATION	WRITING	MEDIA/VISUAL LITERACY
<i>Topics</i>	<i>Critical Listening</i>	<i>Comparison and Contrast</i>	<i>Role of Character</i>	<i>Speech</i>	<i>Creating Visual Texts: PowerPoint Presentations</i>
S T R A T E G I E S	<p>Individual Work</p> <ul style="list-style-type: none"> Students prepare a short speech <p>Whole-Group Work</p> <ul style="list-style-type: none"> Class presentations Peer review using prepared checklist Feedback Class summary 	<ul style="list-style-type: none"> Each pair of texts must have one sample in common with another pair, e.g.: <p>A</p> <div style="border: 1px solid black; padding: 5px; width: fit-content;"> <ul style="list-style-type: none"> Poem Advertisement </div> <p>B</p> <div style="border: 1px solid black; padding: 5px; width: fit-content;"> <ul style="list-style-type: none"> Poem Newspaper Article </div> <ul style="list-style-type: none"> Students move around to find a student with a sample text that 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 	<ul style="list-style-type: none"> Students make a presentation detailing that character's relationship with the major character Each character is introduced by another member of the group <p>Individual Work</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 justification of his/her choice <p>Whole-Group Work</p> <ul style="list-style-type: none"> Students make presentation to the class Students and teacher give feedback on presentations 	<p>Examples of speech types selected:</p> <ul style="list-style-type: none"> A sales representative persuading audience to buy computers A welcome speech at a birthday party Speech on AIDS prevention to the school assembly <p>Individual Work</p> <ul style="list-style-type: none"> Students write the first drafts of their speeches 	

STRANDS	LISTENING/SPEAKING	READING	LITERARY APPRECIATION	WRITING	MEDIA/VISUAL LITERACY
<i>Topics</i>	<i>Critical Listening</i>	<i>Comparison and Contrast</i>	<i>Role of Character</i>	<i>Speech</i>	<i>Creating Visual Texts: PowerPoint Presentations</i>
E V A L U A T I O N	<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 with one from a science text • Compare and contrast an “ole time” character with a modern character from a Carnival band • Compare <i>before</i> and <i>after</i> pictures 	<ul style="list-style-type: none"> • Analysis of the role of major and minor characters in selected literary texts 	<ul style="list-style-type: none"> • The plan for the speech • The written speech 	<ul style="list-style-type: none"> • Creation of a PowerPoint presentation • Analysis of PowerPoint presentations
R E S O U R C E S	<ul style="list-style-type: none"> • Tape recorder • Cassettes • Text of speeches • Graphic organizers 	<ul style="list-style-type: none"> • Graphic organizer –Venn diagram • Texts – newspaper articles, brochures, poems 	<ul style="list-style-type: none"> • Texts • Graphics 	<ul style="list-style-type: none"> • Texts • Scenarios and speeches 	<ul style="list-style-type: none"> • Computer • Checklists • Graphics

Form 3 — Term 3

STRANDS	LISTENING/SPEAKING	READING	LITERARY APPRECIATION	WRITING	MEDIA/VISUAL LITERACY
<i>Topics</i>	<i>Oracy</i>	<i>Cause and Effect</i>	<i>Literary Device: Imagery</i>	<i>Exposition: Questioning Skills</i>	<i>Graphic Organizers</i>
L E A R N I N G O U T C O M E S	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> • use spoken language to communicate a message to an audience • use tone, mood, pitch, volume, and pace when communicating with an audience • value their voice as an organ for communication • develop self-esteem 	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> • deduce the effects of stated causes • deduce the cause/s of stated effects • determine cause and effect relationships in a given text • draw accurate conclusions based on evidence 	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> • identify examples of various kinds of imagery in literary texts • explain the concept of <i>imagery</i> in context • explain the effectiveness of its use • appreciate the power of language to deepen the experience of the reader • value the creative process 	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> • frame questions accurately • use different methods to frame questions • demonstrate effective questioning skills • appreciate the value of clear, precise questions 	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> • explain the concept of graphic organizers • select appropriate graphic organizers • use graphic organizers effectively • value graphic organizers as tools to enhance study skills

STRANDS	LISTENING/SPEAKING	READING	LITERARY APPRECIATION	WRITING	MEDIA/VISUAL LITERACY
Topics	Oracy	Cause and Effect	Literary Device: Imagery	Exposition: Questioning Skills	Graphic Organizers
S T R A T E G I E S	<p>Whole-Group Work</p> <ul style="list-style-type: none"> Students are given an excerpt containing dialogue for silent reading Students volunteer to read the lines of the different characters in the excerpt The teacher or other students read the narrative parts Individual students take turns reading their lines Class discussion of the reading to determine its effectiveness The reading is taped and played 	<p>Whole-Group Work</p> <ul style="list-style-type: none"> Students are presented/shown a photograph, e.g., of a car crash Students discuss the possible causes of the crash Students share suggested causes and represent them on a graphic organizer Teacher and students establish cause and effect relationships <p>Small-Group Work</p> <ul style="list-style-type: none"> Students are given lists of causes and effects Students match causes with effects Students explain the cause and effect relationship 	<p>Whole-Class Work</p> <ul style="list-style-type: none"> Teacher plays a popular song in which imagery is used Through discussion, the students deduce the points of comparison Students describe the image that is created Students discuss the contribution of the image to their deeper understanding <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p style="text-align: center;">Mini-Lesson</p> <ul style="list-style-type: none"> Definition of imagery Effectiveness of imagery </div>	<p>Whole-Group Work</p> <ul style="list-style-type: none"> Students are given the following scenarios: <ol 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 structured: <ul style="list-style-type: none"> inversion interrogatory tags Teacher identifies 4Ws and H strategy as a way of formulating questions 	<p>Whole-Group Work</p> <ul style="list-style-type: none"> Students use the computer to research graphic organizers on the Internet Students examine a variety of graphic organizers Students identify the purpose and function of each Students make links between the purpose and design of graphic organizers Class discussion Students deduce the concept of graphic organizers <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p style="text-align: center;">Mini-Lesson</p> <ul style="list-style-type: none"> Purpose and function of graphic organizers </div>
	<div style="border: 1px solid black; padding: 5px;"> <p style="text-align: center;">Mini-Lesson</p> <ul style="list-style-type: none"> Exploration of tone/pitch and volume and the part they play in effective communication Vocabulary development </div>				<div style="border: 1px solid black; padding: 5px;"> <p style="text-align: center;">Mini-Lesson</p> <ul style="list-style-type: none"> Purpose and function of graphic organizers </div>

STRANDS	LISTENING/SPEAKING	READING	LITERARY APPRECIATION	WRITING	MEDIA/VISUAL LITERACY
Topics	Oracy	Cause and Effect	Literary Device: Imagery	Exposition: Questioning Skills	Graphic Organizers
S T R A T E G I E S	<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 The excerpt is read again and taped for a final time <p>Small-Group Work</p> <ul style="list-style-type: none"> Taped monologue is played, or teacher or student performs a dramatic monologue for students Each group of students is then invited to choose a monologue from one of their literature texts and prepare to present it <p>Whole-Group Work</p> <ul style="list-style-type: none"> Students make class presentations Students assess other students' presentations using a student-made checklist 	<ul style="list-style-type: none"> Students match pictures to show possible causes and effects in various situations Students describe the cause-effect relationship in writing, e.g.: <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>Small-Group Work</p> <ul style="list-style-type: none"> Each group of students is given an excerpt from a different literary text Students discuss the example of imagery used in each excerpt and discuss the points of comparison Students rotate excerpts and begin the task again <p>Whole-Group Work</p> <ul style="list-style-type: none"> Class discusses all the responses to the excerpts Responses are noted on the chalkboard Students note the different literary devices used to create the image Students determine what made each image effective/ ineffective Students deduce a definition of the term <i>imagery</i> 	<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p>Mini-Lesson</p> <ul style="list-style-type: none"> Inversion using the present tense Questions using do/does Interrogatory tags without contraction With contractions don't/aren't/won't </div> <p>Small-Group Work</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, e.g.: <ul style="list-style-type: none"> If you had a choice where would you live? If you had a choice, in which country would you live? If you had a choice, in which type of house would you live? Students make presentations and there is discussion and feedback 	<p>Small-Group Work</p> <ul style="list-style-type: none"> Students are given tasks along with accompanying text material/sample graphic organizer Students select the appropriate graphic organizer to accomplish task Students make presentations Students justify the choice of organizer Students discuss the contribution of graphic organizers to their learning

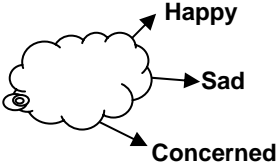

STRANDS	LISTENING/SPEAKING	READING	LITERARY APPRECIATION	WRITING	MEDIA/VISUAL LITERACY
Topics	Oracy	Cause and Effect	Literary Device: Imagery	Exposition: Questioning Skills	Graphic Organizers
S T R A T E G I E S	<p>Individual Work</p> <ul style="list-style-type: none"> Students are asked to compose a brief response to one of the following experiences: <ol style="list-style-type: none"> You have just lost your pet You have just won a competition You have been unfairly treated by someone in authority Students make presentations Students' responses are taped Class discussion Class assessment of performance 	<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p style="text-align: center;">Mini-Lesson</p> <ul style="list-style-type: none"> Review of verb forms <ul style="list-style-type: none"> past tense future tense </div> <p>Whole-Group Work</p> <ul style="list-style-type: none"> Students are presented with an extract from Science or History 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 	<p>Individual Work</p> <ul style="list-style-type: none"> Students identify examples of imagery in literary texts Students discuss the areas of similarity in the examples Students discuss the effects of the use of the literary device in each text Students establish the intention of the writer Students create sketches to show their understanding of the imagery used in the literary texts 	<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p style="text-align: center;">Mini-Lesson</p> <ul style="list-style-type: none"> Factors that contribute to effective questioning skills: <ul style="list-style-type: none"> precise phrasing lack of ambiguity avoidance of double-barrelled questions </div> <p>Individual Work</p> <ul style="list-style-type: none"> Resource persons from different professions may be invited to make presentations to the class: <ul style="list-style-type: none"> a policeman a secretary a doctor a fashion designer a disc jockey a hair dresser 	<p>Whole-Group Work</p> <ul style="list-style-type: none"> Sample graphic organizers are posted on the chalkboard Students examine and critique the samples Students identify essential design elements of graphic organizers

STRANDS	LISTENING/SPEAKING	READING	LITERARY APPRECIATION	WRITING	MEDIA/VISUAL LITERACY
<i>Topics</i>	<i>Oracy</i>	<i>Cause and Effect</i>	<i>Literary Device: Imagery</i>	<i>Exposition: Questioning Skills</i>	<i>Graphic Organizers</i>
S T R A T E G I E S		<p>Small-Group Work</p> <ul style="list-style-type: none"> • Students view a short Science or Geography documentary • A list of effects is given to them • Students view film again and identify the possible cause/s that give rise to the effects • Students share and discuss their responses <p>Individual Work</p> <ul style="list-style-type: none"> • Students read a selected passage and identify cause and effect relationships • Using appropriate language, students describe, in writing, the cause and effect relationship <p>Pair Work</p> <ul style="list-style-type: none"> • Students share and discuss their responses 		<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 and asked to share and revise their questions • Students compile one list for submission <p>Individual Work</p> <ul style="list-style-type: none"> • Students are given comprehension passages • Students create questions based on the passages • Class presentation • Feedback 	

STRANDS	LISTENING/SPEAKING	READING	LITERARY APPRECIATION	WRITING	MEDIA/VISUAL LITERACY
Topics	<i>Oracy</i>	<i>Cause and Effect</i>	<i>Literary Device Imagery</i>	<i>Exposition: Questioning Skills</i>	<i>Graphic Organizers</i>
E V A L U A T I O N	<ul style="list-style-type: none"> • Presentation of monologues chosen from text • Checklist for assessing oral performances • Written exercise: "The importance of effective communication" • Taped responses 	<ul style="list-style-type: none"> • Identification of cause and effect relationships • Composition of statements showing cause and effect relationships • Comprehension exercise 	<ul style="list-style-type: none"> • Identification of imagery in identified literary texts • Analysis of effectiveness of imagery 	<ul style="list-style-type: none"> • Creation of questions for interview of career person • Comprehension questions 	<ul style="list-style-type: none"> • Creation of graphic organizers • Strategic use of graphic organizers in other learning tasks, e.g., in making notes, etc.
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 • Graphic organizer • Documentary 	<ul style="list-style-type: none"> • Literary texts • Song • Audio cassette player 	<ul style="list-style-type: none"> • Texts • Computer • Library • Resource personnel 	<ul style="list-style-type: none"> • Texts • Multimedia projector • Computer

Form 3 — Term 3

STRANDS	LISTENING/SPEAKING	READING	LITERARY APPRECIATION	WRITING	MEDIA/VISUAL LITERACY
<i>Topics</i>	<i>Oracy</i>	<i>Summary</i>	<i>Plot Structure</i>	<i>Narrative Writing</i>	<i>Headlines and Captions</i>
L E A R N I N G O U T C O M E S	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> • pronounce words correctly • enunciate accurately • use words effectively to create desired effects • appreciate language as an efficient vehicle to establish tone, create mood and atmosphere, and communicate a message • develop a sense of the aesthetic • appreciate the value of working as a team 	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> • summarize texts • appreciate the value of concise language • appreciate the importance of sequence in texts 	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> • determine the relationship between story structure and author's purpose • analyse the story structure of a given text • identify different types of story structure • determine the purpose and function of each • appreciate the value of story structure • use story structures effectively to create their own stories 	<p><i>Students will be able to:</i></p> <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 • appreciate the creative power of language • become aware of the need to develop their creativity 	<p><i>Students will be able to:</i></p> <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

