



MINISTRY  
OF  
EDUCATION, YOUTH & INFORMATION  
*Every Child Can Learn, Every Child Must Learn*

NATIONAL STANDARDS CURRICULUM

# ENGLISH

## LANGUAGE LITERATURE

GRADES 7-9 APSE1





NATIONAL STANDARDS CURRICULUM GUIDE

GRADE 7-9

# LANGUAGE/LITERATURE

APSE1

## A C K N O W L E D G E M E N T

Our connection with each other is unquestionable and so at the end of this arduous yet rewarding journey, the Ministry of Education, Youth and Information gratefully acknowledges the contributions of the following individuals and institutions who generously gave of their time and resources in the planning and development of the National Standards Curriculum (NSC):

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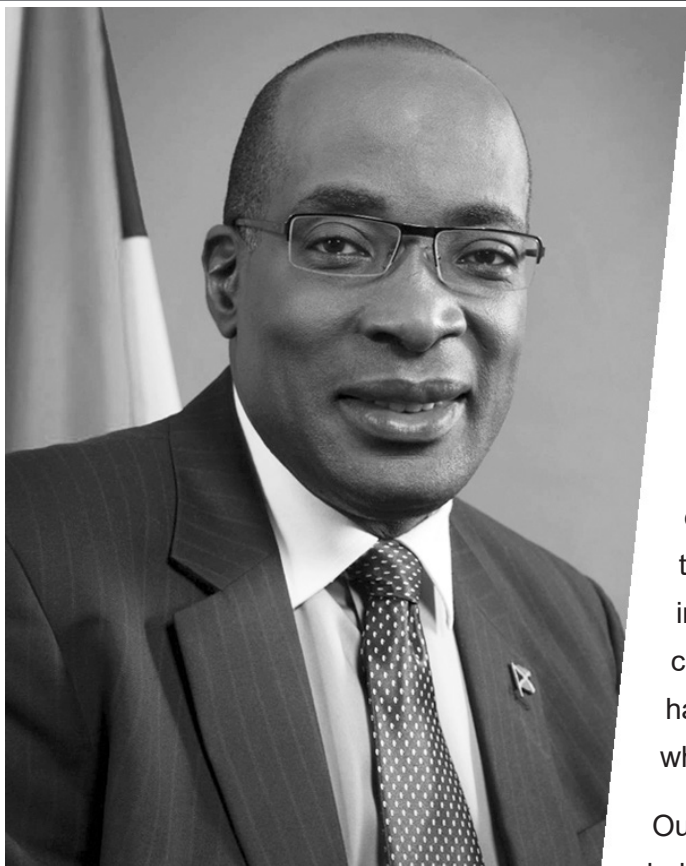
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Education has always been pivotal to societal and economic development. It is for this reason that Jamaica remains unshaken and hopeful of a realized vision to be “the place of choice to live, work, raise families and do business.” The assurance of the possibility of all that such a vision entails comes from the recognition that Jamaica is endowed with tremendous God-given talent and creative potential and as a people of strong faith in spiritual principles and resilience; we are able to harness our capabilities, to make significant influence on the world. It is through this new National Standards Curriculum (NSC) that we hope to propel this vision of the education system whilst becoming more relevant, current and dynamic.

The team at the Ministry of Education Youth and Information is cognizant of the fact that the curriculum is the heart and mind of education and remains the most powerful means by which any country can develop and be sustainable. It is for this reason that the NSC has been designed with the understanding that people, learning and national development are at the core of our existence in a time of rapid change in the physical, social, economic and other dimensions of the global landscape. As a consequence, we celebrate the wisdom of the developers who through the engagement of numerous stakeholder groups, have responded favourably to the need for that kind of education that prepares our young people for life; while challenging our more mature to join in this lifelong journey of learning to learn.

Our commitment to the development of each learner and our support and appreciation of the various stakeholder groups that are partnering with us in providing quality education, remain at the forefront of our efforts in ensuring that this journey transforms education. This commitment is conveyed through our adoption of a Pathway Approach to learning that demands of us to provide customized programmes, differentiated learning experiences and specialized support for our learners. Our actions have been fruitful as is evident by the systems and conditions we have put in place for successful implementation.

Like the rest of Jamaica, I look forward to the testimonials of students, parents, teachers and other stakeholders of the empowering effect of this learner- centred curriculum and remain confident that it will contribute to make Jamaica renown.

**The Honourable, Senator Ruel Reid,CD**

**Minister of Education, Youth & Information**





Building a modern society where young people can prosper and achieve their aspirations is paramount on the Ministry of Education, Youth and Information's (MoEYI) agenda. In its bid to advance this agenda the team at the MoEYI has developed the National Standards Curriculum (NSC) on a clear set of values that will permeate learning and become embedded in young people's approach to life. Young people need to be clear about their Jamaican identity. Justice, democracy, tolerance and respect need to be more than mere words; they need to become an essential part of people's lives. Young people's understanding of, and commitment to, sustainable development is critical to the future of Jamaica and of the world. These values that permeate the new curriculum and more importantly, will by its use, be ingrained in the fabric of the Jamaican society.

The development of a new curriculum is a major achievement in the life of any country. It is even more noteworthy because this curriculum embodies the set of knowledge, skills, values and attitudes that our country deems relevant at this particular time. It is intended that these attributes be conveyed to the next generation as a means of cultural continuity in preparation to cope with the future, both nationally and individually.

I am particularly excited about the prospects of the NSC honing key twenty-first century skills such as communication, collaboration, critical thinking and creativity in our youth as they prepare to take on their roles as global citizens. I encourage parents, students, teachers and indeed the community to partner with us as we prepare our young people not just for today, but for the rapidly changing times ahead.

## **The Honourable, Floyd Green, MP**

**State Minister in the Ministry of Education, Youth & Information**



In responding to the challenges confronting education in Jamaica, The Ministry of Education Youth and Information has taken strategic measures to address the need for a national curriculum that is relevant for the 21st century, the dynamics of the Jamaican context and the profile of the learners at the pre-primary, primary and secondary levels. One major output of these strategic actions is the National Standards Curriculum. This curriculum is intended to be one of the means by which the Jamaican child is able to gain access to the kind of education that is based on developmentally-appropriate practice and the supporting systems and conditions that are associated with high quality education.

This curriculum has the potential to inspire and provide challenges in the form of problem situations that all our learners can handle in ways that are developmentally appropriate. It compels us to move beyond the traditional functional perspectives of being literate to a focus on the physical and physiological as well as the ethical, social and spiritual.

I invite all our stakeholders to fully embrace this new curriculum which promises to excite imaginations, raise aspirations and widen horizons. Learners will become critical and creative thinkers with the mindset required for them to be confident and productive Jamaicans who are able to thrive in global settings as they take their place in the world of uninhibited change.

**Mr. Dean Roy Bernard**

**Permanent Secretary , Ministry of Education, Youth & Information**



It was the mandate of the Curriculum Units of the Ministry of Education, Youth and Information to spearhead the crafting of a new curriculum for the nation, in keeping with international standards, global trends in the educational landscape and societal goals and aspirations. The mandate had several facets: to establish clear standards for each grade, thereby establishing a smooth line of progression between Grades from 1 to 9; to reduce the width, complexity and amount of content; to build in generic competencies such as critical thinking across the subjects; to ensure that the curriculum is rooted in Jamaica's heritage and culture; to make the primary curriculum more relevant and more focused on skills development, and to ensure articulation between primary and secondary curricula, especially between Grades 6 and 7. To achieve this, the MoEYI embarked on an extensive process of panel evaluations of the existing curricula, consultation with stakeholders, (re)writing where necessary and external reviews of the end products.

Today, we are indeed proud that, the curriculum development teams have succeeded in crafting a curriculum which has met these expectations. Under the National Standards Curriculum (NSC) focus will be given to project-based and problem-solving learning, with an integration of Science, Technology, Engineering and Mathematics/Science, Technology, Engineering, Arts and Mathematics (STEM/STEAM) methodologies across the system. Learners will benefit from more hands-on experiences which should enhance the overall learning experience and cater to the different kinds of learners in our classroom. In addition, they will be exposed to work-based learning opportunities that will help them become productive citizens of Jamaica and the world at large.

It is anticipated that as school administrators and teachers system-wide implement the National Standards Curriculum that improvements will be evident in the general academic performance, attitude and behaviour of our students.

We anticipate the participation of all our stakeholders in this process as we work together to improve the quality of life and prospects for all the children of Jamaica and to realize our mantra that *every child can, and must, learn*.

## **Dr. Grace McLean**

**Chief Education Officer, Ministry of Education, Youth & Information**





The Ministry of Education Youth and Information (MoEYI) is committed to providing high quality education to all Jamaican children. We have heard the cries from the various sectors of the Jamaican society about the level of preparedness/readiness of our students for life in the 21st century; and we are taking the necessary steps to ensure that our students graduate with marketable skills. The MoEYI has reviewed and redesigned the Grades 1-9 curricula around the principles of Vision 2030 Goal number one; “Jamaicans are empowered to achieve their fullest potential”.

The National Standards Curriculum (NSC) will lay the foundation for students by preparing them for working lives that may span a range of occupations, many of which do not currently exist. This has been done by way of designers carefully integrating the theoretical principles of Science, Technology, Engineering and Mathematics/Science, Technology, Engineering, Arts and Mathematics (STEM/STEAM) methodologies into the curricula at all grade levels. The NSC illustrates that in order to make education effective for our 21st century children; we need to change how we teach, and what we teach.

We are satisfied that the curriculum designers and writers have produced a curriculum that is indeed fitting for the 21st century. The NSC was designed to develop students’ understandings of subject matter and their ability to apply what is learnt; it fosters their ability to communicate and solve problems collaboratively, think critically and create novel solutions.

The success of our children is dependent on the participation of all stakeholders in the learning process. We encourage you all to be our committed partners in education as the true impact of this curriculum will only be felt when we have all hands on board. I am indeed proud to be associated with the development and implementation of this curriculum; it will inspire hope in our nation and future generations; kudos to the various teams that contributed to its development.

## **Mrs Lena Buckle Scott**

**Deputy Chief Education Officer,  
Curriculum and Support Services, Ministry of Education, Youth & Information**



The National Standards Curriculum (NSC) rests on the belief that all learners are endowed with the capabilities, gifts and talents to fulfil their divine purpose. These attributes are to be further enhanced or improved in a nurturing, inspiring and inclusive environment; one that caters to the whole person (soul, spirit and body - spiritual, emotional, social, physical and mental). As learners assume their roles and responsibilities individually and as communities of learning in such an environment, they become critical-reflexive thinkers, creative problem solvers, effective communicators and natural collaborators.

A curriculum design of this nature, calls for transformative change at the societal level (Elkind, 2004)<sup>1</sup> and not just at the school and classroom levels. This is a call for all stakeholders, as users of the curriculum, to adopt a critical -reflective and reflexive stance and join learners in the quest for meaning, purpose and stability as they help to shape the world. By integrating principles from various disciplines and their related methodologies, learners who interact with the curriculum are provided with enriching experiences, opportunities for creative expressions and authentic exploration of problems from a classical standpoint as well as in the context of workplace learning. This is due to the fact that the NSC recognizes the importance of each discipline in the problem solving process and in development.

Assessment as an element of the curriculum becomes primarily a learning process for charting progress through self-corrective measures that are informed by feedback from peers and teacher-facilitator. By providing assessment criteria statements in the curriculum, teachers are encouraged to facilitate learners functioning as self and peer assessors. This approach should see the learner developing self-direction with

the support of mentors and coaches and forming an intrinsic desire to succeed. These attributes prepare them to face high stakes assessment as problems to be confronted with courage, a sense of readiness, insight and creative prowess.

These features of the NSC have the potential to influence learners' profile as Jamaicans who are gratified by an identity of cultural excellence that embodies moral obligations, intellectual rigour, innovativeness, environmental stewardship and productivity. The curriculum echoes the sentiments of our National Anthem, National Song and Pledge and serves as rich and credible source of the values and virtues that are woven together to convey the Jamaican identity. I wish for our school administrators, teachers, students and other stakeholders much success as they work with the document.

## **Dr Clover Hamilton Flowers**

**Assistant Chief Education Officer, Core Curriculum Unit, Ministry of Education, Youth & Information**

<sup>1</sup> Elkind, D. (2004). The problem with constructivism. *The Educational Forum*, 68(4), 306–12.

TERMS	DEFINITIONS/MEANINGS
Range of Content	Provides an overview of the concepts, knowledge, skills and attitudes that will be developed in a unit of study.
About the Unit	Gives a brief overview of the content, skills that are covered in the unit and the methodologies that are used. As well as the attitudes to be developed.
Standards	Statements that explain what all students are expected to know and be able to do in different content areas by the end of a course of study e.g. by the end of period spanning grades 4 – 9.
Attainment Targets	An attainment target is a desired or expected level of performance at the end of a course of work, within a given/specified teaching- learning period. Attainment targets identify the knowledge, skills and understanding which students of different abilities and maturities are expected to have by the end of each Grade. It is the standard that we expect the majority of children to achieve by the end of the grade.
Benchmarks	Behaviours students are expected to exhibit at different stages of development and age/ grade levels.
Theme/Strands	Unifying idea that recurs throughout a course of study and around which content, concepts and skills are developed.
Prior Learning	It is what students are expected to already know through learning and experience about a topic or a kind of text.
Specific Objectives	Specific objectives state what the student is expected to know or understand as a result of the learning experience. The specific objective is usually framed in the areas of the knowledge, skills and attitudes that the students are expected to achieve. Specific objectives tell us what the children will learn or will be taught.



TERMS	DEFINITIONS/MEANINGS
Suggested Teaching/Learning Activities	A teaching/learning activity is an organised doing of things towards achieving the stated objectives. They are suggested activities that are crafted in a way to be an efficient vehicle which can move the student between what is to be learnt (objective) and what the student is to become (outcome).
Key Skills	Gives a brief overview of the content, skills that are covered in the unit and the methodologies that are used. As well as the attitudes to be developed.
Assessment	<p>An assessment is a determination of whether intended results have been achieved. This section of the curriculum speaks to both the product that will be judged as well as the criteria against which it will be judged. It must be noted that this section does not introduce new activities. Instead, it speaks to the judging of the suggested teaching and learning activities.</p> <p>Formal assessment may be conducted with the aid of instruments (e.g. via written test, portfolio) or by requiring students to complete assigned tasks (e.g. performance), and is usually recorded against a predetermined scale of grading. Informal assessment (e.g. via observation or spontaneous student expression) may also reveal important evidence of learning.</p>
Points to Note	This section provides technical information that must be considered in delivering the unit. It may also include information that provides additional explanation of key concepts that may be unfamiliar to the teacher as well as suggestions for infusion within the unit.
Extended Learning	These are opportunities for students to utilise the knowledge and skills they would have acquired in the unit in authentic situations/experiences.
Learning Outcomes	A learning outcome is a demonstration/ behavioural evidence that an intended result has been achieved at the end of a course of study. The learning outcome tells us if pupils have understood and grasped what they have been learning.
Links to other Subjects	Suggests opportunities for integration and transfer of learning across and within different subject areas.
Key Vocabulary	This section consists of a number of words/phrases that addresses the skills, topics and content that must be covered in the unit.

The Language Arts/English Language programme developed for the National Standards Curriculum (NSC) is underpinned by the general theory of learner-centredness which is specified in the National Education Strategic Plan (2011-2020). This plan clearly outlines the following objective: “Develop learner-centred and competency-based curricula at all levels.” (pg. 44). The learner is, therefore, at the core of all teaching/learning experiences and the objectives, skills, activities, assessment criteria and learning outcomes of all units are written from the learner’s perspective. The learner’s full engagement and differences are taken into account and the dimensions of ability levels, interests, learning styles and gender are critical factors that were given great consideration during the development of the teaching units. This means that the traditional text-centred and teacher-centred approaches to English Language teaching/learning are now given far less focus (aspects of which are not totally eliminated) and learning through authentic real life contexts is being promoted. Learners now, for example, will engage in simulations in order to develop targeted skills; analyze and respond critically to literature; use different language/literature media to respond to given scenarios; create original products and use a replicable process to develop written pieces.

Language Arts teaching in the NSC embraces the integration of learning which is promoted by the existing primary and secondary curricula. As students learn Language skills related to the various strands and sub-strands, they will interface with content and methodologies from a range of disciplines including Science, Social Studies, Information Technology, Drama, Food and Nutrition, Guidance and Counselling to name a few. These disciplines, which are termed ‘cross-curricula links,’ are the avenues through which the Language content/skills are learnt and applied in authentic contexts.

The 21st century skills of communication, collaboration, critical thinking and creativity are also fully embraced and are promoted through the methodologies of simulations, group/peer-work, problem-based tasks and adequate allowance for exploration and innovation. The affective dimension is also foregrounded through specific objectives which when met, will help to facilitate the development of the aforementioned 21st century skills. Other values and attitudes, besides those exemplified through effective communication and cooperativeness in collaboration, are also developed through the inclusion of the affective dimension. Additionally, the themes selected, especially at the grades 7-9 level, are meant to help in shaping students to face the 21st century as rounded individuals. It is hoped that students will benefit from the learning contexts of these themes as they learn language and literature skills that will shape/guide them in becoming life-long learners who will make intelligent and wise choices.

Aspects of the Science, Technology, Engineering and Mathematics (STEM) methodology are embedded within the language programme but will not be explicitly reflected as in other disciplines which are the pillars of the methodology, such as Science, Mathematics and Technology. In Language Arts, STEM is reflected through the processes of learning and manipulating the language, such as the writing process; the communication and collaboration which help to drive processes and the responses of the Language learner to real-life issues through effective oral and written communication. It is also that aspect of creativity that enriches life's experiences and solves problems. The STEM methodology is used as the general approach to language application. It provides opportunities for learners to use their knowledge of the English Language to solve problems and function as valuable citizens.

In an attempt to achieve the objectives of true integration, the STEM methodology and foster the development of skills necessary for the 21st century learner, the Progressive Language Teaching model was used as the basis for the development of the Language programme from Grades 1-9. Progressive language teaching is task oriented, student-centred and provides opportunities for students to negotiate meaning and interact meaningfully with the language, rather than participating in activities that demand accurate repetition and memorization of sentences and grammatical patterns. It is believed that with this underpinning philosophy, learners will become more rounded users of the language and will be better able to negotiate meaning, expand their language resources, analyse how language is used, and take part in meaningful social interactions.





**GRADE 7**  
**ENGLISH LANGUAGE/LITERATURE**  
**TERMS 1 - 3 UNITS**

**TERM 1****Unit 1**

Distinguish between the use of specific SJE/JC structures

Activate/use prior knowledge of subject to make meaning of what is being said

Listen and evaluate a speakers' message whether explicitly stated or implied

Listen with a focus to respond to what is said using Standard Jamaican English and Jamaican Creol

Use appropriate nonverbal indicators of active listening, including maintaining eye contact, and nodding

Request clarification, where appropriate, while listening to a speaker

**Unit 2**

Distinguish between the use of specific SJE/JC structures

Extract main ideas from a speaker's presentation

Use different language forms for a range of creative purposes

**TERM 2****Unit 1**

Respond to the creative use of different language forms

Differentiate between fact and opinion in oral communication

Respond to the appropriateness of diction for audience and purpose

**Unit 2**

Evaluate the appropriateness of language form selected with reference to audience, context and purpose

Formulate and ask clarifying and probing questions in response to what is heard

Explain the techniques a speaker uses to achieve his/her purpose.

Speak confidently and competently to different audiences

Include relevant information in speech to satisfy purpose and audience

Give constructive criticism to peers to assist in improving oral presentations

**TERM 3****Unit 1**

Discuss the function(s) of different language forms in speakers' presentations

Respond to the appropriateness of diction for audience and purpose

Discuss the effects of techniques a speaker uses to achieve his/her purpose

Speak confidently and fluently, avoiding the use of speech fillers

Use language techniques including repetition and rhetorical questions for effect

Use a mix of SJE and JC where appropriate and effective

Give constructive criticism to peers to assist in improving oral presentations

**TERM 1****Unit 1**

Work cooperatively with their peers to examine strategies used to decode and decipher pronunciation and meaning of unknown vocabulary

Apply phonic skills to read words with silent consonants (e.g. h, b, gh] and letter strings starting with varying sounds

Identify root words and use these as clues to meaning

Read specialized content area vocabulary in isolation and in context

**Unit 2**

Work cooperatively with their peers to examine strategies used to decode and decipher pronunciation and meaning of unknown vocabulary

Recognize key words by applying specific word recognition clues including the use of affixes and context

Use analogy to help show the meaning of words through comparison of ideas

Read specialized content area vocabulary in isolation and in context

**TERM 2****Unit 1**

Work cooperatively with their peers to examine strategies used to decode and decipher pronunciation and meaning of unknown vocabulary

Recognize and read grade-appropriate irregularly spelled words

Use sentence level context as a clue to decipher the meaning of words

Utilise speed, accuracy and prosody in order to read grade level material fluently

Apply a variety of spelling and pronunciation rules in decoding unfamiliar vocabulary in isolation and in context

**Unit 2**

Work cooperatively with their peers to examine strategies used to decode and decipher pronunciation and meaning of unknown vocabulary

Use varying levels of context as clue to identify, extract and clarify the meaning of words

Apply a variety of spelling and pronunciation rules in decoding unfamiliar vocabulary in isolation and in context

**TERM 3****Unit 1**

Reflect on their own use of word recognition strategies and how they have improved as readers

Use syntactic clues focusing on word order, grammar and the natural sense of language flow to decipher unfamiliar words

Review and apply knowledge of connotation and denotation to determine the meaning of words.

Read with sufficient accuracy and fluency to support comprehension



**TERM 1****Unit 1**

Establish purpose for reading

Use various strategies to extract meaning from texts; e.g. previewing, paraphrasing, re-reading

Identify main ideas and supporting details in prose, poetry and excerpts from printed media.

Identify the elements of different genres of texts, including poetry, narratives, drama

Compare and contrast personal experiences with that of the protagonist and antagonist in novels, short stories and plays

**Unit 2**

Use various strategies to extract meaning from texts e.g. self-question/use of metacognitive strategies

Extract and interpret information presented at the literal, inferential and critical levels

Use the information emerging from prose, poetry, songs etc. to make inferences / deduction

Identify and use rhymes and onomatopoeia / onomatopoeic expressions to create vibrant and engaging poems

**TERM 2****Unit 1**

Read orally at the appropriate rate with proper enunciation, intonation and expression to demonstrate understanding of materials

Infer main idea from both narrative and expository texts

Identify and comment on the use of rhythm to create impact

Identify and analyse the use of alliteration to create rhythm and add impact to poetry

Identify and analyse major and minor themes in poetry and prose

Analyse a variety of narrative texts to determine how the setting contributes to meaning and may impact reader response

**Unit 2**

Read orally at the appropriate rate with proper enunciation, intonation and expression to demonstrate understanding of materials

Explain interpretations of increasingly complex or difficult texts using stated and implied ideas from the texts to support their interpretations

Analyse the use of alliteration to create rhythm and add impact to poetry

Conduct research on the components of a pyramid plot structure

Analyse a variety of narrative texts and explain how the plot contributes to meaning and may impact readers' response

**TERM 3****Unit 1**

Read orally at the appropriate rate with proper enunciation, intonation and expression to demonstrate understanding of materials

Infer the author's purpose/ intent (e.g. to inform, entertain, or explain) in a variety of texts

Identify and evaluate the use of metaphor in poetry

Analyse a variety of narratives and explain how the element of plot contributes to meaning and may impact reader response

Produce a wide range of written materials including short illustrated booklets and stories with clear evidence of the element of plot in narratives

Critically assess the plot structure of a novel and its movie adaptation



**TERM 1****Unit 1**

Use text features, such as chapter titles, headings and subheadings parts of books, including the index, appendix and table of contents and online tools (search engines) to locate information

Analyze and explain how specific organizational aids or external text features such as titles, sub-titles/subheadings guide the understanding of texts

Use study skill strategies to develop effective study habits

Work cooperatively with peers as they retrieve and share information

**Unit 2**

Use external text features (tables, graphs, pictures, diagrams) to retrieve and synthesize information from a variety of sources.

Assess meaningfulness of various sources of information, based on relevance to research focus

Continue to use study skills strategies to develop effective study habits

**TERM 2****Unit 1**

Use graphic organizers to explore the relationship between and among concepts/ ideas

Investigate and report on the features and ordering of bibliographic data

Prepare bibliography for information researched from books and other sources

Formulate a variety of topic-specific questions to guide research

Identify and use a variety of information sources for research purposes

Assess meaningfulness of various sources of information, based on relevance to research focus

**Unit 2**

Apply the use of internal text structures/ features to set out information retrieved in response to a particular question or topic

Prepare a research outline for a written presentation of a research project

Give peer feedback on research outlines prepared to carry out research project

Modify research outlines based on peer/ teacher feedback

Share constructive feedback on research products respectfully with peers

**TERM 3****Unit 1**

Use graphic organizers to understand the relationship between and among concepts/ ideas

Prepare and deliver oral reports / presentations of research processes and findings

Continue to use study skills strategies to develop effective study habits

Share constructive feedback on research products respectfully with peers

**TERM 1****Unit 1**

Generate sentences of different lengths and structure to make for easier reading

Use different sentence structure combinations as appropriate to different functions and types of writing

Adapt given sentences to avoid monotony and add dimension to writing

Select and use effectively, different punctuation marks for different writing functions (comma, exclamation)

**Unit 2**

Compare written pieces in order to model appropriate use of varied sentence structures (simple, compound sentences)

Use collective nouns appropriately in a range of written forms

Use ,with increasing skill and accuracy, punctuation marks such as colon and semicolon

**TERM 2****Unit 1**

Use transitional words to edit and add clarity to their own writing and that of others

Use the continuous tense of the verb appropriately in a range of written forms

Demonstrate an understanding of subject/verb agreement in structures where the subject is a Unit of Measurement

Use ,with increasing skill and accuracy, punctuation marks such as colon and semicolon

Use quotation marks to represent direct and indirect speech and to add clarity to their reading and writing

**Unit 2**

Use the past tense form of verbs appropriately in a range of written forms

Identify and use correct subject-verb agreement for singular and plural indefinite pronouns.

Identify and use correct subject – verb agreement for countable and uncountable nouns

Construct simple and compound sentences which incorporate correct subject –verb agreement for singular and plural forms of indefinite pronouns

Use quotation marks to represent direct and indirect speech and to add clarity to their reading and writing

**TERM 3****Unit 1**

Use sentences which demonstrate correct use of the past participle form of verbs

Construct sentences using correct subject verb agreement in sentences where the subjects are joined by the words or/nor

**TERM 1****Unit 1**

Use friendly letter format to compose apology letters for a variety of purposes

**Unit 2**

Use business letter format to compose business letters for a variety of purposes

Use knowledge of paragraph development to create vibrant and engaging compositions

**TERM 2****Unit 1**

Use adjectives, adverbs and verbs to enhance/enrich descriptions in written work

Use a variety of descriptive techniques to enrich written descriptions

Compose descriptive pieces to convey / depict information and ideas for a range of purposes

Write with increasing competence in Standard Jamaican English using appropriate structures and mechanics

**Unit 2**

Source and categorize descriptive pieces according to their organizational strategy

Sequence descriptions according to order of importance, chronological and spatial ordering.

Compose descriptive pieces for a range of purposes using appropriate organizational strategies.

Use words skillfully to create particular mood/atmosphere.

Outline and explain the major story elements in a range of narratives.

Plot stories using a variety of graphic organisers.

**TERM 3****Unit 1**

Establish a distinctive voice in their writing appropriate to the subject and audience

Write with increasing competence in Standard Jamaican English using appropriate structures and mechanics

Reflect on their own writing processes and experiences using tools such as journals, portfolios, blogs, etc.

Use a range of methods including descriptions and dialogue to generate engaging story openings

Use knowledge of descriptions to write interesting stories which are based on given themes.

## **About the Unit**

### **Our Personal Identity**

As learners prepare to face the challenges associated with their teenage years and identity, it is vital that they are encouraged to communicate freely regarding the issues associated with their personal identity. . This unit seeks to establish a community of language learners who can effectively communicate when speaking and writing in both Standard Jamaican English (SJE) and Jamaican Creole (JC).