STRANDS	LISTENING/SPEAKING	READING	LITERARY APPRECIATION	WRITING	MEDIA/VISUAL LITERACY						
Topics	Oracy	Summary	Plot Structure	Narrative Writing	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 are given a text and are asked to read quietly Teacher then reads text and guides whole-class discussion to ensure 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 the speaker's tone, and the mood and atmosphere created in the text <p>For example:</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, drama, or narrative poem and asked to create, in five frames, a comic strip based on it Class presentation and discussion follow Students post comic strips 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 record the steps in the process 	<p>Whole-Group Work</p> <ul style="list-style-type: none"> Students are asked to divide a short story into beginning/middle/end Students' ideas are presented on chalkboard using a graphic organizer <p>Story structure</p> <table border="1" data-bbox="1014 712 1304 919"> <tr> <td>Beginning</td> <td>Middle</td> <td>End</td> </tr> <tr> <td></td> <td></td> <td></td> </tr> </table> <p>Individual Work</p> <ul style="list-style-type: none"> Students read short play with a different story structure and perform the same task Class discusses the two types of structures and the effect of each 	Beginning	Middle	End				<p>Whole-Group Work</p> <ul style="list-style-type: none"> Students are given a newspaper headline to generate ideas using a Story Star, e.g.: "Baby found abandoned in fast food outlet" <p><u>Story Star</u></p> 	<p>Whole-Group Work</p> <p>Captions</p> <ul style="list-style-type: none"> Students are given pictures 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 of criteria for effective captions <div style="border: 1px solid black; padding: 5px; width: fit-content;"> <p>Mini-Lesson</p> <ul style="list-style-type: none"> Purpose of captions </div> <p>Small-Group Work</p> <ul style="list-style-type: none"> Students are given three pictures and an envelope with four captions Students match pictures with captions Students explain their choice Whole-class assessment
	Beginning	Middle	End								

STRANDS	LISTENING/SPEAKING	READING	LITERARY APPRECIATION	WRITING	MEDIA/VISUAL LITERACY
Topics	Oracy	Summary	Plot Structure	Narrative Writing	Headlines and Captions
S T R A T E G I E S	<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 style="text-align: center;">Whole-Group Work</p> <ul style="list-style-type: none"> • Students and teachers identify words from the text that they will have to exercise care in pronouncing/enunciating • 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 	<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <ol style="list-style-type: none"> 1. _____ 2. _____ 3. _____ 4. _____ 5. _____ </div> <ul style="list-style-type: none"> • Students are encouraged to use graphics to accompany the list <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;">Mini-Lesson</p> <p style="text-align: center;">Story Structure</p> <ul style="list-style-type: none"> • Introduction to terms: <ul style="list-style-type: none"> - exposition - climax - denouement <ul style="list-style-type: none"> • Students identify the exposition, climax, and denouement of the play <p style="text-align: center;">Small-Group Work</p> <ul style="list-style-type: none"> • In groups, students recount the story of a different literary text • Students identify points of low, moderate, and high interest in the story 	<p style="text-align: center;">Small-Group Work</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 shared orally • Class discusses the development of the ideas • Students revise short stories previously written to improve language used <p style="text-align: center;">Individual Work</p> <ul style="list-style-type: none"> • Students are given another headline and, after brainstorming, they represent ideas on a story chart 	<p style="text-align: center;">Individual Work</p> <ul style="list-style-type: none"> • A picture without a caption is taped to the chalkboard • Students are asked to create a caption for the picture • Class chooses the best caption <p style="text-align: center;">Small-Group Work</p> <p style="text-align: center;">Headlines</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 <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

STRANDS	LISTENING/SPEAKING	READING	LITERARY APPRECIATION	WRITING	MEDIA/VISUAL LITERACY																				
Topics	Oracy	Summary	Plot Structure	Narrative Writing	Headlines and Captions																				
S T R A T E G I E S	<ul style="list-style-type: none"> Students are invited to listen to the pronunciation and enunciation of words on tape when necessary <p>Whole-Group Work</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-group work is needed Students practise text in parts and in its entirety, paying attention to synchronization Class presentations 	<p>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 choose one of the careers from the Listening/Speaking Strand and create a job application form Forms may be presented on overhead projector or through a PowerPoint presentation 	<ul style="list-style-type: none"> Students represent this information on a graph Graphs are shared Students discuss the different structures Class summary 	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="3">Story Chart Headline</th> </tr> <tr> <th style="width: 33%;">Character</th> <th style="width: 33%;">Setting</th> <th style="width: 33%;">Plot Dev.</th> </tr> </thead> <tbody> <tr> <td style="height: 100px;"></td> <td></td> <td></td> </tr> </tbody> </table> <ul style="list-style-type: none"> Students write the first draft of their story <p>Whole-Group Work</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="2">Mini-Lesson</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;"> <ul style="list-style-type: none"> Effective use of identified punctuation marks: the semi colon, colon, exclamation mark, comma, period, and inverted commas </td> </tr> </tbody> </table> <ul style="list-style-type: none"> Students share orally for peer assessment <p>Individual Work</p> <ul style="list-style-type: none"> Students revise stories to ensure the effective use of language and punctuation 	Story Chart Headline			Character	Setting	Plot Dev.				Mini-Lesson		<ul style="list-style-type: none"> Effective use of identified punctuation marks: the semi colon, colon, exclamation mark, comma, period, and inverted commas 	<ul style="list-style-type: none"> 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>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" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%;">Caption</th> <th style="width: 50%;">Headlines</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;">Full sentences</td> <td style="padding: 5px;">Condensed phrases</td> </tr> <tr> <td></td> <td style="padding: 5px;">Channels</td> </tr> <tr> <td></td> <td style="padding: 5px;">Omission of articles</td> </tr> </tbody> </table>	Caption	Headlines	Full sentences	Condensed phrases		Channels		Omission of articles
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STRANDS	LISTENING/SPEAKING	READING	LITERARY APPRECIATION	WRITING	MEDIA/VISUAL LITERACY
Topics	Oracy	Summary	Plot Structure	Narrative Writing	Headlines and Captions
E V A L U A T I O N	<ul style="list-style-type: none"> Group performances 	<ul style="list-style-type: none"> Portfolio of tasks done during the unit 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 text Written response: "The role of story structure in a given text" 	<ul style="list-style-type: none"> The final draft of the short story Story chart Students' portfolios with 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
R E S O U R C E S	<ul style="list-style-type: none"> Text Graphics Cassettes 	<ul style="list-style-type: none"> Comic strips Graphic organizers 	<ul style="list-style-type: none"> Graphic Organizers Texts – stories 	<ul style="list-style-type: none"> Newspapers Graphic organizers 	<ul style="list-style-type: none"> Newspaper articles Pictures Graphics

Form 3 — Term 3

STRANDS	LISTENING/SPEAKING	READING	LITERARY APPRECIATION	WRITING	MEDIA/VISUAL LITERACY
<i>Topics</i>	<i>Oracy: Effective Delivery</i>	<i>Completion of Forms</i>	<i>Theme</i>	<i>Letter of Invitation</i>	<i>Cartoons</i>
L E A R N I N G O U T C O M E S	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> • express themselves clearly and precisely when asking questions • deduce significant details from responses given • respond accurately to questions posed • demonstrate respect for another person when communicating • appreciate the need for clarity when communicating 	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> • interpret information on forms • deduce the meaning of standard abbreviations used on forms • describe 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 	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> • identify themes in a literary work • determine how the exploration of a theme in a literary text reveals character • relate theme to a understanding of point of view • empathize with characters' responses to situations in which the characters find themselves 	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> • adhere to the format for writing formal letters • identify the essential details needed in a letter of invitation • use language appropriate for a formal letter • demonstrate suitable addressing system on envelope • appreciate the need for precision and clarity in formal letters 	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> • identify 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

STRANDS	LISTENING/SPEAKING	READING	LITERARY APPRECIATION	WRITING	MEDIA/VISUAL LITERACY
<i>Topics</i>	<i>Efferent Listening: Oracy</i>	<i>Completion of Forms</i>	<i>Theme</i>	<i>Letter of Invitation</i>	<i>Cartoons</i>
S T R A T E G I E S	<p>Whole-Group Work</p> <ul style="list-style-type: none"> A panel of career persons is invited to visit the students <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p style="text-align: center;">Mini-Lesson Review</p> <ul style="list-style-type: none"> effective listening skills </div> <ul style="list-style-type: none"> Students pose questions to individual members of the panel to gather information about their careers 	<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, e.g.: <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 Chalkboard summary 	<p>Note</p> <ul style="list-style-type: none"> The teacher may wish to select a text/texts that explore some of the themes that may be relevant to the study of this section, e.g.: <ul style="list-style-type: none"> conflict choices individual in society power and authority self-development 	<p>Small-Group Work</p> <ul style="list-style-type: none"> Class drafts a letter 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 Chalkboard summary 	<p>Whole-Group Work</p> <ul style="list-style-type: none"> Students are given a data sheet before viewing three short cartoons <p style="text-align: center;">Data Sheet</p> <ul style="list-style-type: none"> Features of cartoons <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p style="text-align: center;">Language Use</p> <ul style="list-style-type: none"> concise language narration </div> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p style="text-align: center;">Character</p> <ul style="list-style-type: none"> stereotypical representational </div>

STRANDS	LISTENING/SPEAKING	READING	LITERARY APPRECIATION	WRITING	MEDIA/VISUAL LITERACY
Topics	<i>Efferent Listening: Oracy</i>	<i>Completion of Forms</i>	<i>Theme</i>	<i>Letter of Invitation</i>	<i>Cartoons</i>
S T R A T E G I E S	<p>Small-Group Work</p> <ul style="list-style-type: none"> • Students are grouped according to their career choices • Students collate information gathered during the interview about their chosen careers: <ul style="list-style-type: none"> - what the job entails - the length of the course of study for preparation for the career - the institutions where training can be obtained - the qualifications needed - job opportunities in the field 	<div style="border: 1px solid black; padding: 5px;"> <p>Mini-Lesson</p> <ul style="list-style-type: none"> • Protocol for the completion of forms: <ul style="list-style-type: none"> - use of appropriate writing implement - the need for honesty </div> <ul style="list-style-type: none"> • Students choose one of the careers from the Listening/Speaking Strand and create a sample job application form • Forms may be presented on overhead projector/ bristol board and a computer <p>Individual Work</p> <ul style="list-style-type: none"> • Students read a vignette that gives a short history of a young person about to make a first flight alone to another country 	<p>Individual Work</p> <ul style="list-style-type: none"> • Students read a selected text in preparation for the lesson • Students reflect on text and create a semantic map of key issues raised in the text • Students use a stimulus question: "What is this text about?" <p>Whole-Group Work</p> <ul style="list-style-type: none"> • Students brainstorm key issues and create a general semantic map • Students select an issue that is of interest to them • Groups are formed, each exploring a different theme 	<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 the contents of each letter <p>Small-Group Work</p> <ul style="list-style-type: none"> • Students examine the language used in their letters • Students use prepared checklist to examine the areas: <ul style="list-style-type: none"> - grammar - phrasing/ expression - vocabulary/diction - spelling - punctuation - register 	<div style="border: 1px solid black; padding: 5px;"> <p>Setting</p> <ul style="list-style-type: none"> • Single setting </div> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Structure</p> <ul style="list-style-type: none"> • Fast paced • Episodic </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 <p>Small-Group Work</p> <ul style="list-style-type: none"> • Based on the cartoons viewed, students discuss: <ul style="list-style-type: none"> - the primary target audience of the cartoons

STRANDS	LISTENING/SPEAKING	READING	LITERARY APPRECIATION	WRITING	MEDIA/VISUAL LITERACY
Topics	<i>Efferent Listening: Oracy</i>	<i>Completion of Forms</i>	<i>Theme</i>	<i>Letter of Invitation</i>	<i>Cartoons</i>
S T R A T E G I E S	<p>Individual Work</p> <ul style="list-style-type: none"> Students re-examine their career choices and give reasons for staying with their initial choice or changing to another <p>Small-Group Work</p> <ul style="list-style-type: none"> Students prepare a document/write-up on their final career choices All documents are compiled in a single document entitled <i>Career Choices</i>, and a copy is placed in the library 	<ul style="list-style-type: none"> Students note that travellers have to fill out an immigration form before boarding an 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"> point of embarkation resident/non-resident country of residence Students fill out application forms for a passport <p>Whole-Group Work</p> <ul style="list-style-type: none"> Class discusses information that a person may need to give on a job application form 		<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p style="text-align: center;">Mini-Lesson</p> <ul style="list-style-type: none"> Grammar: <ul style="list-style-type: none"> the use of 'will' and 'would' complex sentences vocabulary development punctuation </div> <ul style="list-style-type: none"> Students edit and revise their letters 	<ul style="list-style-type: none"> The purpose and function of cartoons Violence in cartoons The responsibility of the cartoonist Students recreate 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 <p style="text-align: center;"><i>Devices Used in Cartoons</i></p> <ul style="list-style-type: none"> onomatopoeia exaggeration appeal to the senses use of contrast symbols

STRANDS	LISTENING/SPEAKING	READING	LITERARY APPRECIATION	WRITING	MEDIA/VISUAL LITERACY
Topics	<i>Efferent Listening: Oracy</i>	<i>Completion of Forms</i>	<i>Theme</i>	<i>Letter of Invitation</i>	<i>Cartoons</i>
S T R A T E G I E S	<p style="text-align: center;">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"> - handouts - brochures - charts • Students host the Career Fair for students of the other forms • Students prepare a booth for display • Students become members of a career panel: <ul style="list-style-type: none"> - they make presentations on specific careers - they answer questions posed to them by their peers 	<p style="text-align: center;">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 style="text-align: center;">Individual Work</p> <ul style="list-style-type: none"> • Students are given personal data and job history of different persons • Using the information given, students fill out one of the job application forms created 		<div style="border: 1px solid black; padding: 10px; margin-bottom: 10px;"> <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;"> <pre> graph TD A[] --> B[white] A --> C[manila] A --> D[unscented] B --> E[free of graphics] C --> E D --> E </pre> </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 style="text-align: center;">Individual Work</p> <ul style="list-style-type: none"> • Students create another graphic to represent the devices mapped out on the chalkboard <p style="text-align: center;">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 • 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

STRANDS	LISTENING/SPEAKING	READING	LITERARY APPRECIATION	WRITING	MEDIA/VISUAL LITERACY
Topics	<i>Efferent Listening: Oracy</i>	<i>Completion of Forms</i>	<i>Theme</i>	<i>Letter of Invitation</i>	<i>Cartoons</i>
E V A L U A T I O N	<ul style="list-style-type: none"> Individual documents describing their career choices Students' questioning skills during the interview 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 	<p><u>Monologue</u></p> <ul style="list-style-type: none"> Students adopt the stance of a character and express a personal view related to a theme 	<ul style="list-style-type: none"> Process – the drafts of the letter Product - The final draft 	<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"
R E S O U R C E S	<ul style="list-style-type: none"> Resource personnel 	<ul style="list-style-type: none"> Graphics Application forms Vignettes 	<ul style="list-style-type: none"> Literary texts 	<ul style="list-style-type: none"> Writing paper Envelopes/stamps Checklist 	<ul style="list-style-type: none"> Documentary films Cartoons Data sheet Television/video Recorder cassette

Part 3
Teaching and Assessment Strategies

Introduction

The English Language Arts curriculum is the major vehicle for the development of communication skills in students. It is concerned with the development of the skills of listening, speaking, reading, writing, viewing, and visually representing—skills that are required for learning in all areas of life. The English Language Arts are viewed as foundational to learning across the curriculum.