This seven week unit seeks to develop language and literacy skills in the context of the theme “Our Personal Identity”. Students will engage in activities that require them to listen to extract meaning while using non-verbal indicators of active listening and asking probing questions to seek clarity. Listening in authentic or simulated settings will provide the opportunity for students to respond naturally and use language appropriately.

In this unit, students will be immersed in SJE in both oral and written forms. Specific focus will be given to sentence types, sentence structure (simple sentences) and the incorporation of punctuation such as commas and exclamation marks. At the same time students will use this knowledge along with the writing process to produce narrative texts which are of good quality in both content and structure. Students will also perfect their handwriting and develop their presentation skills.

In promoting the reading writing connection, students will be given opportunities to read their own and others’ work independently. They will decode words with silent letters using skills learnt at the primary level. To demonstrate reading and understanding as simultaneous processes, students will be exposed to vocabulary-building and word study activities which facilitate the construction of meaning while making connections to prior knowledge.

## **GUIDANCE TO THE TEACHER**

- Students must be encouraged to make reference to all resource materials created (e.g. materials mounted in the classroom or those placed in the resource centre)
- In looking at the portion of the unit on Reading for Information, students should not be exposed to the intricacies of the APA or MLA styles. Instead, basic referencing guidelines should be followed.
- Although all the stages of the Writing Process are not explicitly taught in unit one, term one, students must be engaged in using the Writing Process as a whole.
- Students should continue adding to their journals and portfolios as they progress to the other units and terms.
- The Language Arts strands should not be taught discretely; instead students should be given the opportunity to make the connections with all strands to understand Language and Literacy in a holistic manner.

**Prior Learning**

Check that students can:

- Apply a range of word recognition clues to identify new words
- Show knowledge of comprehension skills, including use of context clues, predicting outcomes, cause and effect relations, etc., to derive meaning.
- Demonstrate an understanding of texts' features
- Adopt a range of sentence structures in writing
- Demonstrate an understanding of the stages of the writing process
- Demonstrate sensitivity to writing for different purposes and audiences to narrate, to persuade and for a range of transactional purposes

**SPEAKING AND LISTENING**

**ATTAINMENT TARGET(S):**

Listen to, recall, understand and respond to speakers' messages, whether implicit or explicit



Recognise, value and make distinctions between home language and SJE to improve/acquire language and literacy competencies

**Theme: Our Personal Identity**

**OBJECTIVES:**

- Listen with a focus to respond to what is said using Standard Jamaican English and Jamaican Creole
- Use prior knowledge of subject to understand what is being said
- Listen and evaluate a speaker's message, whether explicitly stated or implied
- Use appropriate nonverbal indicators of active listening, including maintaining eye contact and nodding
- Request clarification, where appropriate, while listening to a speaker
- Distinguish between the use of specific SJE/JC structures



### ICT ATTAINMENT TARGETS:



**COMMUNICATION AND COLLABORATION** - Use technology to communicate ideas and information, and work collaboratively to support individual needs and contribution to the learning of others.



**RESEARCH, CRITICAL THINKING, PROBLEM SOLVING AND DECISION MAKING** - use appropriate digital tools and resources to plan and conduct research, aid critical thinking, manage projects, solve problems, and make informed decisions.



**DESIGNING AND PRODUCING** - use digital tools to design and develop creative products to demonstrate their learning and understanding of basic technology operations.



**DIGITAL CITIZENSHIP** - Recognise the human, ethical, social, cultural and legal issues and implications surrounding the use of technology and practice online safety and ethical behaviour.

### Suggested Teaching and Learning Activities

### Key Skills

### Assessment Criteria

Listen to a radio programme or podcast and write down the main ideas. In small group discussions, compare others' notes to their own and seek clarification when necessary.

- Listen for main ideas
- Take notes
- Compare ideas
- Collaborate to share ideas
- Ask questions to seek clarification

Discussions include the identification of main ideas, asking questions for clarity and the use of contrastive/comparative analysis to identify similarities/differences

In small groups, develop and simulate radio programmes, advertisements, etc. about teenage growth and development and career paths. Classmates will listen to, extract and note main ideas and the use of SJE/JC structures. Appropriately use SJE structures, including verb tenses, subject/verb agreement and sentence structure.

- Simulate formal scenarios
- Listen for main ideas
- Take accurate notes
- Use SJE structures




Main ideas accurately extracted, notes accurately taken and SJE used appropriately

Make use of nonverbal indicators to communicate understanding or lack of understanding during teaching and learning.

- Use nonverbal indicators

Nonverbal indicators appropriately used to indicate active listening

## READING WITH FLUENCY AND RECOGNITION (WORD RECOGNITION AND VOCABULARY)

<p><b>ATTAINMENT TARGET(S):</b></p> <p> <b>AT1</b> Use a range of word recognition clues to identify new words</p> <p> <b>AT2</b> Automatically recognise words through repeated exposure and mnemonic devices</p> <p> <b>AT3</b> Build vocabulary through various strategies</p>	<p><b>OBJECTIVES-Students will:</b></p> <ul style="list-style-type: none"> <li>• Apply phonic skills to read words with silent consonants (e.g. h,b,g) and letter strings starting with varying sounds</li> <li>• Read specialised content area vocabulary in isolation and in context</li> <li>• Identify root words and use these as clues to meaning</li> <li>• Work cooperatively with their peers to examine strategies used to decode and decipher pronunciation and meaning of unknown vocabulary</li> </ul>
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Suggested Teaching and Learning Activities	Key Skills	Assessment Criteria
<p>Work in groups to create a variety of word games (wordo, hopscotch, etc.) to practise decoding a variety of words with silent letters (e.g. honour, Thomas, comb). Word games may be created online.</p>	<ul style="list-style-type: none"> <li>• Decode words with silent letters</li> </ul>	<p>Words with silent letters appropriately decoded and used to create word games</p>
<p>Plan and execute a 3-minute demo video to showcase the use of analogy to decode words that represent various careers and professions</p>	<ul style="list-style-type: none"> <li>• Analyse unfamiliar words</li> </ul>	<p>Videos effectively indicate the steps involved in using analogy to decode the given words</p>
<p>Research root words and compile a list of words which belong to the same root word (e.g. ROOT: ambul-: amble, ambulant, ambulance). Work in groups to create a tree diagram using word sets from their compiled lists. Place the root word and its meaning at the base of the tree and its derivatives and their definitions on the branches. Discuss how knowledge of the origin of the words can aid in arriving at their meaning.</p>	<ul style="list-style-type: none"> <li>• Identify root words</li> <li>• Use root words as clues to meaning</li> </ul>	<p>List of root words accurately compiled. The relationship between root words and their derivatives satisfactorily identified</p>

## READING FOR MEANING AND ENJOYMENT (COMPREHENSION AND LITERATURE)

<p><b>ATTAINMENT TARGET(S):</b></p> <p><b>AT1</b> Read for meaning, fluency and enjoyment of texts, using a variety of clues to gain information and identify ideas and events</p> <p><b>AT2</b> Connect experiences and ideas in text to their own lives</p> <p><b>AT3</b> Recognise and comment on the elements of literature in its different genres</p>	<p><b>OBJECTIVES-Students will:</b></p> <ul style="list-style-type: none"> <li>• Identify main ideas and supporting details in prose, poetry and excerpts from printed media</li> <li>• Use various strategies to extract meaning from texts, e.g. previewing, paraphrasing, re-reading</li> <li>• Establish purpose for reading</li> <li>• Compare and contrast personal experiences with that of the protagonist and antagonist in novels, short stories and plays</li> <li>• Identify the elements of different genres of texts, including poetry, narratives and drama</li> </ul>
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Suggested Teaching and Learning Activities	Key Skills	Assessment Criteria
Read a short passage from a selected text then compile a book report detailing the main themes and supporting details.	• Decode words with silent letters	Words with silent letters appropriately decoded and used to create word games
Select a piece of text related to self-esteem, growth and development, goals and ambitions, etc. Create a graphic organizer or strategy poster demonstrating how they use re-reading, previewing, reading ahead or self-questioning to extract meaning. Share with the class and mount on wall or display board.	• Analyse unfamiliar words	Videos effectively indicate the steps involved in using analogy to decode the given words
Read literature text and complete reader response journal or Venn diagram comparing themselves to either the antagonist or the protagonist	• Analyse unfamiliar words	Videos effectively indicate the steps involved in using analogy to decode the given words
Read literature text then complete story maps exploring the various elements	• Identify elements of narratives	Story maps adequately highlight all narrative elements
Read a variety of poems to identify lines that contain examples of similes and use word processing software to compile a “Book of Similes”, to be placed in the class resource centre	• Identify examples of similes in text	Book of Similes contains appropriate examples of similes

## READING FOR INFORMATION (STUDY SKILLS AND RESEARCH)

<p><b>ATTAINMENT TARGET(S):</b></p> <p> Identify and use text features to support navigation of texts retrieving and synthesising information gained from a range of sources</p> <p> Research activities on issues and interests by generating ideas and exploring texts using a range of strategies</p>	<p><b>OBJECTIVES-Students will:</b></p> <ul style="list-style-type: none"> <li>Analyse and explain how specific organizational aids or external text features, such as titles, sub-titles and subheadings, guide the understanding of texts</li> <li>Use text features, such as chapter titles, headings and subheadings parts of books, including the index, appendix and table of contents and online tools (search engines) to locate information</li> <li>Use study skill strategies to develop effective study habits</li> <li>Work cooperatively with peers as they retrieve and share information</li> </ul>
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### Suggested Teaching and Learning Activities

### Key Skills

### Assessment Criteria

#### STUDENTS WILL:

Skim given reading materials using organizational aids (external text features), such as titles, subtitles and key notes/words, and comment on how they help in understanding and collecting information from the text.

- Skim material
- Use text features/ organizational aids
- Reflect on use of text features

Responses adequately indicate an understanding of text features and the benefits of using them to do research and extract meaning from text

Engage in an oral speed quiz to use various parts of the book to locate information in texts (e.g. In what part of the book will I find a summary of the information covered in the book?)

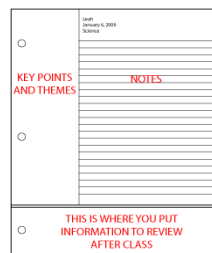
- Manipulate parts of the book to locate information

Parts of the book appropriately and competently used to locate information

Research the Cornell Notes graphic organizer. Download or create a Cornell Notes template. In small groups, use the template to take notes from informational/literary texts. Discuss how effective note taking may enhance their study routine.



- Develop note taking skills

Cornell Notes template effectively used to capture information from assigned text(s)



<https://group2learningstrategies.wikispaces.com>

## LANGUAGE STRUCTURE (GRAMMAR AND CONVENTIONS)

<p><b>ATTAINMENT TARGET(S):</b></p> <p> Use and adapt a range of sentence structures according to context, distinguishing between SJE and JC</p> <p> Write sentences which are grammatically accurate and correctly punctuated, using SJE appropriately</p>	<p><b>OBJECTIVES-Students will:</b></p> <ul style="list-style-type: none"> <li>• Generate sentences of different lengths and structure</li> <li>• Adapt given sentences to avoid monotony and add dimension to writing</li> <li>• Use different sentence structure combinations as appropriate to different functions and types of writing</li> <li>• Select and use effectively different punctuation marks for different writing functions (comma, exclamation)</li> </ul>
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Suggested Teaching and Learning Activities	Key Skills	Assessment Criteria
<p><b>STUDENTS WILL:</b></p> <p>Rewrite given paragraphs on different aspects of positive behaviours to include sentences of different lengths and types (imperative, declarative, simple, compound, complex). Post rewritten pieces in classroom and provide feedback to peers on sticky paper. Alternatively, paragraphs may be posted online and feedback be supplied via an online forum.</p> <p>Work in groups or pairs to convert sentences written as statements to questions or commands, and vice versa.</p> <p>E.g. We show respect to our classmates. (Statement/Declarative) Are you respectful to your classmates? (Question/Interrogative) Show respect to your classmates. (Command/Imperative)</p> <p>Discuss the kinds of writing in which different types of sentences are mainly used.</p> <p>e.g.</p> <ul style="list-style-type: none"> <li>• Narrative/Story Writing – All types</li> <li>• Instructions/Directions – Imperative</li> <li>• Dialogue/Play – All Types</li> <li>• Information/Explanation – Declarative</li> </ul>	<ul style="list-style-type: none"> <li>• Use different sentence lengths and types</li> <li>• Provide feedback to peers</li> <li>• Convert given sentences to other sentence types</li> <li>• Discuss types of sentences</li> </ul>	<p>Paragraphs competently rewritten to include different sentence lengths and types. Feedback satisfactorily provided on rewritten paragraphs</p> <p>Sentences accurately converted to different sentence types and discussed</p> <p>Different types of sentences effectively used in writing</p>



## Suggested Teaching and Learning Activities

## Key Skills

## Assessment Criteria

### STUDENTS WILL:

Talk about the use of the different types of punctuation marks (comma, exclamation mark, etc.) and examine examples of cases in which they are used. Review pieces written with punctuation marks omitted. Work in pairs to indicate the correct mark that should be inserted.

- Use punctuation marks

Punctuation marks correctly inserted

Read two samples of a sentence with identical content but with punctuation marks in different places. Discuss which one is clearer to them and why. Discuss how the correct or incorrect use or absence of punctuation marks affects their understanding.

- Use punctuation marks to determine meaning

Explanation of how the meaning of text is impacted by use/placement of punctuation marks is logical and satisfactory

Work in groups to create pieces on topics given. Highlight punctuation marks used. Display/share their work with the class and critique each other's work with emphasis on the use of punctuation marks.

E.g.

Group 1 – Write a paragraph for the class newspaper titled "Respect is earned, not demanded" Paragraph could be typed using word processing software and displayed in an area of the class. Post paragraphs online via class wiki/blog. Encourage peers to read and comment on other posts.

Group 2 – Create an advertisement on being punctual using non-electronic or electronic media.

Group 3- Compose a jingle on the theme "Punctuality"





Group 4- Devise a slogan about taking care of the environment Use their knowledge of simple sentences to do oral and written retellings of the events from a narrative read in class.

- Use punctuation marks for different purposes
- Enter text
- Post comments
- Create and format document
- Construct simple sentences

Types and use of punctuation marks accurately identified and assessed using established checklist

Simple sentences appropriately used to sequence story events

## COMMUNICATION (WRITING)

ATTAINMENT TARGET(S):	OBJECTIVES-Students will:
 Develop approaches to the writing process to enable them to organize their ideas into a coherent structure including layout, sections and paragraphs	<ul style="list-style-type: none"> <li>• Use the friendly letter format to compose apology letters for a variety of purposes</li> </ul>
 Write to narrate, to persuade and for a range of transactional purposes, using SJE and JC appropriately and incorporating multimedia approaches to their writing	
 Write well-constructed paragraphs using linking/transitional words/phrases within and between them	
 Use appropriate handwriting style	

### Suggested Teaching and Learning Activities

### Key Skills

### Assessment Criteria

#### STUDENTS WILL:

Complete a crossword puzzle requires them to provide the components of a friendly letter. Share and discuss.

In groups, complete a letter-writing worksheet where they explore and record possible ways to do the following:

- 1.Begin an apology letter
- 2.Close an apology letter
- 3.Apologise for a variety of offences

Choose one of the offences described in Part 3 and compose an apology letter to a friend surrounding the scenario.

Develop a checklist/rubric for assessing informal apology letters. Use this checklist to review the letter prepared by another group.

Revise and edit letters and display them on the class display board.

- Complete puzzles
- Generate ideas for writing
- Compose apology letter
- Review and edit letter
- Publish finished pieces

Components of the friendly letter accurately used to complete puzzle

Worksheet satisfactorily completed using a variety of letter-writing approaches

Apology letter effectively composed, revised and edited with keen attention to content, use of language and organisation

## Learning Outcomes

Students will be able to:

- ✓ Identify main ideas in speech or written work
- ✓ Use a variety of word attack skills to decode unfamiliar words
- ✓ Use knowledge of vocabulary-building strategies to derive meaning from text
- ✓ Use text features to locate information from a variety of sources
- ✓ Write with increased competence in SJE
- ✓ Apply the stages of the writing process in producing friendly and apology letters
- ✓ Distinguish between the various genres of literature
- ✓ Make connections between personal experiences and details from a variety of texts
- ✓ Create audio recordings depicting competence in SJE

## Points to Note

Select reading materials that are at the students' level and suit their interest

Always model new strategies then provide independent practice  
Encourage/promote the reading writing connection

Encourage students to use the knowledge garnered from the various strands to enhance their overall performance in Language Arts

Monitor students' use of the internet

## Extended Learning

- Make connections with texts read outside of the classroom
- Use literary devices to add impact and meaning to their communication (both formal and informal)
- Use study skills to carry out research activities and studies in other subject areas
- Write narratives based on personal activities and events
- Use word attack skills during independent reading at home, in the library, when assisting younger siblings, etc. to decode unfamiliar words
- Practise using nonverbal indicators in social settings to indicate active listening and effective communication
- Maintain a learning log to reflect on their own learning and understanding of various topics and subjects

## Resources

- Radio programme
- Podcast
- Sample word games
- Sample crossword puzzles
- Book report template
- Internet
- WebQuest worksheets
- Graphic organizers

## Key Vocabulary

- Prose
- Poetry
- Drama
- Theme
- Main idea
- Supporting detail
- Text features
- Antagonist
- Protagonist
- Simile
- Checklist

## Links to Other Subjects

- Guidance and Counselling – Personal Growth and Development, Goals and Interests
- Religious Education – Identity
- Art and Craft – Design posters
- Information Technology – Internet use (accessing, creating and using WebQuest, podcasts)
- Drama – Demo video
- Library Science – Study skills (text features)

## **About the Unit**

### **Social Identity**

The following unit seeks to ensure that students gain adequate mastery of a range of skills and applications. Students advancing through Grade 7 are expected to meet the grade-specific standards while retaining and further developing skills and understandings mastered in previous grades. This unit, entitled “Our Social Identity”, uses the Literature-based approach to provide a context for students’ exposure to the skills and concepts being reinforced or developed. The unit encompasses concepts related to range of skills which constitute the six Language Arts strands and seeks to provide the scaffolding students need as they develop their use of the English Language.

## **GUIDANCE TO THE TEACHER**

This unit extends and reinforces skills previously introduced in Term, 1 Unit 1 and addresses skills in different strands using the literature-based approach. The literature-based approach is research-based and has proven to be useful in the transfer of Language Arts skills. It is based on the use of a wide range of texts such as annotated pictures, diagrams, cartoons, e-mails and blogs which are based on a particular theme. It allows the teacher to develop material at the students’ readability and interest levels and supports making connections and identifying the links among the Language Arts strands.

It is also important to note that in cases where the activities give students the opportunity to practise rather than learn specific language skills, the teacher should explicitly teach rules, structures and strategies prior to these activities.



**Prior Learning**

Check that students can:

- Listen in order to respond to information
- Use inflectional endings
- Use coordinating conjunctions
- Determine sentence structures based on given features
- Distinguish between SJE and JC

**LISTENING AND SPEAKING**

**ATTAINMENT TARGET:**

Recognise, value and make distinctions between home language and Standard Jamaican English to improve/ acquire language and literacy competencies

**Theme: Social Identity**

**OBJECTIVES:**

- Distinguish between the use of specific SJE/JC structures
- Use different language forms for a range of creative purposes
- Extract main ideas from a speaker's presentation

## ICT ATTAINMENT TARGETS:



**COMMUNICATION AND COLLABORATION** - Use technology to communicate ideas and information, and work collaboratively to support individual needs and contribution to the learning of others.



**DIGITAL CITIZENSHIP** - Recognise the human, ethical, social, cultural and legal issues and implications surrounding the use of technology and practice online safety and ethical behaviour.

### Suggested Teaching and Learning Activities

### Key Skills

### Assessment Criteria

#### STUDENTS WILL:

Listen to poems, stories and other speech presentations made in Jamaican Creole (JC) and Standard Jamaican English (SJE).

(a) Distinguish between the structures of both languages focusing on sound system, structure of words/spelling, pitch of voice, grammatical structure and meaning.

(b) Determine which language structures would be appropriate in various social settings and groups.

- Listen attentively
- Differentiate between
- JC and SJE language structures

Responses adequately demonstrate knowledge and use of appropriate language structures to suit language forms and context

In groups, perform various pieces – speeches, drama, stories (including Anancy stories) and poems – using Jamaican Creole and Standard Jamaican

English appropriately. This activity can be recorded and played back for students to critique each group to highlight the SJE/JC structures and state

whether they were used appropriately. Select one of the pieces performed and use a graphic organizer to list the main ideas emerging from what was heard.

- Use SJE/JC appropriately
- Record narration
- Identify main ideas

Critique adequately demonstrates knowledge of appropriate SJE and JC structures

Main ideas emerging from spoken pieces accurately represented in graphic organizer

## ATTAINMENT TARGETS

## OBJECTIVES

### READING WITH FLUENCY AND RECOGNITION

Use a range of word recognition clues to identify and understand new words

Use context clues to determine the meaning of technical and specialised words

- Recognise key words by applying specific word recognition clues including the use of affixes and context
- Use analogy to help show the meaning of words through comparison of ideas
- Work cooperatively with their peers to examine strategies used to decode and decipher pronunciation and meaning of unknown vocabulary
- Read specialised content area vocabulary in isolation and in context

### ICT ATTAINMENT TARGETS:



RESEARCH, CRITICAL THINKING, PROBLEM-SOLVING AND DECISION MAKING - use appropriate digital tools and resources to plan and conduct research, aid critical thinking, manage projects, solve problems, and make informed decisions.



DIGITAL CITIZENSHIP - Recognise the human, ethical, social, cultural and legal issues and implications surrounding the use of technology and practice online safety and ethical behaviour.

### OBJECTIVES:

#### Students should be able to:

- Recognise key words by applying specific word recognition clues including the use of affixes and context
- Use analogy to help show the meaning of words through comparison of ideas
- Work cooperatively with their peers to examine strategies used to decode and decipher pronunciation and meaning of unknown vocabulary
- Read specialised content area vocabulary in isolation and in context

## Suggested Teaching and Learning Activities

## Key Skills

## Assessment Criteria

### STUDENTS WILL:

In small groups, compile a list of challenging words which contain affixes. Break words into their constituent parts (prefix, root word, suffix) and write each part on word cards. Scramble the word cards and exchange with another group who will use sets of three cards (prefix, root word and suffix) to form complete words.

Use their knowledge of affixes (or research) to arrive at the meaning of the words. Present their word sets to the class, explaining how they used the affixes to decipher meaning.

- Manipulate root words and affixes
- Decipher word meanings

Affixes correctly added to English root words in order to expand words.

Affixes accurately used to decipher word meaning.

Read about analogies and how they can help readers to derive meaning. Examine a number of analogies to determine the type of relationship (cause to effect, synonym, antonym, definition, etc.) which exists between the words. For example:

impound: seize (**synonym**)  
represent: portray (**synonym**)  
contaminated: pure (**antonym**)  
unconquerable: feeble (**antonym**)

Complete analogies which have a word missing from the comparison and identify the type of relationship being explored in the comparison, for example:

\_\_\_\_\_ : cowardly (**antonym**)  
vivid: dull (**antonym**)

Create analogies of their own using parameters given by their teacher/peers.

- Make comparisons
- Identify word relationships
- Create analogies

Type of relationship which exists in analogies correctly identified

Meaning of words accurately deciphered using the relationship clues established in analogies

Analogies satisfactorily created using specified criteria

## ATTAINMENT TARGETS

### READING FOR MEANING AND ENJOYMENT (COMPREHENSION AND LITERATURE)

Read for meaning, fluency and enjoyment of texts, using a variety of clues to gain information and identify ideas and events

Use deduction/inference to interpret information and ideas and to predict outcomes

Connect experiences and ideas in text to their own lives

#### Literature

Recognise and comment on elements of literature in different genres

## OBJECTIVES

### Students should be able to:

- Use various strategies to extract meaning from texts., e.g. self-question/ use of metacognitive strategies
- Use the information emerging from prose, poetry, songs, etc. to make inferences/deduction.
- Extract and interpret information presented at the literal, inferential and critical levels
- Identify and use rhymes and onomatopoeia/onomatopoeic expressions to create vibrant and engaging poems

### ICT ATTAINMENT TARGETS:



COMMUNICATION AND COLLABORATION - Use technology to communicate ideas and information, and work collaboratively to support individual needs and contribution to the learning of others.



DIGITAL CITIZENSHIP - Recognise the human, ethical, social, cultural and legal issues and implications surrounding the use of technology and practice online safety and ethical behaviour.

### OBJECTIVES:

#### Students should be able to:

- Use various strategies to extract meaning from texts., e.g. self-question/ use of metacognitive strategies
- Use the information emerging from prose, poetry, songs, etc. to make inferences/deduction.
- Extract and interpret information presented at the literal, inferential and critical levels
- Identify and use rhymes and onomatopoeia/onomatopoeic expressions to create vibrant and engaging poems

## Suggested Teaching and Learning Activities

## Key Skills

## Assessment Criteria

### STUDENTS WILL:

Think aloud while using metacognitive strategies before, during and after reading. Be guided to ask themselves questions before, during and after reading such as:

- What do I know about this subject/topic/issue?
- Do I know what I need to know?

- Self-question before, during and after reading
- Reread, skim, scan, read ahead

Think Aloud and Fix Up strategies effectively used to self-question and locate answers (skim, scan)

Think Aloud strategy effectively demonstrated



## Suggested Teaching and Learning Activities

## Key Skills

## Assessment Criteria

### STUDENTS WILL:

- Do I know where I can go to get information about it?
- How much time will I need to learn this?
- What are some strategies and tactics that I can use to learn this?
- Did I understand what I just heard, read or saw?
- How will I know if I am learning at an appropriate rate?
- How can I spot an error if I make one?
- How should I revise my plan if it is not working to my expectation/satisfaction?

- Self-question before, during and after reading
- Reread, skim, scan, read ahead

Think Aloud and Fix Up strategies effectively used to self-question and locate answers (skim, scan)

Think Aloud strategy effectively demonstrated

Skim, scan, reread and read ahead to locate answers for meaning making.

Be guided through the process of drawing inferences from cartoons, comic strips, poems, advertisements, etc. Review the process using the KIS strategy (Key words, Infer, Support). Complete a table highlighting:

- Use inference skills

Inferences accurately demonstrated in completed table

Teacher's Question	It Says (Text)....	I Say....	And So....

In small groups, read various genres of texts pertaining to the unit title and identify elements that are specific to them. Share the elements in a creative manner (e.g. using role play to depict theme).

Create stage properties to depict setting.

Join an online book club that exposes them to various genres of texts. Contribute to class wiki about books read.

- Identify elements in genres
- Navigate digital content
- Post comments online

Creative pieces satisfactorily reflect elements of genres

## Suggested Teaching and Learning Activities

## Key Skills

## Assessment Criteria

### STUDENTS WILL:

Read selected texts. Take on the role of a character from the texts. Work in pairs to interview each other to find out detailed information about the chosen character. Take turns interviewing each other. Answer questions from the audience/class.

- Role play
- Interview peers
- Respond to questions

Interviews adequately demonstrate complete understanding and knowledge of the various characters.

Write character profiles of various characters using specific guide questions, e.g.:

- What do you want the audience to learn about the character(s)?
- What details from the story help them to learn this?
- How would you present these details (in your profile)?

- Compare and contrast
- Analysis of characters
- Write character profile
- Discuss characters

Character profiles adequately demonstrate knowledge of characteristics of the specified characters

Discuss some actions of characters and note comments from other characters. From the information obtained, determine the traits shown by the character and what can be learnt about each character.

Comparison adequately highlights similarities and differences in the attitudes and behaviours of different characters

Select two characters. Compare and contrast aspects of their character/attitude/behaviour.

Work in groups to collect poems. Delete key verbs in the poems. Exchange poems with other groups to complete the blanks with suitable onomatopoeia/onomatopoeic expressions. Share poems with peers/classmates.