The English Language Arts curriculum reflects an integrated approach within the subject itself. There is an underlying understanding that the skills identified above cannot be taught in isolation as they serve to mutually reinforce each other.

The focus of the English Language Arts curriculum is on developing within the student knowledge of the language itself, and the ability to use and produce language for various purposes.

Thus, as teachers seek to implement the curriculum in their classrooms, we offer as a guiding principle, the following mission:

We aim to get our learners to develop linguistic fluency, not just the accuracy that has so consumed our historical journey. We are equipping our students with tools for generating unrehearsed language performance “out there” when they leave the womb of our classrooms. We are concerned with how to facilitate lifelong language learning among our students, not just with the immediate classroom task. We are looking at learners as partners in a cooperative venture. And our classroom practices seek to draw on whatever intrinsically sparks learners to reach their fullest potential.

H. Douglas Brown (2001)







Planning for Instruction

The teacher of English Language Arts is encouraged to research and explore innovative and creative ways of planning for instruction. The suggestions that follow are not exhaustive and can be developed and modified to suit the students for whom they are intended.






Some Approaches to Language Teaching

Language serves several major purposes, and several approaches have been identified which help teachers to plan instruction in a way that makes language learning meaningful for students. The approaches identified below are suggestive of some approaches teachers may use to plan instruction, together with examples of topics, concepts, or activities that typify each approach.





Theme-Based Approach

-  Wellness
-  Adolescence
-  Love
-  Family Relationships
-  Courage
- 

Project-Based Approach

-  Creation of a newsletter/
newspaper/school magazine
-  Mounting an exhibition
-  Establishing an
entrepreneurial initiative
- 
- 






Literature-Based Approach

-  Prose extract
-  Drama extract
-  Poem
- 

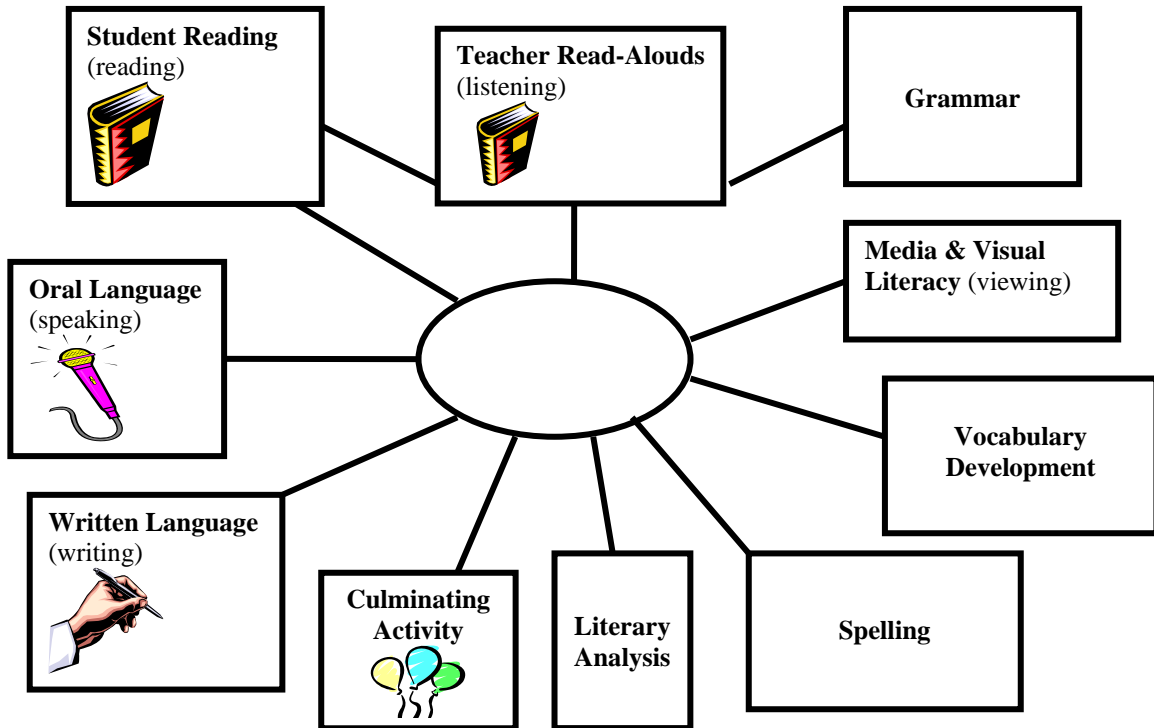
Task-Based Approach

-  Hosting a fashion show
-  Planning a field trip
-  Organizing a career fair
-  Inviting a speaker
- 

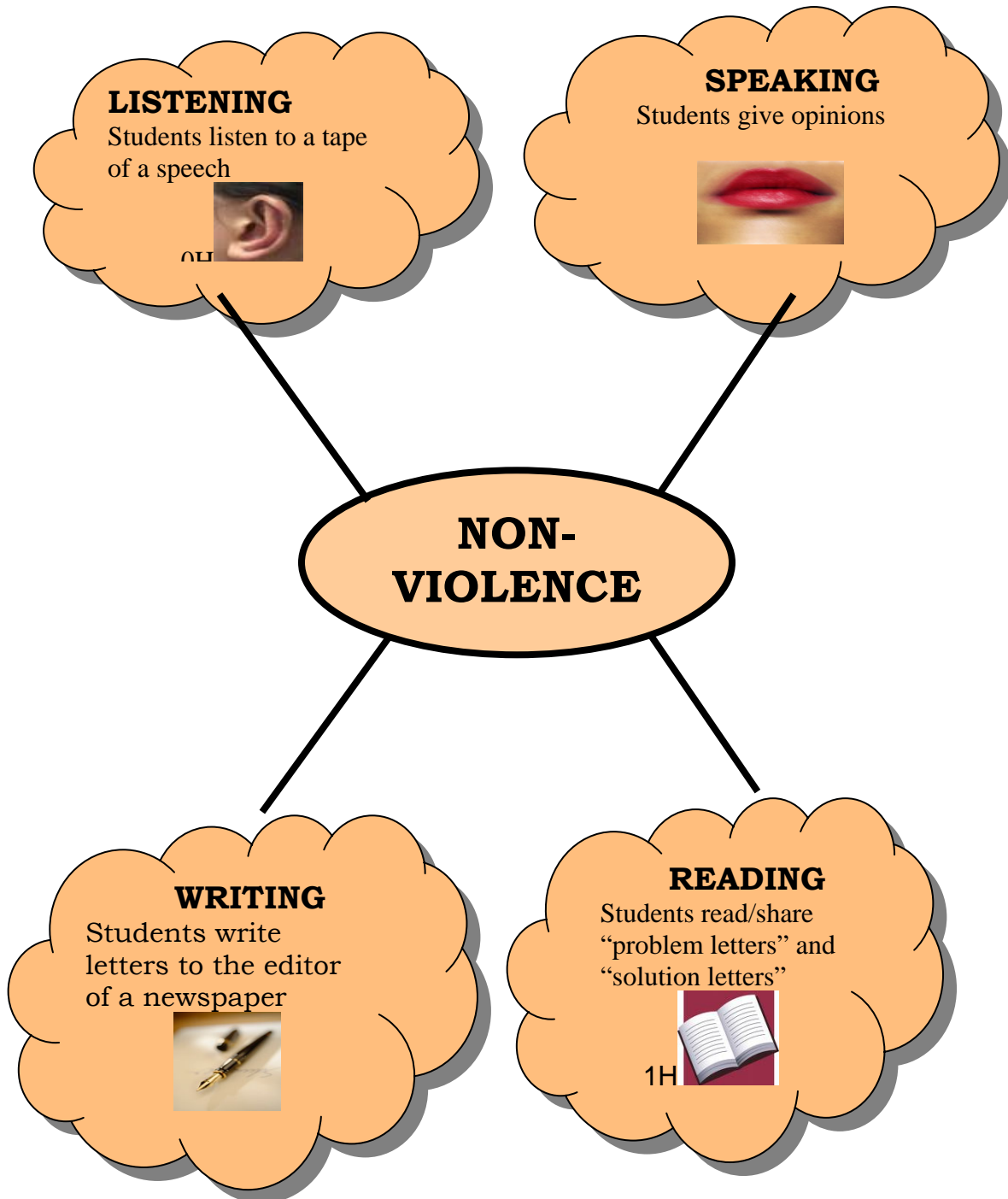
Dramatic Play Approach

-  A lost child
-  A student who is being
bullied
-  Playing truant
- 
- 

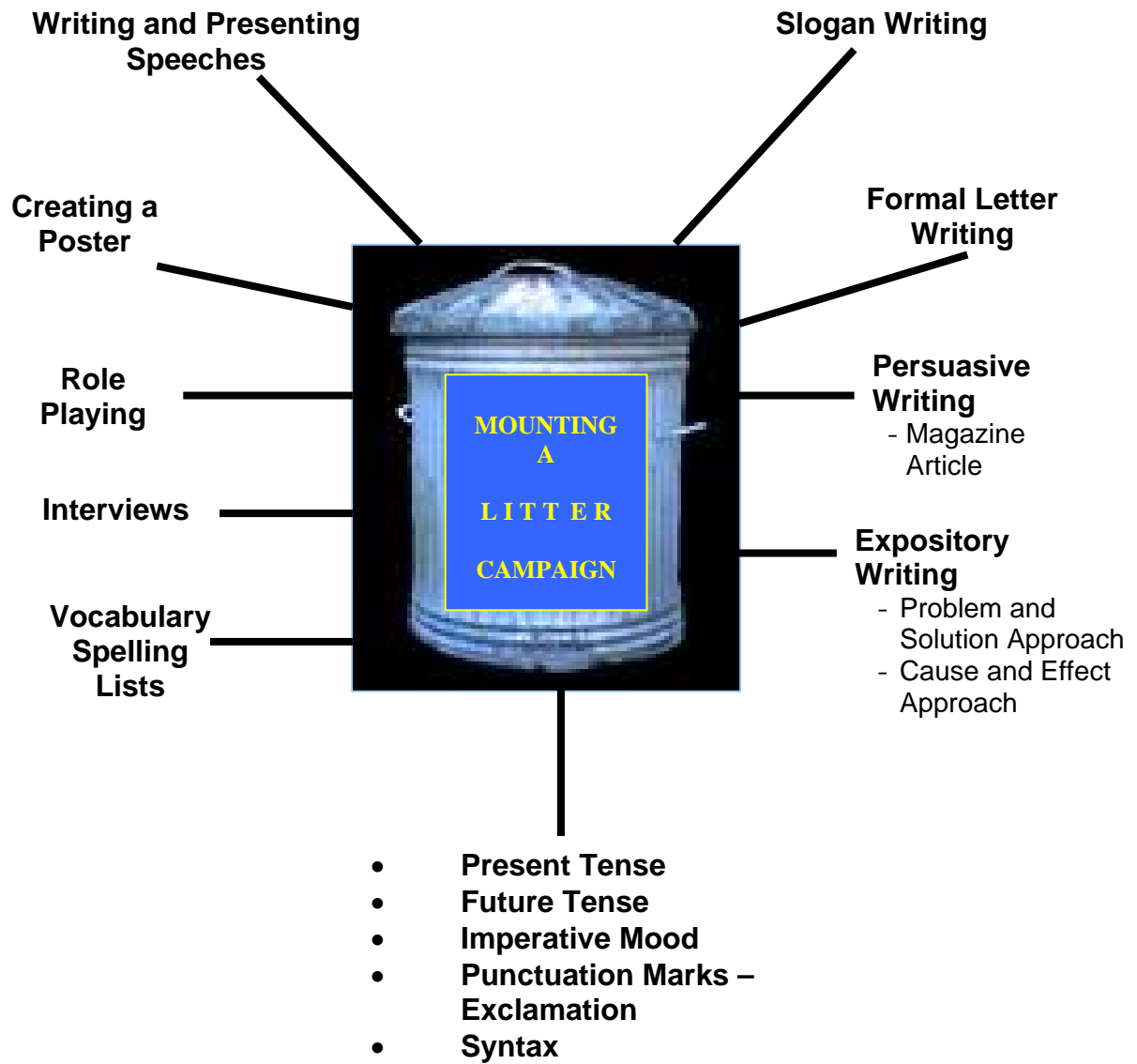
**Integrating English Language Arts
An Intra-Curricular Planning Web**



Theme-Based Approach



Project-Based Approach



Literature-Based Approach

The stimulus: This poem may be used as a stimulus to engage students in language activities as depicted in the graphic that follows the poem.