- Identify and use onomatopoeia/
- onomatopoeic expressions

Poems effectively use onomatopoeia/onomatopoeic expressions

## ATTAINMENT TARGETS

### READING FOR INFORMATION (RESEARCH AND STUDY SKILLS)

Identify and use text features to support navigation of texts ,retrieve and synthesise information gained from a range of sources

Research activities on issues and interests by generating ideas and exploring texts using a range of strategies

Understand the importance of the legal and ethical practices in research

### ICT ATTAINMENT TARGETS:



RESEARCH, CRITICAL THINKING, PROBLEM-SOLVING AND DECISION MAKING - use appropriate digital tools and resources to plan and conduct research, aid critical thinking, manage projects, solve problems, and make informed decisions.



DIGITAL CITIZENSHIP - Recognise the human, ethical, social, cultural and legal issues and implications surrounding the use of technology and practice online safety and ethical behaviour.

## OBJECTIVES

### Students should be able to:

- Use external text features (tables, graphs, pictures, diagrams, etc.) to retrieve and synthesise information from a variety of sources
- Continue to use study skills strategies (e.g. mnemonics) to develop effective study habits

## Suggested Teaching and Learning Activities

## Key Skills

## Assessment Criteria

### STUDENTS WILL:

Observe pictures without caption, possibly from a newspaper or a magazine (pictures should show people interacting or reacting to something). After perusing the picture, try to mentally compose an explanation for what is happening. Look at all areas of the picture for details and helpful information. Write as much as possible to explain what is happening in the picture. Compare their ideas with the original caption of the picture.

- Use and interpret pictorial information

Pictorial information adequately used to derive suitable interpretation

Create rhyme or poem mnemonics to aid their memory of facts read about social identity in informational/narrative texts.

- Use mnemonic devices to develop memory

Memory of information read sufficiently enhanced by use of mnemonic poems/rhymes

## ATTAINMENT TARGETS

### LANGUAGE STRUCTURE (GRAMMAR AND CONVENTIONS)

Use and adapt a range of sentence structures according to context, distinguishing between SJE and JC

Write sentences which are grammatically accurate and correctly punctuated, using SJE appropriately

## OBJECTIVES

### Students should be able to:

- Use collective nouns appropriately in a range of written forms
- Use, with increasing skill and accuracy, punctuation marks (such as the colon and semicolon)
- Compare written pieces in order to model appropriate use of varied sentence structures (simple, compound sentences)

## Suggested Teaching and Learning Activities

## Key Skills

## Assessment Criteria

### STUDENTS WILL:

Complete a collective noun crossword puzzle and use at least six of the collective nouns to write for a purpose of choice (letter, story, poem, etc.)

- Use collective nouns

Written work accurately demonstrates use of collective nouns

Play offline/online games (e.g. <http://www.bbc.co.uk/skillswise/game/en28conn-game-is-this-a-compound-sentence>) where they determine if a sentence is simple or compound. Provide justification for responses.

- Distinguish simple and compound sentences
- Vary sentence structure

Sentence types correctly identified in games

Written pieces satisfactorily depict effective use of different sentence types

Analyse the use of varied sentence structures in articles from the newspaper/school magazine which encourage school pride. Reflect on the exercise by recording possible reasons for varying sentence types in writing. Write brief pieces as examples of each reason given.

Review a model text relating to social identity issues (e.g. Prime Minister's Inaugural Address, Martin Luther's 'I Have a Dream' speech) highlighting each colon or semicolon. Working in pairs, discuss the author's use of these punctuation marks:

- Use colon and semicolon
- Investigate rules for colon and semicolon usage

Discussion adequately reflects the rules for colon and semicolon usage

Colon and semicolon effectively used to edit written work

1. Why would the writer choose a semicolon instead of a comma or a period?
2. Based on the evidence you found in the text, revise your rule for using the colon.

After a discussion of the rules, work independently to edit a piece of their own writing, using the colon and semicolon appropriately.

Use two model texts to compare the use of the colon and semicolon.

## Suggested Teaching and Learning Activities

## Key Skills

## Assessment Criteria

### STUDENTS WILL:

Read/View and discuss material in which simple and compound sentences are used to present different scenarios. For example, simple/ short sentences are used for giving instructions, and for creating the impact of shock or excitement; compound sentences are used for combining ideas when summarising.

Construct paragraphs on different scenarios to demonstrate appropriate contexts for use of each sentence type.

- Formulate compound sentences
- Formulate simple sentences
- Identify contexts for using different sentence types

Paragraphs reflect appropriate use of simple and compound sentences

## ATTAINMENT TARGETS

## OBJECTIVES

### COMMUNICATION (WRITING)

Write to narrate, to persuade and for a range of transactional purposes, using SJE and JC appropriately and incorporating multimedia approaches to their writing

Write well-constructed paragraphs using linking/transitional words/phrases within and between them

### Students should be able to:

- Use business letter format to compose business letters for a variety of purposes
- Use knowledge of paragraph development to create vibrant and engaging compositions

### ICT ATTAINMENT TARGETS:



DESIGNING AND PRODUCING - use digital tools to design and develop creative products to demonstrate their learning and understanding of basic technology operations.



DIGITAL CITIZENSHIP - Recognise the human, ethical, social, cultural and legal issues and implications surrounding the use of technology and practice online safety and ethical behaviour.

## Suggested Teaching and Learning Activities

## Key Skills

## Assessment Criteria

### STUDENTS WILL:

Compile a checklist of the features of a good business letter. Search online or offline for samples of business letters. Use the checklist to critique these samples.

Use the stages of the writing process to organize ideas for the following activities:

1. A letter to the principal requesting permission to have a School Pride Week

A letter to the principal requesting permission to visit a club in another school in order to participate in their week of activities

- Identify features of a good letter
- Evaluate letters
- Compose letters
- Use appropriate letter format
- Use accurate language structure and punctuation

Features of a good business letter accurately compiled and used to effectively evaluate sample letters

Business letters adequately reflect relevant details, appropriate format, accurate language structure and accurate punctuation

Discuss in groups ways in which adolescents could develop a stronger sense of their social identity. Use the discussion points to create a diagram/map of how their composition will be organized into paragraphs. Discuss their maps with a writing partner and edit if necessary.

Develop a draft composition and post it on the classroom wall for a 'Wow and Wonder Gallery Walk'. During the walk read at least two draft compositions and write at least one compliment beginning with the word "Wow" and one constructive criticism beginning with the words "I Wonder".

Discuss feedback with their writing partners and use the feedback to improve composition.

Use alternative formats for writing such as video-editing/audio-editing programmes to develop stories in formats other than text.

- Generate ideas
- Plan compositions
- Write compositions
- Evaluate peer work
- Review/edit composition
- Create digital stories

Compositions proficiently developed from ideas generated in discussion



## Learning Outcomes

Students will be able to:

- ✓ Write narration using a variety of techniques
- ✓ Use a range of skills to decode unfamiliar words
- ✓ Communicate effectively with correct grammar both orally and in writing
- ✓ Read for a wide range of purposes
- ✓ Apply a wide range of skills to the reading process
- ✓ Use figurative devices to create engaging texts
- ✓ Communicate and collaborate safely online when sharing and commenting on wikis/blogs
- ✓ Navigate electronic media safely to locate information on plagiarism

## Points to Note

The teacher should locate additional reading resources and literature related to the theme and place in the class library.

Remind students to:

- Recognise some of the dangers associated with internet use and demonstrate safe online behaviours.
- Recognise and acknowledge the owners or creators of digital materials and encourage others to do so.
- Demonstrate respectful, responsible and clear online communication.

## RESOURCES

- Radio programme
- Podcast
- Sample word games
- Sample crossword puzzles
- Book report template
- Internet
- WebQuest worksheets
- Graphic organizers

## Extended Learning

Use the ability to manipulate root words and affixes to create games in which points are awarded for the difficulty of the new word formed based on the number of affixes used.

To motivate students to write, the following could be employed:

- Students can post comments on discussion threads posted by the teacher on the class wiki
- Create class blogs for students to write about relevant issues

## KEY VOCABULARY

- Analogy
- Deduction
- Narration
- Social identity
- Onomatopoeia
- Rhyme
- Business letters
- Collective nouns
- Colon
- Semicolon

## Links to Other Subjects

- Religious Education – Social Identity
- Library Studies – Study Skills (external text features)
- Information Technology – Internet Use

## **About the Unit**

### **Adopting Positive Behaviours**

In this unit, the students' language skills and competencies will be further enhanced as they are exposed to activities based on the broad theme "Adopting Positive Behaviours". Activities will span all the strands, with subthemes relating to issues such as ethics, respect and time management. Students will continue to improve their oral expressive skills through exposure to a variety of listening and speaking activities. In the area of word recognition and vocabulary development, students will explore a variety of spelling and pronunciation rules in decoding and deciphering unfamiliar vocabulary. Attention will also be paid to the development of fluency, speed, accuracy and prosody.

In comprehension and literature, students will continue to explore prose and poetry. They will be guided in identifying and analysing salient themes and commenting on their effectiveness in evoking particular responses. At this level, the elements of literature targeted in poetry and prose are rhythm, alliteration and setting. Students will analyse and comment on the effectiveness of these elements in a variety of texts then use their knowledge to compose original works using these elements. For research and study skills, students will explore various sources of information as well as how to organize and present this information in bibliographies.

In the area of language structure, students will be guided in understanding and using transitional words, quotation marks, the continuous verb tense and the measurement of money, time, and distance in ensuring subject-verb agreement. Students will also practise using quotation marks to represent direct speech. These structural elements will be explored in the context of descriptive writing. Students will therefore review the necessary descriptive devices such as adjectives, adverbs, verbs, sensory details and figures of speech.

Overall, students will explore a variety of literature focusing on the skills necessary to derive meaning and communicate understanding in oral and written forms.

## **GUIDANCE TO THE TEACHER**

There are some areas studied in Term 1 which will not be retaught in this unit but must be reinforced. While there are no activities explicitly aligned to these areas, the teacher should use teachable moments to make reference to them as students continue to apply the skills acquired in earlier classes. For example, students should be reminded that in descriptive writing, they should use the descriptive techniques previously learnt. They should also be encouraged to automatically recognise words and use a range of word recognition clues to identify unfamiliar words while reading and encoding while writing.

It is also important to note that in cases where the activities give students the opportunity to practise rather than learn specific language skills, the teacher should explicitly teach rules, structures and strategies prior to these activities.

**Prior Learning**

Check that students can:

- Apply word recognition strategies
- Listen and evaluate a speaker's message
- Use text features to navigate text
- Generate ideas for research
- Determine credible sources
- Identify the main ideas and supporting details of a text
- Use strategies to extract meaning from a text
- Generate and organize ideas for writing
- Write paragraphs

**SPEAKING AND LISTENING****ATTAINMENT TARGET:**

Recognise, value and make distinctions between home language and SJE to improve/acquire language and literacy competencies

**Theme: Adopting Positive Behaviours**

**OBJECTIVES:**

- Respond to the creative use of different language forms
- Differentiate between fact and opinion in oral communication
- Respond to the appropriateness of diction for audience and purpose

## Suggested Teaching and Learning Activities

## Key Skills

## Assessment Criteria

### STUDENTS WILL:

Listen to different performance pieces (such as speeches, poetry, drama) done by their classmates on the development of positive character traits. Discuss the effect of the use of Jamaican Creole and SJE in different parts of the presentations and the appropriateness of diction for the audience and purpose of the presentation.

OR

Have a panel or round-table discussion on pieces that were originally written in JC or SJE but were translated into the other language. Discuss the effects of the use of each language.

- Listen for information
- Respond to creative pieces

Effects of JC and SJE adequately discussed in creative pieces

- Critique presentations

Effects of JC and SJE adequately discussed in creative pieces

Listen to a recording of a news broadcast. Identify factual statements made in the presentation. Write a statement reflecting your opinion on each of the factual statements identified.

- Distinguish facts and opinions

Factual statements correctly identified from what is heard. Opinion statements appropriately developed to express personal ideas/feelings

## ATTAINMENT TARGETS

### READ WITH FLUENCY AND RECOGNITION (WORD RECOGNITION AND VOCABULARY DEVELOPMENT)

Use a range of word recognition clues to identify new words  
Build vocabulary through various strategies

## OBJECTIVES

### Students should be able to:

Utilise speed, accuracy and prosody in order to read grade level material fluently

Apply a variety of spelling and pronunciation rules to decode unfamiliar vocabulary in isolation and in context

Use sentence-level context as a clue to decipher the meaning of words

Recognise and read grade-appropriate words with irregular spelling  
Work cooperatively with peers to examine strategies used to decode and decipher pronunciation and meaning of unknown vocabulary

## ICT ATTAINMENT TARGETS:



RESEARCH, CRITICAL THINKING, PROBLEM-SOLVING AND DECISION MAKING - use appropriate digital tools and resources to plan and conduct research, aid critical thinking, manage projects, solve problems, and make informed decisions.



DESIGNING AND PRODUCING - use digital tools to design and develop creative products to demonstrate their learning and understanding of basic technology operations.

### Suggested Teaching and Learning Activities

### Key Skills

### Assessment Criteria

#### STUDENTS WILL:

Work in pairs to complete the 'Predicted Meaning' section on a vocabulary redefinition chart. Discuss what they think each word means. Read aloud selected piece on ethics for teenagers, paying attention to speed, accuracy and prosody. Complete the 'After Reading' and 'Clue Words' section of the chart. Place a tick in the 'After Reading' section if their prediction was correct; write the new definition if not.

- Predict meaning
- Read for information
- Use context clues

Information correctly presented on the completed vocabulary redefinition chart

Vocabulary words and clue words are satisfactorily aligned

Word	Predicted Meaning	After Reading	Clue Words
Ethics			

Read aloud a student-developed Reader's Theatre script with the theme 'Avoiding peer pressure', paying attention to speed, accuracy and prosody.

- Read fluently

Speed, accuracy and prosody effectively used to achieve fluency in reading

Suggested Teaching and Learning Activities	Key Skills	Assessment Criteria
<b>STUDENTS WILL:</b>		
Conduct research online or offline and prepare a bookmark with a list of advanced/complex spelling and pronunciation rules and examples. Use these rules to decode unfamiliar technical vocabulary.	<ul style="list-style-type: none"> <li>• Conduct research</li> <li>• Decode unfamiliar vocabulary</li> <li>• Navigate digital content</li> </ul>	Bookmarks adequately capture advanced spelling and pronunciation rules that will aid in decoding technical vocabulary (especially words that are related to the discrete subject areas, e.g. science, mathematics, technology)
Use the letters in the words from their spelling list to create sentences which will serve as clues to help them remember the spelling and meaning of the words. For example: RHYTHM – <b>R</b> hythm <b>H</b> elps <b>Y</b> our <b>T</b> wo <b>H</b> ips <b>M</b> ove DIARRHOEA – <b>D</b> ash <b>I</b> n <b>A</b> Real <b>R</b> ush, <b>H</b> urry <b>O</b> r <b>E</b> lse <b>A</b> ccident	<ul style="list-style-type: none"> <li>• Spell complex words</li> <li>• Create spelling mnemonics</li> </ul>	Spelling mnemonics creatively produced and used to aid in remembering the spelling and meaning of words

ATTAINMENT TARGETS	OBJECTIVES
<b>READING FOR MEANING AND ENJOYMENT (COMPREHENSION AND LITERATURE)</b>	
Read for meaning, fluency and enjoyment of texts using a variety of clues to gain information and identify ideas and events	<b>Students should be able to:</b> <ul style="list-style-type: none"> <li>• Identify and analyse major and minor themes in poetry and prose</li> <li>• Read orally at the appropriate rate with proper enunciation, intonation and expression to demonstrate understanding of materials</li> <li>• Identify and comment on the use of rhythm to create impact</li> <li>• Identify and analyse the use of alliteration to create rhythm and add impact to poetry</li> <li>• Analyse a variety of narrative texts to determine how the setting contributes to meaning and may impact reader response Infer main idea from both narrative and expository texts</li> </ul>
Use deduction and inference to interpret information and ideas and to predict outcomes	
Identify and comment on the structure of texts and the language choices, grammar and techniques writers use to create an impact	
Recognise and comment on the elements of literature in its different genres ( <b>Poetry – rhythm and alliteration, Prose – setting</b> )	



## ICT ATTAINMENT TARGETS:



RESEARCH, CRITICAL THINKING, PROBLEM-SOLVING AND DECISION MAKING - use appropriate digital tools and resources to plan and conduct research, aid critical thinking, manage projects, solve problems, and make informed decisions.



DIGITAL CITIZENSHIP - Recognise the human, ethical, social, cultural and legal issues and implications surrounding the use of technology and practice online safety and ethical behaviour.

## ICT OBJECTIVES

Use digital tools to conduct research on rules governing pronunciation

### Suggested Teaching and Learning Activities

### Key Skills

### Assessment Criteria

#### STUDENTS WILL:

Work in groups to research what major and minor themes are, and find examples of themes that are found in familiar texts. Compile and present their findings in tabular format to reflect the following headings:

- Conduct research
- Identify themes
- Present information in tables

Definition and examples of major and minor themes accurately organized in table

Themes	Explanation	Examples of Books/Movies/Songs with theme
Courage	These books usually have brave characters who possess the strength to overcome a fear or accept a risk, or make an unpopular choice	A Cow Called Boy or Young Warriors

Use the completed table as a guide to identify major and minor themes in their literature texts and also to compare the themes in two or more texts.

OR

Read their literature text to infer the big ideas being communicated by the author. Use graphic organizers to represent these big ideas and provide evidence of their existence in the text.

- Identify major and minor themes
- Support themes with textual evidence

Themes accurately inferred and supported using textual evidence

## Suggested Teaching and Learning Activities

## Key Skills

## Assessment Criteria

### STUDENTS WILL:

Work in groups to research what major and minor themes are, and find examples of themes that are found in familiar texts. Compile and present their findings in tabular format to reflect the following headings:

**WHAT'S THE BIG IDEA?**

Name \_\_\_\_\_

Book Title \_\_\_\_\_

Big idea or topic: \_\_\_\_\_

What characters say and do that demonstrate this:

--	--	--

What is important to learn (THE MESSAGE you take):

--

**SEARCHING FOR A THEME**

Name \_\_\_\_\_

Book Title \_\_\_\_\_

Characters	Setting	Problem

Summary: You can use somebody-wanted-but-so-then for a quick summary recap.

--

A lesson learned by a character (review characters, problems, and summary)	THE MESSAGE you can take from the story?

- Conduct research
- Identify themes
- Present information in tables

Definition and examples of major and minor themes accurately organized in table

Speak with four classmates about the importance of time management for students. Use a note pad to record the rhythm in each person's speech (use a line ----- to represent continuous speech and a / to represent pauses). Compare the recorded rhythm patterns with those found in selected poems and state whether or not they are different, as well as how they contribute to your interest in and understanding of the poems or speeches.

- Identify rhythm
- Compare rhythm
- Recognise the impact of rhythm
- Discuss information with peers

Rhythm accurately captured and compared

Discussion adequately depicts the effectiveness of the different rhythms used

Watch and discuss a multimedia/digital presentation or peruse and discuss a handout on the use of and effects created by alliteration in poetry. Peruse poems online and offline, identify alliteration used by poets and comment on its effects. Compile these in a mini scrapbook.

- View/read for information
- Discuss ideas
- Identify alliteration

The use of alliteration in poetry effectively discussed

Scrapbook satisfactorily compiled with accurate examples of alliteration and relevant comments on effects

## Suggested Teaching and Learning Activities

## Key Skills

## Assessment Criteria

### STUDENTS WILL:

Use their knowledge of rhythm and alliteration to compose a poem about the importance of adopting positive behaviours. Present their poems to their classmates who will comment on the effectiveness of the use of rhythm and alliteration.

- Compose and share poems
- Evaluate rhythm and alliteration use

Poems competently composed using alliteration and appropriate rhythm

Discussion adequately reflects an understanding of the effective use of alliteration and rhythm

Read a variety of online and/or offline narrative texts and examine how the author uses setting to enhance the storyline and impact the reader's response to the text. Rewrite the story, adjusting the setting to create a different storyline.

- Navigate digital content
- Identify setting in narratives
- Discuss setting
- Manipulate setting to change storyline
- Infer main idea

Discussion aptly indicates how setting impacts readers' response to text

Revised story appropriately comprises new setting and suitable storyline

Read texts (e.g. about young people demonstrating positive behaviour) and infer the main ideas. Discuss reasons for selections.

Answers indicate competence in finding implied main idea

Discussions adequately reflect relevant reasons for choice of main ideas

## ATTAINMENT TARGETS

### READING FOR INFORMATION (RESEARCH AND STUDY SKILLS)

Identify and use text features to support navigation of texts, retrieving and synthesising information gained from a range of sources

## OBJECTIVES

### Students should be able to:

- Identify and use a variety of information sources for research purposes

### ICT ATTAINMENT TARGETS:



DESIGNING AND PRODUCING - use digital tools to design and develop creative products to demonstrate their learning and understanding of basic technology operations.

Research activities on issues and interests by generating ideas and exploring texts using a range of strategies

### ICT OBJECTIVES

Use digital tools to conduct research in order to locate information about Internet Ethics

- Investigate and report on the features and ordering of bibliographic data
- Prepare bibliography for information researched from books and other sources
- Use graphic organizers to explore the relationship between and among concepts/ideas
- Formulate a variety of topic-specific questions to guide research
- Assess meaningfulness of various sources of information, based on relevance to research focus

## Suggested Teaching and Learning Activities

## Key Skills

## Assessment Criteria

### STUDENTS WILL:

Work in groups to research (online and offline) and present information on a variety of sources that may be consulted for information on various topics. Present their findings in tabular format or in a graphic organizer and mount in the classroom as resource material to be used when conducting future research.

- Conduct research
- Work collaboratively
- Present information graphically

Tables/Graphic organizers accurately completed to reflect research findings

Sources of information	Examples	Types of information Contained
Reference Materials	Encyclopaedias, dictionaries, atlases, directories	Facts, statistics, definitions

Brainstorm as many things they would like to learn about the topic "Internet Ethics". Use this list to create three questions about the topic that they could answer with research.

Select a variety of information sources (digital/non-digital) which could be used to find answers to the questions developed on the topic "Internet Ethics". Discuss the appropriateness of each source to the research focus.

Work in groups to examine a set of sample bibliographies. Note the common elements (author's name, year of publication, title, publisher, etc.) found in each. Make a bibliography listing the potential sources of information they found, ensuring that each source represented has all the critical elements of a bibliography entry.

- Brainstorm topic
- Create research questions
- Evaluate information sources
- Prepare bibliography

Topic thoroughly discussed and narrowed to reflect three research questions  
Sources of information thoroughly assessed for appropriateness to research focus  
Elements of bibliography correctly identified and used to prepare bibliography relevant to topic

## ATTAINMENT TARGETS

### LANGUAGE STRUCTURE

Use and adapt a range of sentence structures according to context, distinguishing between SJE and JC

Write sentences which are grammatically accurate and correctly punctuated, using SJE appropriately

## OBJECTIVES

### Students should be able to:

- Use transitional words to edit and add clarity to their own writing and that of others
- Use the continuous tense of the verb appropriately in a range of written forms
- Demonstrate an understanding of subject/verb agreement in structures where the subject is a unit of measurement
- Use ,with increasing skill and accuracy, punctuation marks such as colon and semicolon
- Use quotation marks to represent direct and indirect speech and to add clarity to their reading and writing

### ICT ATTAINMENT TARGETS:



COMMUNICATION AND COLLABORATION - Use technology to communicate ideas and information, and work collaboratively to support individual needs and contribution to the learning of others.



DESIGNING AND PRODUCING - use digital tools to design and develop creative products to demonstrate their learning and understanding of basic technology operations.

### ICT OBJECTIVES

- Use the internet to post literary pieces to class website/blog for sharing
- Use appropriate word processing software to create poster about transitional phrases

## Suggested Teaching and Learning Activities

## Key Skills

## Assessment Criteria

### STUDENTS WILL:

Peruse and discuss handout/multimedia/digital presentation on transitional words and their uses.

Work in small groups to conduct research online and offline and prepare strategy posters with examples of transitional words being used for various purposes:

Group 1: Words/Phrases to help sequence ideas – as soon as, afterwards

Group 2: Words/Phrases to show time – meanwhile, soon

Group 3: Words/Phrases to show location – above, across

Group 4: Words/Phrases to help conclude a piece of writing – finally, lastly

Group 5: Words/Phrases to indicate more information – furthermore, in addition

Strategy posters may also be prepared using word processing software

- Read/view for information
- Discuss ideas
- Conduct research
- Create strategy poster
- Use word processing software

Transitional words and their uses adequately discussed

Strategy posters creatively produced with accurate information

## Suggested Teaching and Learning Activities

## Key Skills

## Assessment Criteria

### STUDENTS WILL:

Work in pairs to find places in their own writing where transitional words will clarify what they are trying to say or improve the piece. Then share and discuss both versions of their writing to note the use of transitional words to add clarity.

- Use transitional words
- Discuss written work

Written pieces revised with appropriate use of transitional words

Research the uses of the present/past continuous tense and explore examples of each case. Engage in a class discussion. Review a variety of sentences in which the present and past continuous tenses are used, then state the purpose of continuous tense in each sentence. **(Teacher is expected to treat present continuous and past continuous separately.)**

- Conduct research
- Analyse sentences
- Use the present and past continuous tense

Purposes correctly matched with the use of the continuous tense in sentences

Sentence	Purpose of the Present Continuous
He is doing a degree at the University of the West Indies.	happening at the moment of speaking

Sentence	Purpose of the Present Continuous
The summers have been getting warmer.	Continuing for some time

Talk about the use of the quotation marks in relation to direct and indirect speech and examine examples of cases in which they are used. Collect comic strips focusing on the development of positive character traits and rewrite the text of the cartoon in a dialogue to indicate correct placement of the quotation marks.

- Discuss punctuation marks
- Use punctuation marks
- Create dialogue

Quotation marks appropriately used in revised pieces



## Suggested Teaching and Learning Activities

## Key Skills

## Assessment Criteria

### STUDENTS WILL:

In small groups, research how measurement is treated in subject/verb agreement (focus on measurement of time, money and distance). Prepare a dub-poem, story or song about how measurement is treated in each case to ensure that subjects and verbs agree. Present their pieces to the class.

Complete conversations about developing good morals/values which include some form of measurement of time, money or distance and ensure that the subjects and verbs agree.

Complete subject/verb agreement exercises online or offline with real time responses.

- Work collaboratively
- Conduct research
- Create poem/story/song
- Use knowledge of subject/verb agreement

Dub-poems, songs, stories, etc. creatively produced using accurate information about subject/verb agreement

Conversations/exercises accurately completed using correct subject/verb agreement rules

## ATTAINMENT TARGETS

### COMMUNICATION (WRITING)

Use language and text forms appropriately and with imagination to create vibrant and engaging texts

Write well-constructed paragraphs using linking words/phrases within and between them

Write to narrate, to persuade and for a range of transactional purposes, using SJE and JC appropriately and incorporating multimedia approaches in their writing

## OBJECTIVES

### Students should be able to:

- Use adjectives, adverbs and verbs to enhance/enrich descriptions in written work
- Use a variety of descriptive techniques to enrich written descriptions
- Compose descriptive pieces to convey/depict information and ideas for a range of purposes
- Write with increasing competence in Standard Jamaican English using appropriate structures and mechanics

## Suggested Teaching and Learning Activities

## Key Skills

## Assessment Criteria

### STUDENTS WILL:

Source and review samples (various search engines may be used to source these samples) of descriptive pieces about characters with outstanding character traits. Identify the adjectives, verbs and adverbs used to achieve the description. Work in pairs to create character report cards which include character traits identified, rating given and comments to justify the rating. Discuss the reports and how these parts of speech in the pieces contribute to the effectiveness of the descriptions.

- Define literary devices
- Create original examples of devices

Parts of speech correctly identified

Logical discussion of the effectiveness of the use of the targeted parts of speech

Review literary devices learnt in literature (e.g. simile, personification, alliteration, etc.) using online and other sources. Create a booklet of devices which should include definitions and original examples of these devices in the form of sentences/short paragraphs highlighting outstanding qualities about themselves. This could be done in tabular format, e.g.:

- Compile descriptive pieces
- Identify parts of speech
- Evaluate characters
- Discuss parts of speech

Devices accurately defined and appropriate examples composed

Technique	Definition	Example
Simile	Comparing one thing to another using 'as' or 'like'	On Sports Day, I felt as strong as an ox.

Simulate a workshop about "Adopting Positive Behaviours in School". Write a description of what transpired at the event. Pay special attention to all activities engaged in and ensure that they make use of the descriptive techniques reviewed and studied.