The Whipping

The old woman across the way
is whipping the boy again
and shouting to the neighbourhood
her goodness and his wrongs.

Wildly he crashes through elephant ears, 5
pleads in dusty zinnias,
while she in spite of crippling fat
pursues and corners him.

She strikes and strikes the shrilly circling 10
boy till the stick breaks
In her hand. His tears are rainy weather
to woundlike memories:

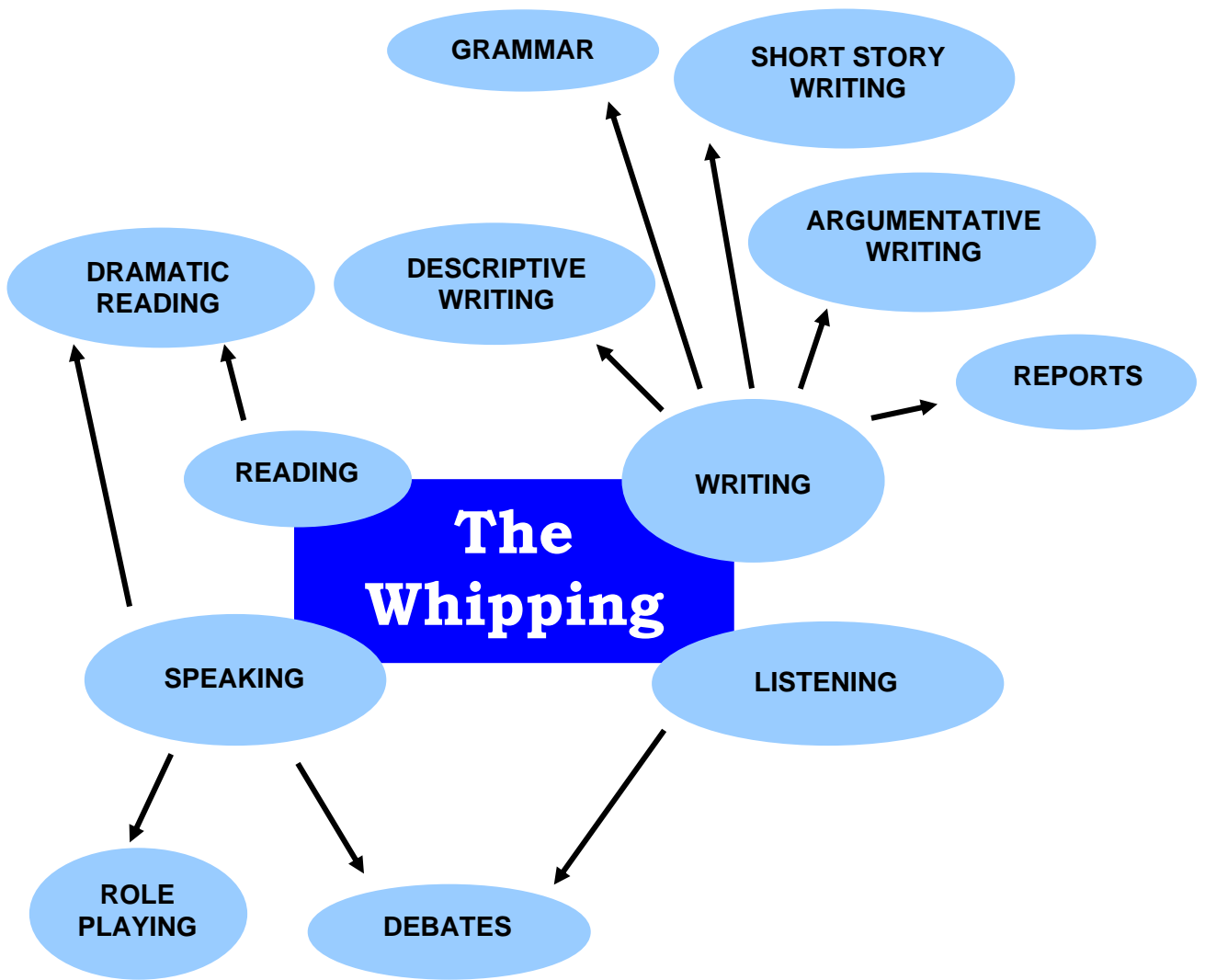
My head gripped in bony vise
of knees, the writhing struggle 15
to wrench free, the blows, the fear
worse than blows that hateful

Words could bring, the face that I
no longer knew or loved ...
Well, it is over now, it is over,
and the boy sobs in his room, 20

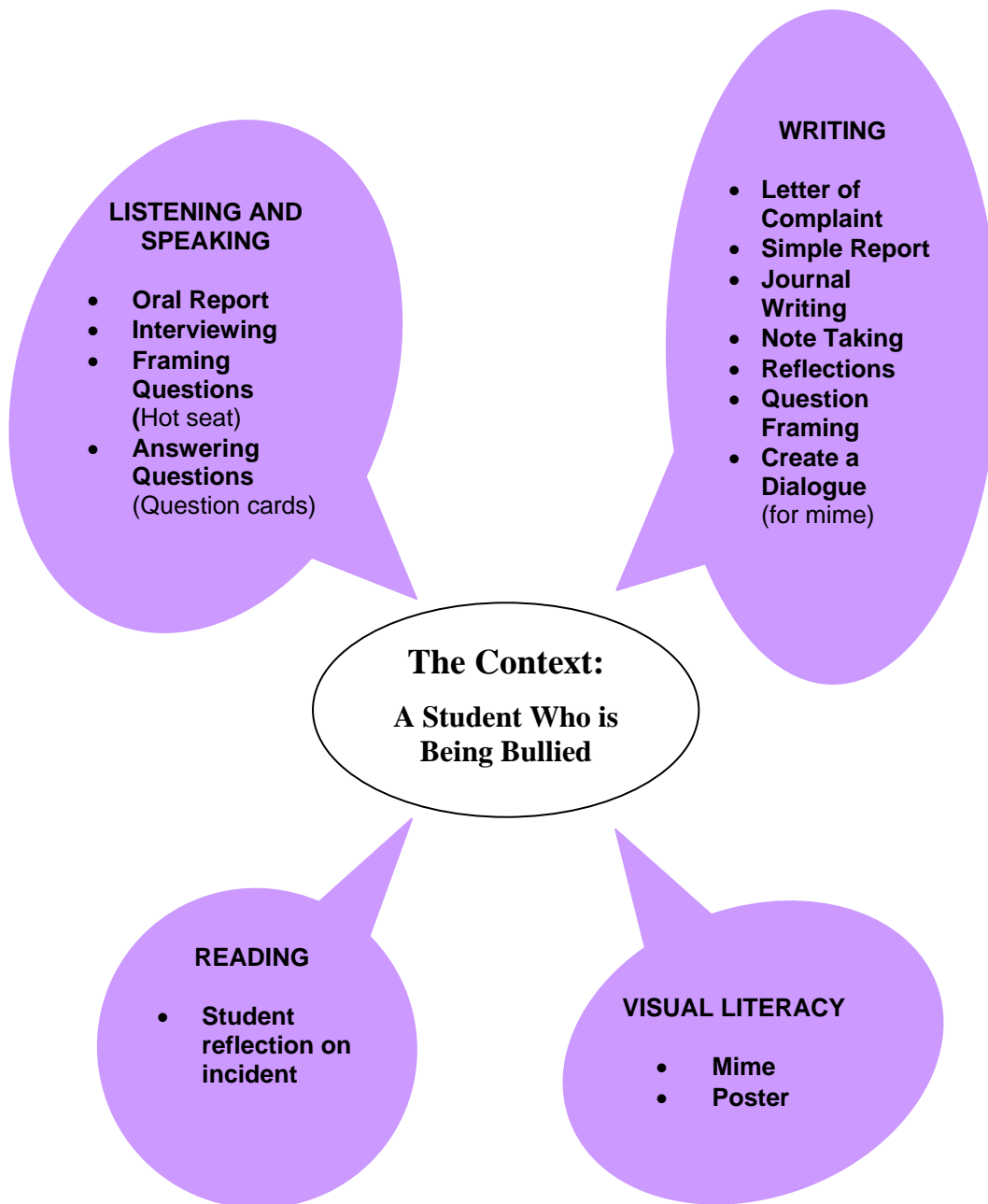
And the woman leans muttering against
a tree, exhausted, purged –
avenged in part for lifelong hidings¹
she has had to bear.

Robert Hayden

¹ *hidings* - beatings



Dramatic Play Approach



A Sample Unit Plan

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.

	Topic:	Persuasive Language Skills		
Year:	200_ – 200_		Term:	1
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
- Psychomotor:** Demonstrate the power of persuasive language through performances

English Language Arts Strands Involved

Writing, Reading, Listening, Speaking, Viewing

Prerequisite Skills/Concepts

Ability to:

- identify main idea
- identify explicit details
- identify supporting details
- recognize the difference between literal and figurative language
- understand the concept of “audience”

Section B

Lesson Topics

1. Fact and Opinion

Specific Objectives

- ◆ differentiate between fact and opinion
- ◆ identify characteristic features of subjective language
- ◆ perceive bias in writing
- ◆ be sensitized to the power of subjective language

2. Inference

Specific Objectives

- ◆ infer meaning from text—proverb, fiction, non-fiction
- ◆ become aware of implicit meanings
- ◆ respond sensitively to implicit meanings

3. Persuasive Writing

Specific Objectives

- ◆ identify persuasive devices/techniques used in advertisements
- ◆ assess the impact of devices used
- ◆ create an advertisement for print media

4. Appeals to the Senses

Specific 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

Specific Objectives

- ◆ define the term “jingle”
- ◆ identify the associations that are made in jingles
- ◆ identify the target groups that jingles are meant to reach
- ◆ 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

Specific 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, script of a conversation
- ◆ Oral presentation

2. Inference

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

3. Persuasive Writing

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

4. Appeals to the Senses

- ◆ Poetry analysis
- ◆ Presentation using graphic organizers

5. Jingles

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

6. Advertisements

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

Sample Lesson Plan

The focus of this sample lesson plan is Reading Inference. The plan demonstrates the internal integration of the strands of the English 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 English Language Arts.

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

Prerequisite Skill/Knowledge

- ability to identify the main ideas in texts
- 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, for example, 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 discusses observations drawn from the activity that was conducted.
- Students use information given in experiment to draw inferences.
- Inferences are noted on the chalkboard.
- Students note factors that contribute to making accurate inferences.

<p style="text-align: center;">Mini-Lesson</p> <p>Use of context clues</p> <ul style="list-style-type: none">- drawing conclusions- identifying details

Whole-Group Work

- Teacher introduces a proverb in a meaningful and interesting way, for example, 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 that contribute to making accurate inferences.

Evaluation

- Solve riddles
- Comprehension passage with inferential questions
- Match vignettes with proverbs

Sample Teaching/Learning Strategies

In planning instruction, it is important to have a repertoire of strategies that teachers may use for variety and to maintain student motivation. Such a repertoire can also help to ensure that curriculum delivery acknowledges the different intelligences and learning profiles of students. Brief descriptions of sample strategies are provided below, together with suggestions on how they may be implemented.

ABCDarium

Twenty-six ways to gather information.

An *abecedarium* is a 17th century Latin term for an alphabetized record of key features of an area or culture (A is for Accra, B is for Blanchisseuse, C is for Callaloo, D is for Doubles, and so on). An abecedarian is a person learning the literacy of an area or culture.

- Step 1** Students are divided into groups and assigned letters of the alphabet.
- Step 2** Each group identifies key features of an area, concept, or culture beginning with the letter of the alphabet that has been assigned to it, for example, A is for Accra, B is for Blanchisseuse, C is for Cinquain H is for Haiku.
- Step 3** Students compile information on each feature, for example, D is for Drumology. Students bring in drums and describe different kinds of drums.
- Step 4** Students choose the best method to present their information, for example, tell a story, do a rap, draw a picture, perform a skit, share a recipe, create a collage.

Clone the Author/Clone the Genre

Successful reading and writing involve the creation of a text world in which meaning is organized and unified. Successful comprehension involves synthesizing what is read into a set of key ideas. *Clone the author* and *clone the genre* help students detect patterns and conventions in texts.

Materials/Procedures

- Single copies of different stories by the same author
- Single copies of different stories in the same genre
- Stack of 3 x 5 index cards or slips of paper
- Paper to make books

- Step 1** Teacher reads aloud several different stories by the same author or stories in the same genre.
- Step 2** Students are asked to identify features of the story that cut across the different texts. These are listed on the board.
- Step 3** Students discuss ways in which they might write their own version of the stories using the patterns they have identified.
- Step 4** Students plan their stories on index cards then write them in book form.

Directed Inquiry Activity (DIA)

The Directed Inquiry Activity (DIA), developed by Keith J. Thomas, is an instructional procedure primarily used for content reading. The procedure is specifically designed to help direct students through content materials that contain an abundance of factual information.

The DIA utilizes six specific points of inquiry, namely, Who? What? Where? When? Why? How? To utilize this procedure effectively, the teacher must be thoroughly familiar with the content and organization of the selection. He/She must also have a clear understanding of expectations for student learning.

Not all of the six points of inquiry, however, may pertain to a given reading assignment. In such cases, the teacher may elect to delimit the number of categories used during Prediction.

The five steps involved in employing the DIA are:

1. Surveying the material to be read

- (a) In short selections, students study the titles.
- (b) In longer selections, students study whole chapters, illustrations, subheadings, or topical headings.

2. **Predicting outcomes**

Students are asked to make predictions under each category of the six key inquiry questions.

- (a) Verbal feedback is encouraged.
- (b) Skilful questioning is employed.

3. **Recording predictions**

- (a) Predictions are recorded under appropriate categories.
- (b) Verbal feedback is promoted.
- (c) Skilful questioning is employed.