- Compose descriptive pieces

Written descriptions effectively use all or most of the descriptive techniques studied

Create literary pieces such as poems and stories on topics (including kindness to others). Make effective use of literary devices such as simile, metaphor, personification and emotive words. Post pieces in class or on class website/blog. Provide feedback to peers using set rubric – e.g. accurate use of devices, effectiveness/impact, clear imagery/meaning

- Use literary devices
- Create literary pieces
- Critique written work
- Post literary pieces

Literary devices appropriately used to enrich written work

Meaningful feedback provided to peers using set rubric

Literary pieces are appropriate for posting

## Learning Outcomes

Students will be able to:

- ✓ Decode unfamiliar words using spelling and pronunciation rules appropriately
- ✓ Use a variety of descriptive techniques in composing descriptive pieces
- ✓ Demonstrate an understanding of various strategies to extract meaning from different texts
- ✓ Identify and use the features of bibliographies to cite sources consulted for research purposes
- ✓ Use transitional words to add clarity and coherence to written work
- ✓ Interpret and use quotation marks effectively to represent direct and indirect speech
- ✓ Use the present and past continuous tenses appropriately for a variety of purposes
- ✓ Demonstrate an understanding of how measurement of money, time and distance is treated in ensuring subject/ verb agreement
- ✓ Communicate and collaborate safely online when sharing with peers
- ✓ Create documents such as stories, poems and articles using word processor

## Points to Note

- Teachers may choose materials based on other topics related to the theme.
- Where gaps are identified, the teacher is expected to do revision of the topics that are expected to be part of prior learning

### Remind students to:

- Follow guidelines to promote healthy use of ICT tools.
- Recognise the dangers associated with internet use and demonstrate safe online behaviour.
- Recognise and acknowledge the owners or creators of digital materials and encourage others to do so.
- Demonstrate respectful, responsible and clear online communication.

## Extended Learning

Students should:

- Talk about literary devices and elements they identify from watching television or listening to speeches and presentations outside the classroom setting
- Use their knowledge of the elements of poetry and prose to prepare and present pieces of personal interest
- Explore interactive websites to re-enforce concepts taught in this unit

## Resources

- Tables, maps, graphs, charts, diagrams on any element of the theme
- Books, encyclopaedias, magazines
- Newspaper clippings, comic strips, etc. on aspects of the theme, e.g. mode of dress, ethics for teenagers
- Sample graphic organizers
- Sample speeches
- Sample poems
- Sample stories
- Class readers and recommended texts that address the theme
- Teacher prepared PowerPoint presentations
- Computer
- Internet

## Key Vocabulary

- ethics
- role model
- moral
- spelling rules
- rhythm
- alliteration
- setting
- bibliography
- transitional words
- quotation marks
- present continuous tense
- past continuous tense
- descriptive writing techniques
- simile
- personification
- emotive words

## Links to Other Subjects

- Civics – Respect
- Social Studies – Care about the environment
- Religious Education – Caring about others
- IT – Using word processor
- Library Skills – Citing sources

## About the Unit

### Citizenship and Nation Building

In this Unit, students will be engaged in developing language, literature and literacy skills under the theme 'Citizenship and Nation Building'. The suggested teaching and learning activities are designed to provide authentic opportunities for students to develop and practise the skills under each strand. Special consideration is also given to the students' interests and capabilities. The unit also seeks to establish links and encourage transfer of learning across the Language Arts strands and other subject areas.

For listening and speaking, students are guided in developing confidence and competence when speaking to a variety of audiences, as well as in the appropriate use of SJE and JC according to their audience and purpose. Students will be taught to paraphrase and use contextual analysis as well as previously learnt skills to decode unfamiliar vocabulary. Additionally, they will be exposed to the four major types of context clues: explanation/definition, restatement/synonym, contrast/antonym and gist.

This unit will continue to build on students' metacognitive abilities, focusing specifically on evaluating and synthesising information read from a variety of sources. Special attention will be given to the three major steps in synthesising information in order to demonstrate comprehension of written materials. For literature, the students will continue to explore the elements of prose and poetry, focusing on developing and analysing the pyramid plot structure in prose and zooming in on rhythm and hyperbole when analysing and composing poems. For study skills, the unit will expose students to the intricacies of formulating research questions, preparing research outlines and making oral and written presentations on the processes they engage in, as well as on their findings. Students' writing and expressive skills will be enhanced through descriptive and story-writing experiences. Focused attention will be given to the three major approaches to organising descriptive pieces. Students will review story elements previously learnt and use a variety of graphic organizers to plot stories as a pre-writing activity. In doing this, students will need to pay attention to language structure, focusing specifically on using the past tense and exploring subject-verb agreement using indefinite pronouns.

Overall, the unit affords students the opportunity to use the knowledge gained in one strand to support the development of skills in other strands, thus providing students with a holistic view of language and literacy.

## GUIDANCE TO THE TEACHER

- This unit extends or reinforces skills previously introduced in other terms and units. Specific attainment targets, objectives and activities have not been indicated for some areas in the unit; however, it is expected that the teacher will reinforce these skills and that students continue to use them to access information, acquire meaning and express themselves effectively and appropriately.
- It is important to reinforce the use of legible and neat handwriting consistently. This includes the appropriate use of upper and lowercase letters.
- It is also important to note that in cases where the activities give students the opportunity to practise rather than learn specific language skills, the teacher should explicitly teach rules, structures and strategies prior to these activities.

**Prior Learning**

Check that students can:

- Actively listen, in order to respond to information
- Use prior knowledge to gain understanding of what is being said
- Learn and recall grade-appropriate words, using word recognition strategies and decoding approaches
- Read at an appropriate rate, using various strategies to extract meaning
- Identify the elements of different genres of text and analyse how the elements contribute to the meaning
- Compare and contrast personal experience with that of the protagonist/ antagonist
- Analyse and explain how different text structures/features guide understanding of texts and use features to locate information
- Interpret given research topics, generate ideas for research, formulate guide questions and determine meaningful sources of information
- Generate clear, precise and grammatically correct sentences of different lengths and structures
- Write for different purposes, using varied approaches to organize ideas into coherent structure, employing the appropriate form of language (JSE/JC)

**SPEAKING AND LISTENING****ATTAINMENT TARGET:**

Communicate with confidence and competence for different purposes and audiences, using SJE and JC appropriately and creatively



Explain and comment on speakers' use of language, including use of SJE and JC, and their use of vocabulary, grammar and other features

**Theme: Citizenship and Nation Building**

**OBJECTIVES:****Students should be able to:**

- Speak confidently and competently to different audiences
- Formulate and ask clarifying and probing questions in response to what is heard
- Include relevant information in speech to satisfy purpose and audience
- Evaluate the appropriateness of language form selected with reference to audience, context and purpose
- Explain the techniques a speaker uses to achieve his/her purpose
- Manipulate digital devices to capture class presentations for feedback
- Give constructive criticism to peers to assist in improving oral presentations



## ICT ATTAINMENT TARGETS:



DESIGNING AND PRODUCING - use digital tools to design and develop creative products to demonstrate their learning and understanding of basic technology operations.

### Suggested Teaching and Learning Activities

### Key Skills

### Assessment Criteria

#### STUDENTS WILL:

In small groups, listen and respond orally to excerpts from passages/poems/articles related to caring for one's environment so as to gain information to share with whole class as group presentation in SJE. For example, share at least two ways in which we can care for our environment...

- Summarise/organize information effectively

Speech effectively prepared and delivered using SJE appropriately

Summarise and organize ideas and have one member formally present to the class in appropriate SJE.

- Prepare short speech for class presentation
- Appropriately use SJE/ tone/body language

Rubric will assess the following:

- how coherently and concisely students expressed ideas
- audibility
- appropriateness of language use
- relevance of points presented
- effectiveness of non-verbal communication techniques (for example, shoulder shrugging)

Watch/listen to segments of television/radio programme(s) focusing on national events. Discuss with class, noting the language forms used by the various hosts/respondents. Identify whether the speakers use SJE or JC. Contrast this with other programmes to highlight speakers' use of language (SJE/JC) in various contexts, for different audiences, as well as for a variety of purposes. Assess the speakers' use of techniques such as gestures, humour, speech pauses, etc.

- Identify language forms in speech
- Compare and contrast oral language usage
- Evaluate use of language
- Manipulate digital device

Appropriateness of diction and the effectiveness of techniques used by various speakers in oral presentations are meaningfully discussed

Use a recording device to record and replay activities in order to supply meaningful feedback

## Suggested Teaching and Learning Activities

## Key Skills

## Assessment Criteria

### STUDENTS WILL:

Simulate a television or radio programme soliciting the views of others on topics such as “Should the colours of the Jamaican flag be changed?”, “Should the Queen remain Jamaica’s Head of State?” or “Should students go straight to high school without doing PEP or any other National Examinations?” Selected students will use SJE and JC or a mixture as appropriate to the particular respondent being portrayed. The host should use SJE while the other members of the class will form the audience, alongside a group of evaluators.

- Make oral presentations
- Use SJE/JC appropriately
- Speak fluently
- Evaluate oral presentations

Language structures, language techniques and speech fluency are appropriately used

## ATTAINMENT TARGETS

### READING WITH FLUENCY AND RECOGNITION (Word Recognition and Vocabulary)

Use a range of word recognition clues to identify new words

Build vocabulary through various strategies in their writing

## OBJECTIVES

### Students should be able to:

- Use varying levels of context as clue to identify, extract and clarify the meaning of words
- Work cooperatively with their peers to examine strategies used to decode and decipher pronunciation and meaning of unknown vocabulary
- Apply a variety of spelling and pronunciation rules in decoding unfamiliar vocabulary in isolation and in context

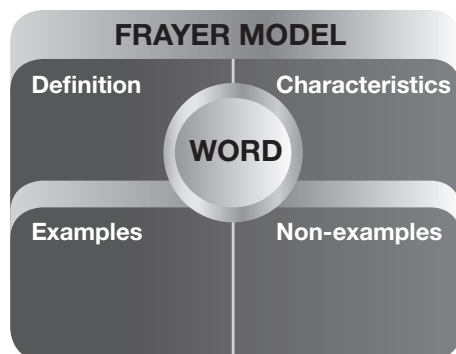
## Suggested Teaching and Learning Activities

## Key Skills

## Assessment Criteria

### STUDENTS WILL:

Use context clues to determine the meanings of unfamiliar words in excerpts from the Jamaica's National Development Plan (Vision 2030). Use the Frayer Model vocabulary card to show the meaning of the word, characteristics, examples and non-examples, then share with the class.



- Use context clues

The Frayer Model vocabulary card is accurately completed to show the meaning, characteristics, examples and non-examples of new words

Participate in a discussion focusing on the four main types of clues that authors use (definition/explanation clues, restatement/synonym clues, contrast/antonym clues and gist clues). Work in groups to prepare strategy posters explaining the different types of clues and providing examples of each. Read texts about Jamaica's historical experiences to identify the author's use of different types of clue, and give their reason for selecting that particular aspect of the text to represent the clue.

- Identify types of context clues
- Use context clues

Strategy posters prepared outlining the four types of clues with accurate examples of each

Logical explanation about the use of each type of clue to decode words and decipher meaning

Use knowledge of prefixes and suffixes to complete Cloze passage exercises.

- Use context clues
- Use prefixes and suffixes

Prefixes and suffixes correctly used to complete Cloze passage exercises

## ATTAINMENT TARGETS

### READING FOR MEANING AND ENJOYMENT (Comprehension and Literature)

Use deduction and inference to interpret information and ideas and to predict outcome

Identify and comment on the structure of texts and on the language choices, grammar and techniques writers use to create an impact

Recognise and comment on the elements of literature in its different genres

Reflect on and critically respond to literature and other texts, on paper and on screen in their writing

## OBJECTIVES

### Students should be able to:

- Read orally at the appropriate rate with proper enunciation, intonation and expression to demonstrate understanding of materials
- Explain interpretations of increasingly complex or difficult texts using stated and implied ideas from the texts to support their interpretations
- Analyse the use of alliteration to create rhythm and add impact to poetry
- Conduct research on the components of a pyramid plot structure
- Analyse a variety of narrative texts and explain how the plot contributes to meaning and may impact the reader's response

### ICT ATTAINMENT TARGETS:



RESEARCH, CRITICAL THINKING, PROBLEM-SOLVING AND DECISION MAKING - use appropriate digital tools and resources to plan and conduct research, aid critical thinking, manage projects, solve problems, and make informed decisions.



DIGITAL CITIZENSHIP - Recognise the human, ethical, social, cultural and legal issues and implications surrounding the use of technology and practice online safety and ethical behaviour.

### ICT OBJECTIVES

- Navigate digital content on websites to obtain information on alliteration and components of the pyramid plot structure

## Suggested Teaching and Learning Activities

## Key Skills

## Assessment Criteria

### STUDENTS WILL:

Complete a synthesising graphic organizer that will allow them to see the connection between their prior knowledge and the new knowledge in order to synthesise and produce new ideas/understanding.

The completion of the graphic organizer will be guided by a discussion on the steps involved in synthesising: activating prior knowledge, reading for new information and combining both sets of information to come up with a new understanding.

- Identify the steps in synthesising
- Use graphic organizers to synthesise information

Graphic organizers accurately completed

Discussion logically executed and reflects implementation of the steps involved in synthesising

Self-select and read aloud a text on the process of acquiring Jamaican citizenship with proper enunciation, intonation and expression. Use the correct steps to demonstrate how they would synthesise the information and present it in a creative form (puppet show, advertising poster for a book, an interview with a character, etc.) Present their pieces to their classmates.

- Use the steps in synthesising to synthesise and evaluate
- Present information

Three major steps in synthesising appropriately demonstrated

Creative responses evident in syntheses

Conduct research on alliteration (online/offline) and the effects it creates in written poems and other forms of written expression. Engage in discussion on examples of alliteration and the effects it creates in written work,

Work in pairs to compose a skit or poem (about what it means to be a Jamaican) that uses alliteration to create specialised effects such as humour and rhythm. Share their pieces with their classmates, who will identify and critique their use of alliteration.