4. **Reading the assigned material**

Students read the selection to verify and confirm or reject hypothesized ideas and information.

5. **Critically analysing predictions**

- (a) Conjectures are reviewed and discussed.
- (b) Additions, deletions and/or modifications of the recorded material are made under the appropriate inquiry categories.

Provisions for the pre-teaching of vocabulary are not explicitly included in the DIA. Nevertheless, the approach affords the teacher the opportunity to attend to vocabulary. This can be done during the hypothesizing phase.

As a prerequisite, teachers should ensure that students are given the proper level of content reading materials.

Fractured Story

In a Fractured Narrative anything can interrupt the story. In this exercise, the students are asked to name characters from fairy tales or folklore. They will then work in pairs and compose a story using two different characters from two different stories, for example, Cinderella and one of the three little pigs. The characters must maintain their integrity in this new story.

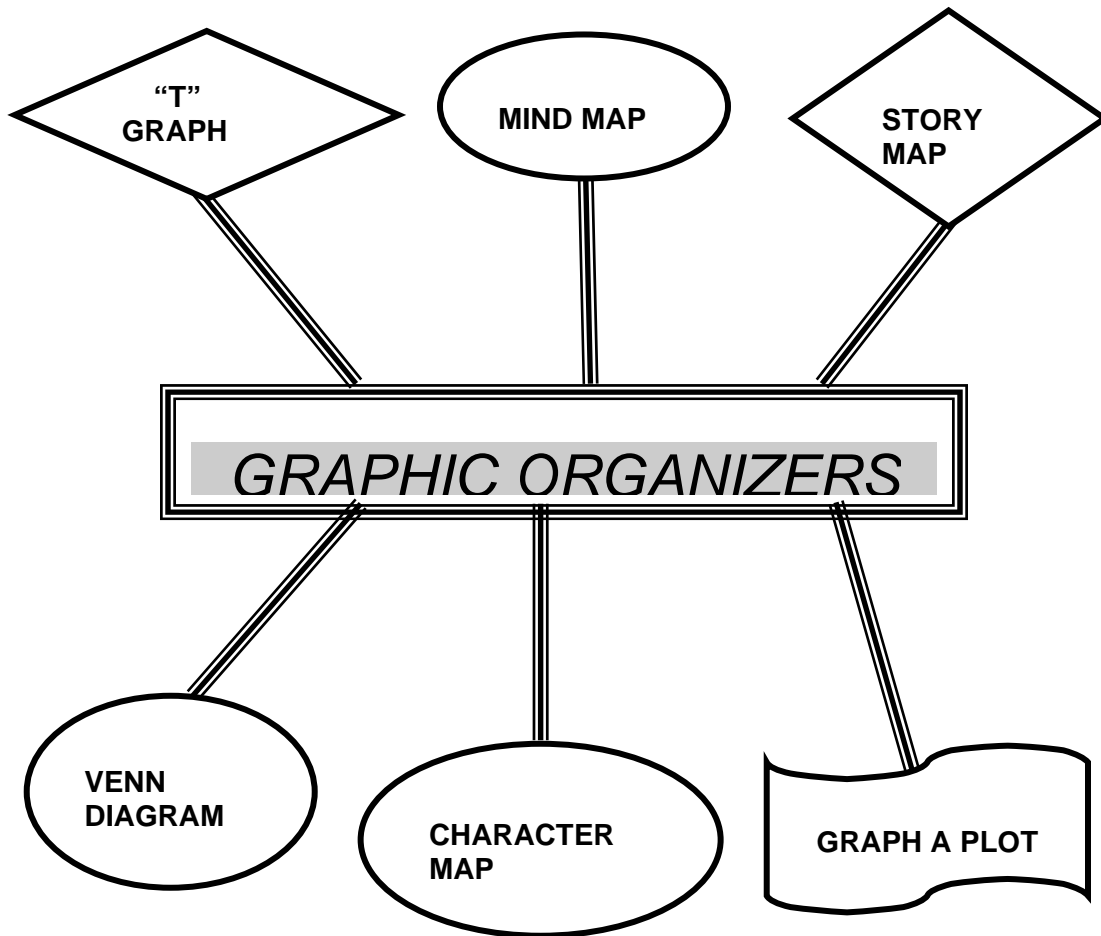
The technique in story writing can be adapted in these ways:

- 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?”
- Changing the language or the role of a character
- Changing the perspective of the minor character, for example, changing the perspective of the wolf in the “Three Little Pigs”

By using this technique in story writing, students are in a position to maintain control over the writing because they are using familiar material to draw upon while at the same time infusing new material. The stories become their creations in a unique way. They become authors who can give their characters a perspective. Their writing becomes meaningful because there is a value lesson in the story.

Graphic Organizers

Graphic organizers and other visual tools enable students to clarify and organize information, construct knowledge, and communicate their learning to others.



Story Map

Story Title: _____

Setting:

Characters: _____

**Source of
Conflict:**

Event 1 _____

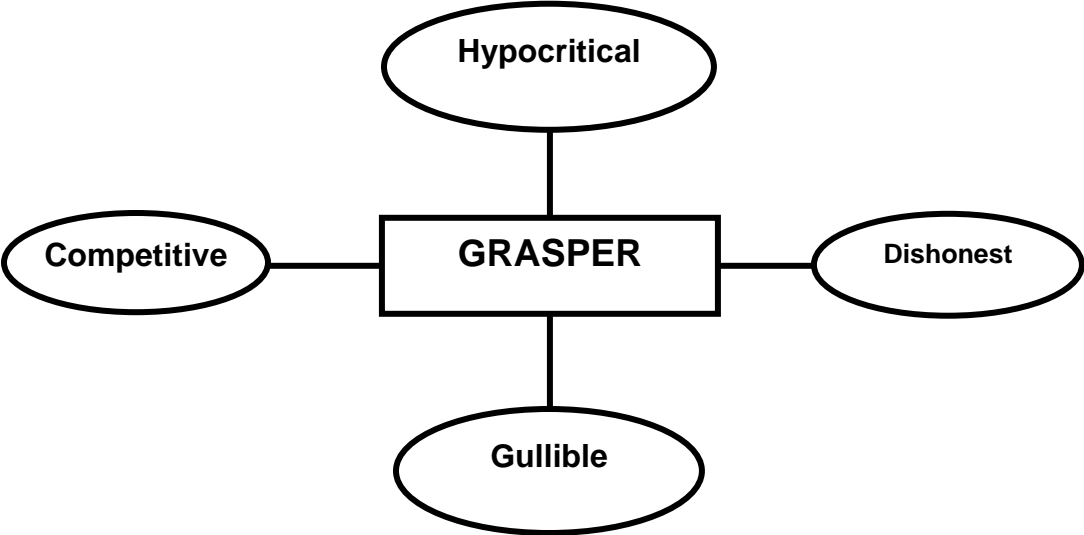
Event 2 _____

Event 3 _____

Event 4 _____

Solution:

Character Map



Literacy Autobiography

1. When did you learn to read and write? What are the most significant events or moments you can recall about beginning to read and write? Who inspired you, motivated you? What incentives did you have to learn to read and write?
2. What books were important to you as a young reader? What books have influenced you in your lifetime and why?
3. How was language used in your family? Do you have any sayings or expressions that are unique to your family or your community?
4. What words were important to you as a child? Did you love wordplay, nonsense rhymes, crosswords, invented songs? How did you make language your own?
5. Who told you stories? Who read to you? Who was the best storyteller in the family? What family stories do you remember?
6. Can you recall a significant moment—a turning point—in your literacy learning? A time when your writing made a difference, perhaps, or your reading took you to another world? Can you describe that moment?
7. If you were to make a collage of books/artifacts/cultural objects/locations/memories that reveal your early literacy development, what would that collection include?
8. If you were to perform a moment important to you in your reading/writing/speaking or listening, how would you reconstruct it? Who are the key players? What was the significance of the moment?
9. What did you like most/least about writing in school? Outside of school?
10. What did you like most/least about reading in school? Outside of school?

Oh Rats!

“Oh Rats!” is a note taking method that students can use while they are reading. The resulting notes can be used later to review materials and study for tests. The following are the steps as they should be taught to students:

O Overview

- Look at the reading assignment
- Read title, headings, and subheadings
- Look at the illustrations and other graphic information and read the captions
- Read the introductory paragraph
- Read the summary and any questions at the end of the assignment

H Headings

- Write the headings on the left side of a folded (lengthwise in half) sheet of paper
- Think about the information each section will contain. Ask yourself these questions: Who? What? Why? Where? How?

R Read

- Read the section and pay attention to information that you think will help you answer your question

A Answer

- In the right-hand column of your folded note page, list the important information
- Only include the information that is needed to answer your questions
- Continue with steps **H, R, A** until you have finished your reading assignment

TS Test-Study

- Re-read your notes, make corrections, and add any information you missed
- Fold your paper in half so you see only the headings
- Ask yourself your heading questions, then check your answer by looking at the answer column

Survey, Question, Read, Recite, and Review (SQ3R)

- Step 1: S = Survey** The student surveys the materials, giving careful attention to the title, introductory pages, headings, organization of the material and summary. Following this survey, the student should try to recall as much information as possible before going on to the next step.
- Step 2: Q = Question** As the student reviews what is remembered from the survey, and reads the material, specific questions should be formulated. These questions assist the reader in establishing purposes for reading.
- Step 3: R = Read** With the specific questions in mind, the student reads the material to locate answers. It is possible that answers to all of the questions will not be found, and in that case, other resources must be sought. In addition, the students should be encouraged to use these unanswered questions during class discussion.

Step 4: R = Recite After reading the material, the student should recite the answers to the questions formulated prior to reading. This assists in remembering and leads the student to summarize the ideas presented. Recitation will help the student to become more critical in analysing the information and possibly question the logic of some of the author's ideas. This recitation is a personal matter; it is not a recitation to others in the class.

Step 5: R = Review At this point, the student should review the ideas presented in the entire selection and may outline them mentally or on paper. He or she should attempt to fill in the specific details from what was read. If the student cannot review the material in this matter, then the teacher may need to assist the student to develop the higher-level comprehension skills of interpretive and critical reading.

Theatre Sports

Aim: To demonstrate the value of using the dramatic arts to enhance literacy learning

Strategies:

- Spot improv
- Role playing
- Extempo
- Mime
- Mirroring
- Mood poems

Activities

Spot improv Using objects from our ABCDarium, we ask the actors to work up a scene around each of them.

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

Extempo Using words from the word box, actors make up a rhyme on the spot (with or without melody).

Mime Actors pick a piece of paper that holds a word describing one of the senses. They open the box (or door, or package) 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 (e.g., “I don’t believe it”). First person steps back. The others (one at a time, in turn), step into the circle and repeat what the previous person did (how they stood, how she/he spoke). Person two chooses another line, conveying another emotion. Process is repeated.

Mood poems Teams of two or three people select an activity. Together, the team builds a tableau (a freeze frame) that conveys the mood at the core of the activity. The team members position their bodies and faces to illustrate the activity. Others must guess what is being communicated.

The Writing Process

Stage 1 PreWriting

During this stage, students:

- decide on a topic on which to write;
- consider the audience for whom they are writing, the purpose for writing, and the form their writing will take;
- generate and organize their ideas.

They may therefore be involved in a number of activities:

- Drawing
- Clustering, Semantic mapping
- Conducting research
- Brainstorming
- Peer or group discussion
- Impromptu presentations
- Freewriting

Stage 2 Drafting

During this stage, students:

- get their ideas down on paper to create a rough draft;
- may change their earlier considerations on audience, purpose, and form.

They may therefore be involved in activities like:

- Writing
- Reflecting

Stage 3 Revising

During this stage, students:

- clarify and refine ideas;
- obtain feedback on their first draft;
- create another draft.

They may therefore be involved in the following range of activities:

- Rereading the rough draft
- Sharing with a person (peer or teacher) or group
- Revising the first (or second or third ...) draft

Stage 4 Editing

During this stage, students:

- create the final draft.

They may therefore be involved in the following range of activities:

- Distancing themselves from the written piece
- Proofreading to locate errors
- Correcting errors

Stage 5 Publishing

During this stage, students:

- share their work with others;
- develop confidence in their writing ability.

They may therefore be involved in the following range of activities:

- Making presentations
- Delivering oral reports
- Performing
- Reading
- Publishing
- Displaying

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 approach to assessment advocated in the English Language Arts curriculum conceptualizes assessment as an integral and continuous part of the instructional process.

Students should be assessed at various points of the instructional process. *Diagnostic* assessment is used at the beginning of the year or new unit, in order to establish students' prior knowledge. *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. Formative assessment also suggests to the teacher how approaches to instructional delivery may have to change. *Summative* assessment takes place at the end of the unit, term, or year and provides the evidence of the knowledge, skills, and so on, that students have developed throughout the teaching cycle.

The results of continuous assessment help the teacher to guide instruction, monitor student progress, and ensure that the learning needs, interests, and abilities of all students are addressed. 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.

Competence in language is a necessary life skill. As such, students should be engaged in authentic language tasks in the classroom and should therefore also be assessed and evaluated in authentic ways. The evaluation procedures used must also be compatible with the instructional objectives set by the teachers.

Authentic assessment:

- engages students in tasks that are grounded in instruction;
- is personally meaningful for the students;
- employs tasks used in real-life contexts.

Authentic assessment is also called “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, for example, portfolios, which encourage students' self-reflection, self-discovery, and self-assessment.

Authentic assessment thus allows for students to be evaluated by means of a range of language tasks, for example:

- An oral presentation as a member of a panel
- A performance to demonstrate understanding of discrete language items
- Creation of advertisements and brochures

A natural outcome of a performance-based curriculum is the use of performance-based evaluation strategies. In any language curriculum in which the teaching and learning of the language is contextualized, based in authentic situations, and where a heavy emphasis is placed on function and use, there must be a corresponding emphasis on evaluating the developmental process as well as student performance in the language.

Language learning is also a social activity, and students' ability to engage in the use of language during the course of interaction with others will also be evaluated. Some criteria for evaluation follow:

- Ability to initiate discussion
- Willingness to engage in communicative activities
- Receptivity to ideas of other
- Evidence of reflective thinking
- Ability to participate in group activities
- Willingness to share
- Willingness to act upon advice
- Concern for presentation of work

Care must also be taken to ensure that evaluation strategies vary and cater to the multiple intelligences that students possess. Students must therefore be allowed to sketch, create graphics, make oral presentations, do demonstrations, as well as engage in written exercises. Only then will each be given equal opportunity to perform well at all given tasks.

This section provides the teacher with ways of determining whether and how much their students have learned. The expectation is that teachers will move away from sole reliance on traditional pencil and paper tests and will develop a repertoire of assessment strategies that allow students to show what they can do. The assessment strategies signal a shift from "one shot" summative assessments of learning to (trans)formative assessments for learning that allow for feedback and remediation as necessary. Evidence of student learning therefore moves away from a focus on product-oriented assessment to a process approach (inclusive of self-assessment strategies) that fosters an understanding of how to arrive at the place where one wants to go.

As the focus of the national curriculum is "a student-centred approach to instruction," continuous assessment is an integral component of student-centred learning. This approach to assessment and evaluation results in language learning being more interactive, more interesting, and more meaningful for students. When used in addition to the traditional methods of assessment, therefore, alternative assessment methods give greater coherence to the evaluation process. These alternative methods or instruments used for assessment must be varied enough to provide students with a range of opportunities to develop the competencies expected of English Language Arts students.

Some alternative modes that can be part of the formative assessment of students' language competencies follow:

- ❖ Discussion – structured talk
- ❖ Oral presentations, for example, prepared speeches, impromptu speeches, choral speaking, monologues
- ❖ Panel discussions, television talk shows, and interviews
- ❖ Oral responses to listening exercises
- ❖ Oral responses to recreational reading
- ❖ Graphic organizer response to reading literature
- ❖ Oral and written reading comprehension exercises
- ❖ Open-ended essays
- ❖ Research projects
- ❖ Written reports
- ❖ Composing oral and written arguments
- ❖ Portfolios of writing tasks, for example, poems, short stories, raps, calypsoes, essays, letters, diary/journal entries, speeches
- ❖ Journal writing
- ❖ Learning logs
- ❖ Checklists
- ❖ Conferences
- ❖ Taped recordings
- ❖ Observations
- ❖ Production of brochures, comic strips, cartoons
- ❖ Design of advertisements
- ❖ Project-based activities, for example, fashion show, magazine or newsletter productions
- ❖ Creation of charts
- ❖ Role play
- ❖ Task-based activities, for example, planning a field trip

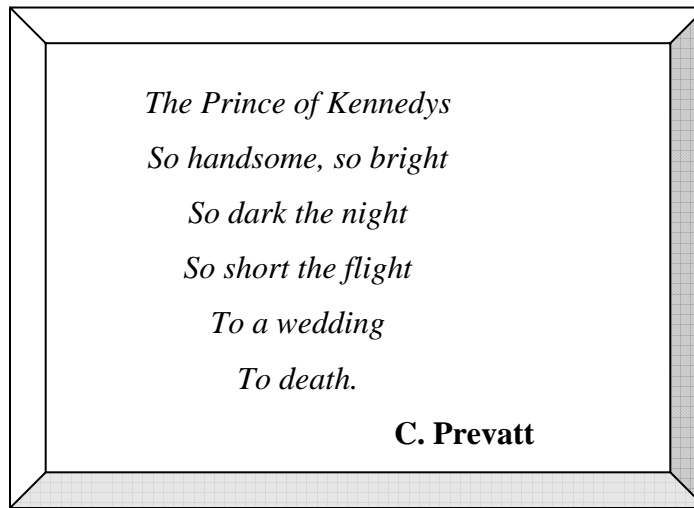
Some sample evaluation activities and instruments in the various strands are included for use and adaptation by teachers.

Appreciative/Creative Listening

Assessment Focus: Listening Comprehension

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

Listen to the following 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

Structured Talk

Task

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. (Standard English is the expected language). You may have to make a presentation to your peers on the salient points explored in the interview.

Guidelines

The classmates become the audience to whom the talk on the interview is presented.

- ❖ Each member should have a specific responsibility, for example, 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 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 summarized 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												
Summarized 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

Presenting a Prepared Speech

Task

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

Guidelines

- ❖ The subject may be topical and/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 formative assessment, which follows the first task.
- ❖ Peer assessment may be used to evaluate the impromptu presentations. Groups of students may focus on different aspects of these presentations, for example, 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 summarized					
A sense of closure is manifested					

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 connects with members of the audience in all parts of the room					
Maintains effective pace throughout presentation					
Modulates voice in order to be heard by entire audience					
Uses gestures at appropriate times					
Speaks fluently					

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	
❖ Genre	
❖ Illustrator	
❖ Publisher	
2. Content	Write a sentence about each of the elements
❖ Plot	
❖ Main Character	
❖ Setting	
❖ Point of View/Perspective	
❖ Theme	
3. Personal Response	Write a few sentences to say how you feel about the book

Assessing and Evaluating Letter Writing

Theme: “Self-discovery/self-expression”

Learning Outcome

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. Each letter should include the following details:

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

The letter should end by posing specific questions to which the recipient should be asked to respond.

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

Scoring Rubric

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

Mechanical Accuracy

This procedure for assessing mechanical accuracy 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. <i>Content of Writing</i>	
1. The letter addresses all specified content	40
2. The letter is clearly organized (logical organization)	10
B. <i>Mechanics of Language and Writing</i>	
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 utilizes 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 few details or additional information about the writer. There is only one complete sentence that addresses each specified type of content. The letter is complete, including at least one question for the respondent.
- 15 The letter does not address one specified type of content.
- 10 The letter does not address two specified types of content.
- 5 The letter does not address three specified types of content.
- 0 The letter does not address four or more specified types of content.

2. The letter is clearly organized (logical organization)

- 10 The letter flows smoothly 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.

Narrative Writing

Task

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

Or

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

Sample Assessment Instrument for Narrative Writing

Criteria	Yes	No	Comments
1. Content: Story Grammar			
❖ Setting			
❖ Characters			
❖ Plot			
❖ Episodes			
❖ Conflict resolution			
2. Organization			
❖ Title sequence			
❖ Effective sentence structure			
❖ Varied sentence structure			
❖ Effective transitional words and devices			
❖ Paragraphing			
❖ Heading/sub-heading			

Criteria	Yes	No	Comments
3. Expressive Skills			
❖ Use of dialogue (vernacular and standard structures selected as appropriate to context)			
❖ Use of figurative language			
❖ Use of significant details			
❖ Observance of Standard English rules where appropriate			
❖ Use of sensory data			
4. Language Proficiency			
❖ Grammar			
❖ Spelling			
❖ Indenting of paragraphs			

Argumentative 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 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. Organization						
❖ Structured and used paragraphs effectively						
❖ Sequenced ideas logically						
❖ Used effective transitional words and devices						

Criteria	1	2	3	4	5	Comments
3. Expressive Skills						
❖ Used questioning effectively						
❖ Varied sentence structure						
❖ Used short sentences effectively						
❖ Used arguments that appeal to the emotions						
❖ Used rhetoric effectively						
❖ Used repetition effectively						
❖ Used appropriate organizational strategies to make points effectively						
4. Language Proficiency						
❖ Used complete sentences						
❖ Used Standard English rules						
❖ Used appropriate spelling						
5. Conclusion						
❖ Clinched the argument						

Using Portfolios

Purpose

- ❖ To allow students to monitor their own progress over time
- ❖ To identify strengths and weaknesses of students
- ❖ To facilitate communication with parents
- ❖ To assist in developing the students' profiles
- ❖ 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 that are not easily tested
- ❖ To gain information about many facets of each student's development

Standardization

- ❖ 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 student's growth through the entire writing process, that is, 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 so that the development of skills is reflected in the final portfolio compilation.
- ❖ 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.

Sample Instrument for Assessment of Portfolios

Criteria	5	4	3	2	1
1. Organization					
❖ Cover and design					
❖ Title					
❖ Pagination					
2. Reflection					
❖ Goal setting					
❖ Growth and development					
❖ Reflection/self-assessment					
❖ Acknowledgement					
3. Content					
<i>Narrative Writing</i> (20)					
❖ Dated and labelled					
❖ Reflection on purpose and significance					
<i>Descriptive Writing</i> (20)					
❖ Dated and labelled					
❖ Reflection on purpose and significance					
<i>Expository Writing</i> (20)					
❖ Dated and labelled					
❖ Reflection on purpose and significance					
<i>Letter Writing</i> (20)					
❖ Dated and labelled					
❖ Reflection on purpose and significance					

Criteria	5	4	3	2	1
<i>Persuasive Writing</i> (20)					
❖ Dated and labelled					
❖ Reflection on purpose and significance					
<i>Research Project</i> (20)					
❖ Dated and labelled					
❖ Reflection on purpose and significance					
<i>Work Completed in Class</i> (20)					
❖ Dated and labelled					
❖ Reflection on purpose and significance					
<i>Process from Beginning to End</i> (20)					
❖ Dated and labelled					
❖ Reflection on purpose and significance					

Checklists

Among the items maintained by students in their portfolios may be a series of checklists. Items on a checklist will vary depending on your purpose, subject, and class/form level.

Checklist items can be used easily by a student to assess present performance as compared with previous self-assessments.

Open-ended questions, which 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"/>	_____

Reference Sources Assessment Checklist

CRITERIA	Bill	Tara	Fred
1. Uses picture captions and titles to organize 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 when the task demands	<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"/>

Recreational Reading

Task

Students share what they have read informally through use of the “Author’s Chair” (see Glossary).

- ❖ 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 to make their informal presentations.
- ❖ Peer assessment takes place.
- ❖ There is group talk about the presentation.

Sample Peer Assessment Instrument for Recreational Reading

Criteria	Yes	Not Sure	No
Was the reading material 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?			

Reading – Synthesis/Integration of Language Skills

Task

The students are asked to research and present, both orally and in writing, a project that integrates 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 Example of a Task

Find out about and write a paper on “Dying Species in My Country.”

Guidelines

This activity will synthesize/integrate a wide range of language skills. All of the instruments that would have been developed to assess any relevant skills may therefore be used to formatively assess the project. The following checklist is an instrument that 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					
Organization					
Use of appropriate/clear sub-headings					

Criteria	Very Good	Good	Satisfactory	Needs Improvement	Little or No Grasp of Concepts
	5	4	3	2	1
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					

A Note on the Assessment Structure for the NCSE Level 1

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, etc.)	10	10
Reading Comprehension and Literature	25	15 Getting meaning from a specific type of passage or media
Writing and Media/Visual Literacy – (Portfolio)	25	15
Total	60%	40%

Guidelines for Assessment Structure

Weighting can vary according to needs; the above is merely an example.

Guidelines for Teaching Grammar

As indicated in the introductory section, the curriculum guide emphasizes the teaching of grammar in context. In the section, “Curriculum Content,” grammatical items that have challenged students seeking to acquire competence in English have been identified for direct instruction by the teacher.

It is expected that, as with other aspects of the syllabus, students will demonstrate different levels of competence—ranging from those who use the language with a degree of excellence and even flair, to those for whom the structures and patterns of English are more challenging, primarily due to the influence of the Creole.

The teacher is therefore expected to model the use of the standard in the classroom. Additionally, the teacher, in daily interaction with students, will be aware of those items of grammar (in addition to those signalled in the “Curriculum Content”) that require greater attention in the teaching/learning process and treat with them accordingly.

Teachers should also note that single citations of grammatical items in the “Content” should not be construed as one-off exercises in grammar drills. Recurrent use in the context of both receptive and productive activities is necessary.

Teachers are therefore expected to explore ways in which grammar may be taught to students in our linguistic context.

Resources for Teaching

The teacher of English Language Arts, even while in possession of a textbook that may help in providing enrichment activities for students, must draw on resources that are “out there” at his/her disposal, thus creating the supportive environment needed for language learning.

The teacher can therefore explore the use of the following suggested resources for teaching (the list is not exhaustive):

- school literature and other literature that appeal to students’ interests
- newspapers
- magazines
- clips from television programmes/films
- students’ experiences
- flyers/posters
- art
- recordings of radio programmes
- recordings of debates and other oral presentations
- the natural environment
- the social environment
- field visits/trips/tours
- other subject area content

Teachers must also be guided by the recognition that the student for whom instruction is being planned is immersed in and greatly influenced by the world of technology. Teachers must therefore integrate the use of modern technology at their disposal—the computer and available and suitable software, as well as any other devices—as an integral part of curriculum implementation.

The expertise and creativity of the teacher, together with the software and hardware:

- facilitate meaningful interaction between teacher and student, student and student, and student and curriculum;
- allow the teacher to cater to students’ needs, abilities, interests, learning styles, and pace;
- provide opportunities for students to take charge of their own learning while the teacher serves as guide and facilitator in the learning process.

Suggested Reading Lists

This curriculum requires a literature-rich classroom where books and other reading material are always accessible to the student. Reading literature, especially local and other West Indian literature, and expository materials is central to English Language Arts. Students read and respond in writing, speak about what they read, and respond orally and visually to what they read. In addition, reading for pleasure, for research and for enrichment should be continually emphasized. What follows is a list of titles that students in the different forms may find appealing, depending on their interests. The list is not exhaustive. Teachers will be able to identify other titles for classroom teaching. The school librarian, when considering titles for addition to the library, may use the list as a guide.

Year 1

Author's Name	Titles
Prose (Novel)	
Achebe, Chinua	<i>Chike and the River</i>
Alcott, Louisa May	<i>Eight Cousins</i>
Allen, Eric	<i>The Latchkey Children</i>
Burnett, Frances Hodgson	<i>The Secret Garden</i>
Byars, Betsy	<i>The Cartoonist</i>
Carpenter, Richard	<i>The Complete Adventures of Robin of Sherwood</i>
Carroll, Lewis	<i>Alice in Wonderland</i>
Cleary, Beverly	<i>Ramona Quimby, Age 8</i>
D'Costa, Jean	<i>Escape to Last Man Peak</i>
D'Costa, Jean	<i>Spratt Morrison</i>
Dahl, Roald	<i>Matilda</i>
DeJong, Meindert	<i>The House of Sixty Fathers</i>
Fitzhugh, Louise	<i>Harriet the Spy</i>
Gallico, Paul	<i>Jennie</i>
Gallico, Paul	<i>The Small Miracle</i>
Gallico, Paul	<i>The Snow Goose</i>
Garnett, Eve	<i>The Family From One End Street</i>

Author's Name	Titles
George, Jean	<i>My Side of the Mountain</i>
Grahame, Kenneth	<i>The Wind in the Willows</i>
Guy, Rosa	<i>Paris, Peewee and Big Dog</i>
Holm, Anne	<i>I am David</i>
Jones, Evan	<i>Skylarking</i>
Kanawa, Kiri Te, & Foreman, Michael	<i>Land of the Long White Cloud</i>
Kastner, Erich	<i>Emil and the Detectives</i>
Kipling, Rudyard	<i>The Jungle Book</i>
Lewis, C.S.	<i>Chronicles of Narnia (Books 1–7)</i>
Lindgren, Astrid	<i>Pippi Goes Abroad</i>
Lindgren, Astrid	<i>Pipi in the South Seas</i>
Lindgren, Astrid	<i>Pippi Longstocking</i>
Lofting, Hugh	<i>Dr. Dolittle</i>
London, Jack	<i>The Call of the Wild</i>
MacDonald, George	<i>At the Back of the North Wind</i>
MacDonald, George	<i>The Princess and the Curdie</i>
MacDonald, George	<i>The Princess and the Goblin</i>
Mackay, Claire	<i>The Minerva Programme</i>
Milne, A.A.	<i>Winnie the Pooh</i>
Nesbit, E.	<i>The Complete Adventures of the Treasure Seekers</i>
Nesbit, E.	<i>The Enchanted Castle</i>
Nesbit, E.	<i>Five Children and It</i>
Nesbit, E.	<i>The House of Arden</i>
Nesbit, E.	<i>The Last of the Dragons and Some Others</i>
Nesbit, E.	<i>The Magic World</i>
Nesbit, E.	<i>The Phoenix and the Carpet</i>
Nesbit, E.	<i>The Railway Children</i>
Nesbit, E.	<i>The Story of the Amulet</i>
Nesbit, E.	<i>The Story of the Treasure Seekers</i>
Nesbit, E.	<i>The Treasure Seekers</i>
Nesbit, E.	<i>The Wouldbegoods</i>

Author's Name	Titles
Nicholls, Millis	<i>A Father for Christmas</i>
Norton, Andre	<i>The Crystal Gryphon</i>
Norton, Mary	<i>The Borrowers</i>
O'Hara, Mary	<i>My Friend, Flicka</i>
Palmer, C. Everard	<i>Baba and Mr. Big</i>
Palmer, C. Everard	<i>Big Doc Bitterroot</i>
Palmer, C. Everard	<i>The Cloud with the Silver Lining</i>
Palmer, C. Everard	<i>A Cow Called Boy</i>
Palmer, C. Everard	<i>The Hummingbird People</i>
Palmer, C. Everard	<i>The Sun Salutes You</i>
Palmer, C. Everard	<i>The Wooing of Beppo Tate</i>
Paris, Terry	<i>Jason Whyte</i>
Pearce, Phillipa	<i>A Dog So Small</i>
Redmond, Diane	<i>The Comic Strip Odyssey</i>
Reid, V.S.	<i>The Young Warriors</i>
Salkey, Andrew	<i>Hurricane</i>
Salkey, Andrew	<i>The Shark Hunters</i>
Serraillier, Ian	<i>The Silver Sword</i>
Sewell, Anna	<i>Black Beauty</i>
Sherlock, Philip	<i>The Iguana's Tail</i>
Sherlock, Philip	<i>Three Finger Jack's Treasure</i>
Smith, Dodie	<i>The Hundred and One Dalmatians</i>
Stevenson, Robert Louis	<i>Treasure Island</i>
Streatfeild, Noel	<i>Ballet Shoes</i>
Twain, Mark	<i>The Adventures of Tom Sawyer</i>
Wilder, Laura Ingalls	<i>Farmer Boy</i>
Wilder, Laura Ingalls	<i>Little House in the Big Woods</i>
Wilder, Laura Ingalls	<i>Little House on the Prairie</i>
Williamson, Henry	<i>Tarka the Otter</i>

Author's Name	Titles
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Prose (Short Story)

Anthony, Michael	<i>Cricket in the Road</i>
Green, Roger Lancelyn	<i>Tales of Greek Heroes</i>
Reeves, James	<i>Heroes and Monsters: Legends of Ancient Greece</i>
Serraillier, Ian	<i>The Enchanted Island</i>
Sherlock, Philip M.	<i>Anansi the Spider</i>
Warner, Rex	<i>Men and Gods</i>

Drama

Lee Wah, James	<i>Carray!</i>
Redhead, Wilfred	<i>Canaree and Pot</i>
Redhead, Wilfred	<i>Hoist Your Flag</i>
Redhead, Wilfred	<i>Three Comic Sketches</i>

Poetry

Guisseppi, Neville, & Guisseppi, Undine	<i>Out for Stars 1</i>
Mordecai, P., & Walker, Gordon	<i>Sun Song 1</i>

Year 2

Author's Name	Titles
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Prose (Novel)

Anthony, Michael	<i>The Year in San Fernando</i>
Byars, Betsy	<i>Cracker Johnson</i>
Byars, Betsy	<i>The TV Kid</i>
Canning, Victor	<i>The Runaways</i>
Carpenter, Richard	<i>Catweazle</i>
Clarke, Arthur C.	<i>Dolphin Island</i>
Cleary, Beverly	<i>Fifteen</i>
Conly, Jane Leslie	<i>Rasco and the Rats of NIMH</i>
Cooper, Susan	<i>Over Sea, Under Stone</i>

Author's Name	Titles
Cushman, Karen	<i>The Ballad of Lucy Whipple</i>
Degen, T.	<i>Friends</i>
DeJong, Meindert	<i>The Wheel of the School</i>
Desai, Anita	<i>The Village by the Sea</i>
Dickens, Charles	<i>A Christmas Carol</i>
Dickens, Charles	<i>Oliver Twist</i>
Drayton, Geoffrey	<i>Christopher</i>
Dumas, Alexandre	<i>The Three Musketeers</i>
Durrell, Gerald	<i>Three Singles to Adventure</i>
Fisk, Nicholas	<i>Trillions</i>
Freeman, Suzanne	<i>The Cuckoo's Child</i>
Garnett, Eve	<i>Further Adventures of the Family From One End Street</i>
Green, Roger Lancelyn	<i>The Adventure of Robin Hood</i>
Green, Roger Lancelyn	<i>King Arthur and His Knights of the Round Table</i>
Green, Roger Lancelyn	<i>The Luck of Troy</i>
Green, Roger Lancelyn	<i>Myths of the Norsemen</i>
Green, Roger Lancelyn	<i>The Tale of Troy</i>
Green, Roger Lancelyn	<i>Tales of Ancient Egypt</i>
Guy, Rosa	<i>The Friends</i>
Guy, Rosa	<i>Ruby</i>
Hodge, Merle	<i>For the Life of Letitia</i>
Hodgson Burnett, Frances	<i>A Little Princess</i>
Kipling, Rudyard	<i>The Second Jungle Book</i>
L'Engle, Madeleine	<i>A Wrinkle in Time</i>
London, Jack	<i>White Fang</i>
Nash, Ogden	<i>Custard and Company</i>
Norton, Andre	<i>Iron Cage</i>
Norton, Mary	<i>The Borrowers Afield</i>
Norton, Mary	<i>The Borrowers Afloat</i>
Norton, Mary	<i>The Borrowers Avenged</i>

Author's Name	Titles
O'Dell, Scott	<i>Island of the Blue Dolphins</i>
Palmer, C. Everard	<i>My Father Sun-Sun Johnson</i>
Peyton, K.M.	<i>Who, Sir? Me, Sir?</i>
Ransome, Arthur	<i>Swallows and Amazons</i>
Reid, V.S.	<i>Peter of Mount Ephraim</i>
Reid, V.S.	<i>Sixty-Five</i>
Salkey, Andrew	<i>Riot</i>
Schaefer, Jack	<i>Shane</i>
Seaforth, Sybil	<i>Growing up With Miss Milly</i>
Sperry, Armstrong	<i>The Boy Who Was Afraid</i>
Steinbeck, John	<i>The Pearl</i>
Stevenson, Robert Louis	<i>Dr. Jekyll and Mr. Hyde</i>
Stevenson, Robert Louis	<i>Kidnapped</i>
Stuart, Morna	<i>Marassa and Midnight</i>
Taylor, Mildred	<i>Roll of Thunder, Hear My Cry</i>
Taylor, Theodore	<i>The Cay</i>
Taylor, Theodore	<i>Timothy of the Cay</i>
Twain, Mark	<i>The Prince and the Pauper</i>
Van der Loeff, A.R.	<i>Children of the Oregon Trail</i>
Verne, Jules	<i>Around the World in Eighty Days</i>
Warner, Rex	<i>Greeks and Trojans</i>
Wyss, Johann D.	<i>The Swiss Family Robinson</i>
Prose (Short Story)	
Callender, Timothy	<i>It So Happen</i>
Fisk, Nicholas	<i>The Puffin Book of Science Fiction Stories</i>
Gray, Cecil	<i>Perspectives</i>
Gray, Cecil	<i>Response</i>
Guisseppi, Neville, & Guisseppi, Undine	<i>Backfire</i>
Ireson, Barbara	<i>In a Class of Their Own</i>
Kipling, Rudyard	<i>Just So Stories</i>
Lamb, Charles & Mary	<i>Tales From Shakespeare</i>

Author's Name	Titles
Martinez, Christina	<i>The Earth Needs Friends</i>
Maugham, W. Somerset	<i>The Kite and Other Stories</i>
Narinesingh, Uriel	<i>Vintage</i>
Ramsawack, Al	<i>Sermon of the Drunkard</i>
Serraillier, Ian	<i>The Road to Canterbury</i>
Taylor, D. Mildred	<i>The Friendship and Other Stories</i>
Walmsley, Anne, & Caistor, Nick	<i>Facing the Sea</i>
Warner, Rex	<i>Greeks and Trojans</i>

Drama

Boagey, E.J.	<i>Starting Shakespeare</i>
Gheon, Henri	<i>Christmas in the Market Place</i>
Peat, R.C.	<i>Presenting Shakespeare</i>
Redhead, Wilfred	<i>Canaree and Pot</i>
Redhead, Wilfred	<i>Hoist Your Flag</i>
Redhead, Wilfred	<i>Three Comic Sketches</i>
Waite-Smith, Cicely	<i>African Slingshot</i>
Walcott, Roderick	<i>The Harrowing of Benji</i>
Wood, E.R.	<i>The Eighth Windmill Book of One Act Plays</i>

Poetry

Gray, Cecil	<i>Bite In 2</i>
Guisseppi, Neville, & Guisseppi, Undine	<i>Out for Stars 2</i>
Mordecai, P., & Gordon-Walker, G.	<i>Sun Song 2</i>
Walmsley, Anne, & Caistor, Nick	<i>Facing the Sea</i>

Year 3

Author's Name	Titles
Adams, Douglas	<i>The Hitchhiker's Guide to the Galaxy</i>
Adams, Richard	<i>Watership Down</i>
Anthony, Michael	<i>The Year in San Fernando</i>
Ballard, J.G.	<i>Empire of the Sun</i>

Author's Name	Titles
Banks, Lynne Reid	<i>One More River</i>
Banks, Lynne Reid	<i>The Writing on the Wall</i>
Bosse, Malcolm J.	<i>Ganesh</i>
Braithwaite, E.R.	<i>To Sir With Love</i>
Burnett, Frances Hodgson	<i>The Secret Garden</i>
Byars, Betsy	<i>Cracker Jackson</i>
Byars, Betsy	<i>The TV Kid</i>
Chambers, Aidan	<i>The Present Takers</i>
Chesterton, G.K.	<i>The Man Who Was Thursday</i>
Conly, Jane Leslie	<i>Rasco and the Rats of NIMH</i>
Coppard Quirk, Yvonne	<i>Everybody Else Does! Why Can't I?</i>
Coppard Quirk, Yvonne	<i>Not Dressed Like That You Don't</i>
Craven, Margaret	<i>I Heard The Owl Call My Name</i>
Darke, Marjorie	<i>The First of Midnight</i>
Darke, Marjorie	<i>A Long Way To Go</i>
Defoe, Daniel	<i>Robinson Crusoe</i> (abridged)
DeJong, Meindert	<i>The House of Sixty Fathers</i>
Dickens, Charles	<i>David Copperfield</i> (abridged)
Doherty, Berlie	<i>Street Child</i>
Doyle, Sir Arthur Conan	<i>The Return of Sherlock Holmes</i>
Drayton, Geoffrey	<i>Christopher</i>
Duder, Tessa	<i>Alex</i>
Ekwensi, Cyprian	<i>Burning Grass</i>
Gilmore, Kate	<i>Of Griffins and Graffiti</i>
Guy, Rosa	<i>And I Heard A Bird Sing</i>
Hautzig, Esther	<i>The Endless Steppe</i>
Hentoff, Nat	<i>The Day They Came to Arrest the Book</i>
Hodge, Merle	<i>Crick Crack Monkey</i>
Hughes, Richard	<i>A High Wind in Jamaica</i>
Le Guin, Ursula	<i>Very Long Way From Anywhere Else</i>
Le Guin, Ursula	<i>A Wizard of Earth Sea</i>

Author's Name	Titles
Lester, Julius	<i>Basketball Game</i>
Lester, Julius	<i>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>
Matthews, P.E.	<i>State of the Heart</i>
Meniru, Teresa	<i>Uzo</i>
Munonye, John	<i>The Only Son</i>
Naidoo, Beverley	<i>No Turning Back</i>
Naipaul, V.S.	<i>Miguel Street</i>
O'Dell, Scott	<i>Island of the Blue Dolphin</i>
O'Dell, Scott	<i>My Name Is Not Angelica</i>
O'Dell, Scott	<i>Streams to the River, River to the Sea</i>
Palmer, C. Everard	<i>A Cow Called Boy</i>
Palmer, C. Everard	<i>The Wooing of Beppo Tate</i>
Pausewang, 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</i>
Steinbeck, John	<i>The Red Pony</i>
Swarthout, Glendon	<i>Bless the Beasts and Children</i>
Swift, Jonathan	<i>Gulliver's Travels (abridged)</i>
Townsend, Sue	<i>The Secret Diary of Adrian Mole Aged 13 ¾</i>
Twain, Mark	<i>The Adventures of Tom Sawyer</i>
Woodford, Peggy	<i>Misfits</i>
Young, Colville	<i>Pataki Full</i>

Author's Name	Titles
Prose (Anthologies of short stories and/or excerpts from novels)	
Benson, Gerard	<i>This Poem Doesn't Rhyme</i>
Black, Clinton V.	<i>Tales of Old Jamaica</i>
Denny, Neville	<i>Pan-African Short Stories</i>
Gray, Cecil	<i>Response</i>
Narinesingh, R, & Narinesingh, Clifford	<i>Insights</i>
Smyth, W.M.	<i>Good Stories</i>
Warner, Rex	<i>Men and Gods</i>
Poetry	
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>
McKay, Claude	<i>Selected Poems</i>
Phinn, Gervase	<i>Lizard Over Ice</i>
Pollard, Velma	<i>Anansesem</i>
Walmsley, Anne	<i>The Sun's Eye</i>
Wilson, Donald G.	<i>New Ships</i>
Drama	
Brathwaite, Edward Kamau	<i>Odale's Choice</i>
Campbell, Alistair	<i>Anansi</i>
Noel, Keith	<i>Caribbean Plays for Playing</i>
Rattigan, Terence	<i>The Winslow Boy</i>
Shiach, Don	<i>The Wild Bunch and Other Plays</i>
Shakespeare, William	<i>Julius Caesar</i>
Shakespeare, William	<i>Macbeth</i>
Shakespeare, William	<i>The Merchant of Venice</i>
Shakespeare, William	<i>Romeo and Juliet</i>
Wilson, August	<i>Fences</i>

Part 4
Glossary, Bibliography,
and
Webliography

Glossary

Abecedarium

A 17th 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.

Author's Chair

One chair in the classroom is designated as the “author’s chair” for students to use when sharing their writing. After the reading, classmates who want to make a comment raise their hands, and the author chooses several classmates to ask questions, give compliments, and make comments. Then the author chooses another person to share and takes a seat.

Caricature

A representation that ridicules a person by exaggerating and distorting his/her most prominent features and characteristics.

Chunking

See Clustering

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 rhyme with each other

Cloze

A method for testing a reader's ability to comprehend written text by guessing missing words that have been deleted at regular intervals from the text being read. Cloze passages can be used for diagnostic purposes as well as for reading comprehension instruction.

Clustering

Generally used in spoken language, and sometimes referred to as “chunking.” Speech is broken down into smaller groups of words—either phrases within clauses, or clauses—in order to retain information for comprehension.

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 that 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.

Dramatic Play Approach

An approach in which teaching of the language skills is facilitated through small groups preparing a dramatization of an event.

Expository Text

Text that includes extensive description, classification, and explanation in order to primarily convey information.

Fallacies of Argument

- | | |
|---------------------------|---|
| Ad hominem: | Attacking the person who presents an issue rather than dealing logically with the issue itself. |
| Bandwagon: | An argument saying, in effect, "Everyone's doing or saying or thinking this, so you should too." |
| Circular argument: | Supporting an argument by simply repeating it in different terms. |
| Non sequitur: | A statement that does not follow logically from what has just been said—a conclusion that does not follow from the premise. |

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.

"5 Ws and H"

A research strategy which allows students to create questions that help to focus their reading (who, what, where, when, why, and how). Students then read informational texts to find answers to their questions.

Fix-Up Strategies

A variety of actions/strategies that demonstrate the thinking engaged in when a person does not understand a text but attempts to understand before continuing reading. The purpose is to monitor and repair comprehension while reading.

Fractured Fairytale

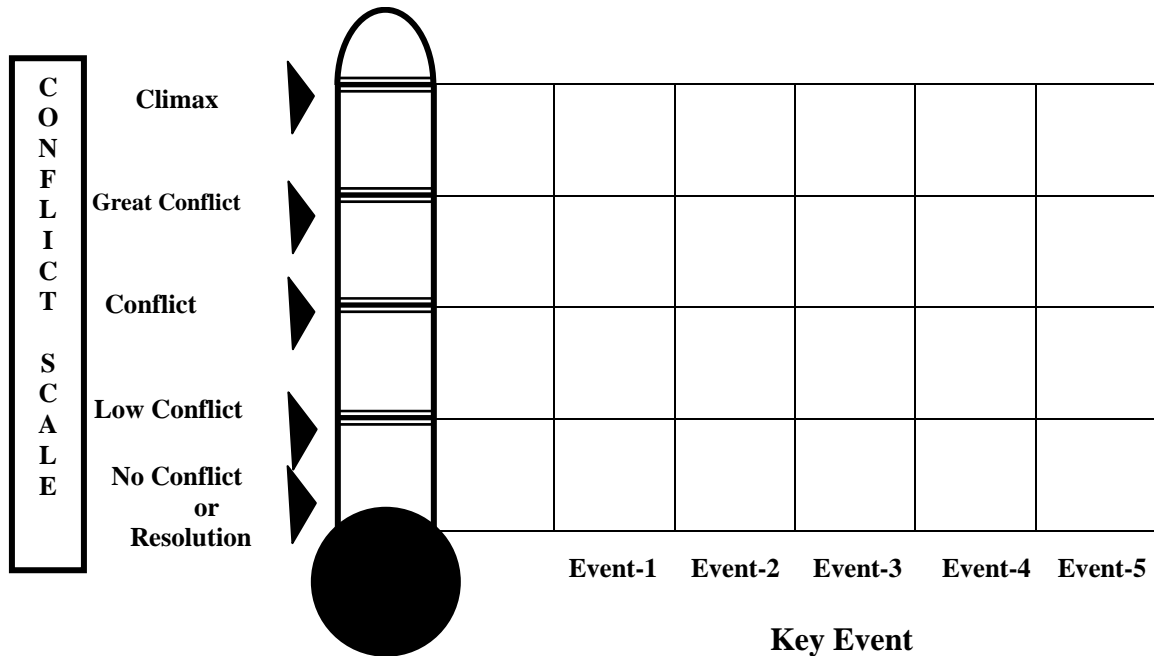
A story composed using two different characters from two different stories (e.g., Cinderella and one of the three little pigs). The characters must maintain their integrity in this new story.

This technique in story writing can be adapted in numerous 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?”
- Changing the language or the role of a character
- Changing 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.

K-W-L

An instructional strategy that helps students to categorize information by first recalling what they know about a topic, and then what they wish to know and what they have learnt after reading (Know- Want to Know- Learnt).

Let's Vote

An activity that provides students with the opportunity to systematically present and defend 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

Literature-Based Approach

Prose, poetry, dramatic excerpts (and other forms of literature) may be used to teach language.

Metre

The pattern of stressed and unstressed syllables in verse.

Mini-Lesson

Mini-lessons are taught on English Language Arts concepts, strategies, and skills, and in connection with the task the students are engaged in at the time. These lessons are brief, usually lasting 15 to 20 minutes and may be taught over a period of several days. The purpose of mini-lessons is to highlight a topic or concept 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 English 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 writer creates for the reader in a 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 non-human things (objects, animals) of characteristics possessed only by human beings.

Pitch

This involves the inflection up (raising) or inflection down (lowering) of the voice to convey emotions, and 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 collection of class poems. Inputs are made by both students and teachers. Students can eventually learn to categorize 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. A story may be told from different points of view: omniscient, first person, second person, third person.

Project-Based Approach

A hands-on approach to language, where students are involved in the receptive and productive use of language as they engage in activities undertaken to create a product or a result, or render a service. This approach may be aligned with a theme/topic that students and teachers may have identified as important for consideration and treatment.

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 sort, such as 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."

Read Aloud

Fluent reading to students, modelling the use of effective reading strategies.

Readers' Theatre

A performance of a literary work (a story, a poem, a play) that is read aloud in an interpretative manner.

Say Something

A reading strategy that allows a pair of readers to read an extract by stopping at intervals to "talk" about what is being read before continuing reading.

Sketch-to-Stretch

Students make drawings to emphasize themes or key points related to a topic.

Soliloquy

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.

Speaking Rate

The speed at which one speaks or delivers a speech. The effective speaking rate is between 125–160 words a minute. Speakers vary the rate to reflect mood changes and emphasize points of the speech.

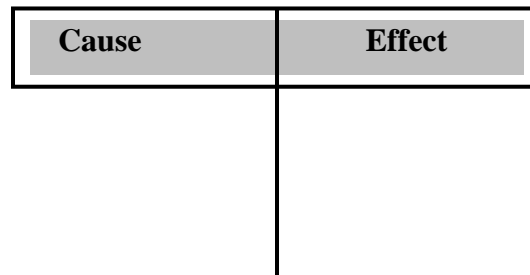
Sustained Silent Reading (SSR)

Sustained Silent Reading (SSR) is an independent reading time set aside during the school day for students in one class or for the entire school to silently read self-selected books. In some schools, everyone stops to read, usually for a 15- to 30-minute period.

Teachers use SSR to increase the amount of reading students do every day and to develop their ability to read silently and without interruption. SSR has been found to be beneficial in developing students' reading ability, promoting a positive attitude toward reading, and encouraging students to develop the habit of daily reading.

T-Chart

A graphic organizer which 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 headings. T-charts can be used for "Cause-Effect," "Problem-Solution," "Pro-Con," "Then-Now," and "Looks Like-Sounds Like" exercises.



Text

The word "text" is usually associated with textbooks prescribed for use in the study of the various disciplines that 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 advanced technology, such a record may exist on disc, tape, or in print.

As a record of a communicative event, a 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

Related activities

Role playing: This may involve giving a role to one or more members of a group and assigning an objective or purpose that participants must accomplish. A group role play may involve a discussion of an issue with each person assigned a particular point of view.

Mime: From a box, actors select a piece of paper that holds a word describing one of the senses. They mime the word they have been given. The audience describes facial features/body gestures as they identify the sense being conveyed.

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. The 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 members position their bodies and faces to illustrate the activity. Others must guess what it is.

Theme-Based Approach

Teaching of the language skills is structured around themes or topic that are of interest and concern to students. Themes may be drawn, for example, from the real-life experiences of the students or the literature that they may be reading in or outside of class.

Think Aloud

A reading strategy that demonstrates how a fluent reader constructs meaning from text. It demonstrates the reader’s ability to think out loud about the process of reading while actually reading.

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 organizing their thoughts.

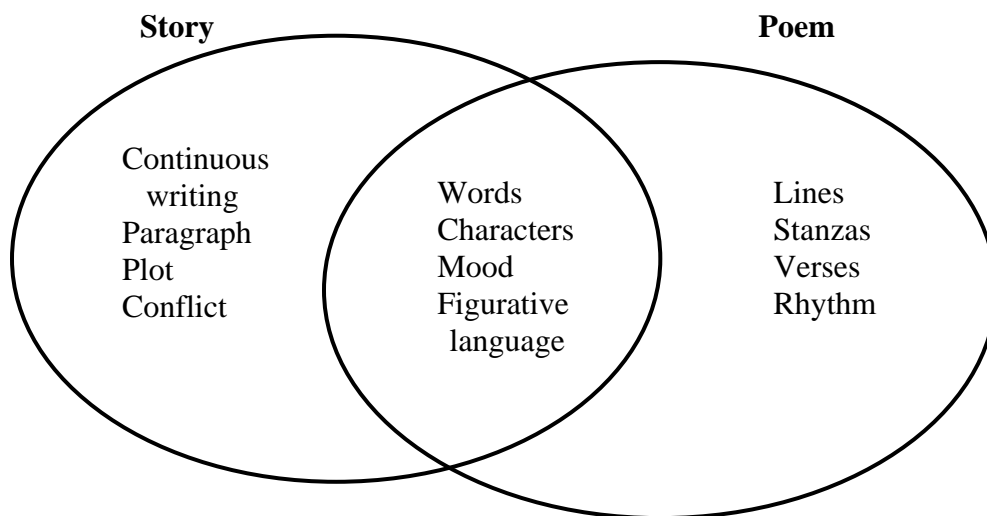
Tone

A writer's choice of words; tone reflects the writer's attitude towards his/her subject or characters. The writer carefully chooses the proper language—words, phrases, figures of speech, imagery—to best express particular thoughts, feelings, and perceptions.

Venn Diagram

A graphic organizer used to compare and contrast two or more subjects. It can be made more complex by the addition of more circles.

The following is an example of a Venn diagram used to compare and contrast the literary forms of the poem and the short story:



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 making one's voice more appealing to the listening audience. Volume, tone, pitch, rate, and rhythm are elements of vocal variety that speakers use to create and maintain interest when making oral presentations.

Volume

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

Writing Process

A recursive process that involves five distinct steps in composing written texts: prewriting, drafting, revising, editing, and publishing.

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