- Navigate digital content
- Explain and identify alliteration
- Compose text using alliteration
- Use alliteration for impact

Logical discussion of what alliteration is and the effects it creates in written text

Alliteration appropriately used for impact in skits or poems

Work in small groups to research (online or offline) the components of the pyramid plot structure (beginning/exposition, rising action, climax/middle, falling action and end/resolution). Design a suitable graphic organizer to represent the various components. Mount graphic organizers in the classroom for further study.

- Research elements of the pyramid plot structure
- Represent information
- Navigate digital content

Graphic organizers accurately depict elements of plot

## Suggested Teaching and Learning Activities

## Key Skills

## Assessment Criteria

### STUDENTS WILL:

Read a variety of narrative texts and identify the various components of the plot. Use a graphic organizer to present the extracted information, then discuss with their teacher and peers, how the plot contributes to meaning as well as the reader response that is elicited. (Graphic organizers may be prepared using word processing software. Colour coding may be used to highlight elements of the graphic organizer.)

Record the results of the discussion and post on class website/display board as sample response to the use of this literary element in narrative texts.

- Read texts
- Identify plot in narratives
- Discuss plot in narratives
- Organize and publish relevant information

Graphic organizers thoroughly outline all elements of the plot

Discussion logically executed on the effectiveness of the plot in eliciting particular reader responses

Discussion points accurately recorded and appropriately published

## ATTAINMENT TARGETS

### READING FOR INFORMATION (Study Skills and Research)

Research activities on issues and interests by generating ideas and exploring texts using a range of strategies

Understand the importance of the legal and ethical practices of research

## OBJECTIVES

### Students should be able to:

- Apply the use of internal text structures/features to set out information retrieved in response to a particular question or topic
- Prepare a research outline for a written presentation of a research project
- Give peer feedback on research outlines prepared to carry out research project
- Modify research outlines based on peer/teacher feedback
- Share constructive feedback on research products respectfully with peers

### ICT ATTAINMENT TARGETS:



DESIGNING AND PRODUCING - use digital tools to design and develop creative products to demonstrate their learning and understanding of basic technology operations.

### ICT OBJECTIVES

- Use ICT tools to prepare reports for presentation

## Suggested Teaching and Learning Activities

## Key Skills

## Assessment Criteria

### STUDENTS WILL:

Examine a variety of research/online projects. (The teacher may select these from students in a higher grade or from classes at the same grade level.)

Observe and discuss how various researchers structure questions to guide their research.

Design a graphic organizer to represent the relationship (cause and effect, comparison/contrast, enumeration, etc.) which exists between the research questions and the findings of one of the research projects examined.

- Discuss the structure of research questions
- Analyse research structure

Understanding of the role of research questions clearly articulated

Graphic organizer accurately captures the relationship between the research questions and the research findings

Work in pairs or small groups to discuss topics, such as 'Respect for National Symbols' or 'Jamaican Citizens'. Develop questions about the topic based on the five W's – what, when, where, who and why. Work with their teacher to determine whether the questions developed are appropriately structured to guide research.

Develop a checklist for what makes a good research outline.

Use the guided questions developed to prepare a research outline for a written presentation of a research project. Evaluate and provide feedback on the research outline of another group using the research checklist developed.

Make changes to research outlines based on recommendations of peers.

- Formulate research questions
- Develop and use research checklist
- Prepare and review research outlines
- Work collaboratively

Questions appropriately developed based on the five W's to facilitate research

Research outline satisfactorily prepared and reviewed using research checklist

Use guided questions as well as research outline to conduct and present research on the topics previously identified. Aspects of the research may be carried out online and a word processor used to prepare written project.

- Prepare a research project
- Create and format document

Research questions appropriately used to guide preparation of research project



## Suggested Teaching and Learning Activities

## Key Skills

## Assessment Criteria

### STUDENTS WILL:

Watch an oral presentation (in person or online) paying keen attention to what is presented and how it is presented, as well as the media used. Engage in a discussion on the special considerations when presenting research findings orally. Use the special considerations discussed to prepare and make an oral presentation of the research previously conducted.

- Make oral presentations of research projects

Information appropriately presented with keen attention to the considerations discussed

## ATTAINMENT TARGETS

### LANGUAGE STRUCTURE (Grammar and Conventions)

Use and adapt a range of sentence structures according to context, distinguishing between SJE and JC

Write sentences which are grammatically accurate and correctly punctuated, using SJE

## OBJECTIVES

### Students should be able to:

- Use the past tense form of verbs appropriately in a range of written forms
- Identify and use correct subject/verb agreement for singular and plural indefinite pronouns
- Identify and use correct subject/verb agreement for uncountable nouns
- Construct simple and compound sentences which incorporate correct subject/verb agreement for singular and plural forms of indefinite pronouns
- Use quotation marks to represent direct and indirect speech and to add clarity to their reading and writing

### ICT ATTAINMENT TARGETS:



RESEARCH, CRITICAL THINKING, PROBLEM-SOLVING AND DECISION MAKING - use appropriate digital tools and resources to plan and conduct research, aid critical thinking, manage projects, solve problems, and make informed decisions.



DIGITAL CITIZENSHIP - Recognise the human, ethical, social, cultural and legal issues and implications surrounding the use of technology and practice online safety and ethical behaviour.

### ICT OBJECTIVES

- Navigate digital content to locate information about the three organizational strategies used to organize descriptive pieces.

## Suggested Teaching and Learning Activities

## Key Skills

## Assessment Criteria

### STUDENTS WILL:

Conduct research (online or offline) to make a list of rules to be considered when adding 'ed' to form the past tense form of a verb. Compose a list of irregular verbs and their past tense forms. Engage in discussion of these rules with their teacher and peers.

- Conduct research on the past tense
- Discuss research findings

Discussion of the rules for forming the past tense using 'ed' and 'd' conducted logically

List of irregular verbs and their past tense forms accurately documented

Engage in a Reporter Game. Make a statement in the present tense. Toss a ball or beanbag or a sheet of paper to a peer who will repeat the statement in the past tense ascribing it to the speaker. For example, Teacher says: I love cherries. (tosses ball or passes paper to student)  
1st Student (Christa)- Teacher said she loved cherries. (tosses ball or passes paper to 2nd student)

- Form the past tense of verbs
- Use direct speech
- Use reported speech

Past tense accurately used to report sentences spoken by classmates and teacher.

Statements recorded with the rules for direct and reported speech appropriately applied

2nd Student (Francine)- Christa said that teacher told her that she loved cherries. (tosses ball or passes paper to 3rd student)  
3rd student: Francine said that Christa told her that teacher told her that she loved cherries.

(See how far around the circle the group can get before someone makes an error).

Reflect on the use of quotation marks. Recall one of the statements made by their peers in the Reporter Game. Rewrite the statement in direct speech and in reported speech. Discuss with their writing partners.

Search old newspaper/magazine articles (online/ offline) for instances where indefinite pronouns are used. Record examples of instances when these pronouns are used with singular verbs and plural verbs. Discuss any trends observed and record the established rules for correct subject/verb agreement for singular and plural indefinite pronouns.

- Identify indefinite pronouns
- Apply correct subject/verb agreement
- Write original poems

Examples of indefinite pronoun usage accurately recorded

Rules for subject/verb agreement for singular and plural indefinite pronouns accurately applied

## Suggested Teaching and Learning Activities

## Key Skills

## Assessment Criteria

### STUDENTS WILL:

Apply the rules to complete online/offline worksheets.

Write original poems about the role of the youth in nation building, using examples of indefinite pronouns.

Research to find examples of uncountable nouns. Discuss the reason for their designation.

Write a paragraph about what it means to be a good citizen. Use both simple and compound sentences which contain as many uncountable nouns as possible. With a writing partner, justify their choice of verbs for each uncountable noun used.

Complete a worksheet (on paper or using a word processor) that will require them to circle the indefinite pronoun in each sentence. Above the pronoun, write S if it is singular and P if it is plural. Circle the correct form of the verb from the options in parentheses.

E.g.

1. Some of my friends (is, are) on the football team. (**Plural pronoun**)
2. Nobody on our street ( play, plays) football better than John. (**Singular pronoun**)

- Write simple sentences
- Write compound sentences
- Apply correct subject/verb agreement for uncountable nouns

Simple and compound sentences accurately constructed and reflect correct subject/verb agreement of pronouns used in both singular and plural forms

- Identify indefinite pronouns
- Select verbs to agree with pronouns
- Discuss pronoun number

Worksheet accurately completed: All pronouns correctly identified and declared as plural or singular, and correct verb form circled

## ATTAINMENT TARGETS

### COMMUNICATION (Writing)

Write to narrate, to persuade and for a range of transactional purposes, using SJE and JC appropriately and incorporating multimedia approaches to their writing

## OBJECTIVES

### Students should be able to:

- Source and categorise descriptive pieces according to their organizational strategy

## ATTAINMENT TARGETS

### COMMUNICATION (Writing)

Write well-constructed paragraphs using linking/transitional words/phrases within and between them

Use language and text forms appropriately and with imagination to create vibrant and engaging texts

## OBJECTIVES

### Students should be able to:

- Sequence descriptions according to order of importance and chronological and spatial ordering
- Compose descriptive pieces for a range of purposes using appropriate organizational strategies
- Outline and explain the major story elements in a range of narratives
- Plot stories using a variety of graphic organizers
- Use words skilfully to create particular mood/atmosphere

## Suggested Teaching and Learning Activities

## Key Skills

## Assessment Criteria

### STUDENTS WILL:

Work in groups to review a handout OR go online to source information about the three major organizational strategies used to structure descriptive pieces (order of importance, chronological ordering and spatial ordering). Then engage in a collaborative discussion highlighting these organizational structures and the type of text they are used to produce.

- Identify organizational structures for descriptions
- Navigate digital content

Discussion logically executed on the three main organizational structures as well as identification of written pieces that exemplify each

Source samples of written work that exemplify each organizational strategy studied. Identify aspects of the text that serve as proof of the specified organizational strategy. Present and discuss in class.

- Collect descriptive pieces
- Classify descriptions
- Cite evidence to support choices

Accuracy in the samples collected and logical discussions with classmates

Select an individual, event, scene, etc. that relates to citizenship and nation building. Read on the chosen topic. Use a graphic organizer to organize ideas for a descriptive essay using the most appropriate organizational structure based on the purpose of the paper. Prepare and review drafts of the essay. Share/email the essay to at least one member of the class for feedback. Discuss with the teacher to work through concerns before final presentation.

- Apply the writing process
- Apply descriptive organizational structure
- Compose descriptive essays

Descriptive pieces prepared with accuracy and completeness

Appropriate organizational structure selected

## Suggested Teaching and Learning Activities

## Key Skills

## Assessment Criteria

### STUDENTS WILL:

Prepare a quick write exploring the elements of a story, then share and discuss their quick writes with their teacher and classmates. Read samples of short stories about Jamaicans and identify the various elements.

- Identify and explain story elements
- Use words to convey mood

Quick writes accurately present information.  
Analytical reasoning evident in discussion  
Words/phrases competently used to create and alter mood/atmosphere of stories

Identify words/phrases in the story samples that the author uses to create a particular mood. Experiment with changing the mood of the particular portion of the story by replacing the specified words. Discuss the impact with a writing partner.

Discuss with peers the various elements characteristic of narrative writing. Source (online/offline) an appropriate graphic organizer that contains all the major story elements. Use the graphic organizer to plot sample stories. Share completed graphic organizers in groups and discuss how the various story elements support each other in making the stories vibrant and engaging.

- Use graphic organizers to plot stories
- Discuss how story elements function
- Navigate digital content

Graphic organizer appropriately selected and used to accurately identify the story elements in sample stories  
Thorough and accurate discussion on story elements

## Learning Outcomes

Students will be able to:

- ✓ Use contextual analysis as a means of decoding and deciphering the meaning of unfamiliar vocabulary in a range of written materials
- ✓ Apply techniques of synthesising and evaluating to determine meaning from a variety of texts
- ✓ Demonstrate competence in identifying and using the elements of plot in narratives
- ✓ Demonstrate an understanding of the impact created by the use of rhythm and alliteration in poetry
- ✓ Use knowledge of rhythm and alliteration to construct original poems for a range of purposes
- ✓ Formulate a variety of questions to guide and carry out research activities
- ✓ Prepare and use research outline to guide research and make oral and written presentations of findings
- ✓ Demonstrate competence in using the past tense form of the verb in speaking and writing
- ✓ Use correct subject verb/agreement in speech and in writing
- ✓ Identify and use the various organizational structures to appropriately sequence descriptive pieces
- ✓ Articulate the various story elements and use graphic organizers to plot stories
- ✓ Use technological devices to assist in research and giving feedback for class critique

## Points to Note

- The use of the communication protocol should become part of the daily drill for students and may be applied in a range of communication contexts.
- Students should be carefully supervised as they use the internet.
- All suggested activities should be accompanied by further opportunities to practise and apply skills in other subject areas.

## Extended Learning

- Practise communication protocol at home and in the wider community.
- Use knowledge of subject/verb agreement to improve daily speaking and writing competencies.
- Use knowledge of organising descriptions to add clarity and coherence to their own accounts of individuals, places, events, ideas, etc.

### RESOURCES

- visual/ audio material on national events
- recording device e.g. cell phone, camcorder
- excerpts from Jamaica's National Development Plan (Vision 2030)
- Frayer Model vocabulary card
- texts on Jamaica's historical experiences
- graphic organizer (for synthesizing information)
- old newspapers/ magazines
- Pronoun agreement work sheet (indefinite pronouns)
- Handout/online resources on organizational strategies for descriptive writing
- graphic organizer for story elements

### KEY VOCABULARY

- |                      |                                  |
|----------------------|----------------------------------|
| • ethics             | • quotation marks                |
| • role model         | • present continuous tense       |
| • moral              | • past continuous tense          |
| • spelling rules     | • descriptive writing techniques |
| • rhythm             | • simile                         |
| • alliteration       | • personification                |
| • setting            | • emotive words                  |
| • bibliography       |                                  |
| • transitional words |                                  |

## Links to Other Subjects

- Social Studies – Writing and reading about Citizenship
- Library Skills – Research Practices/Sources of Information
- Drama – Creating Rhythm
- Information Technology – Using Word Processors/Search Engines
- moral

## **About the Unit**

### **Recreation and Health**

In this nine-week unit, students explore the theme 'Recreation and Health'. The unit reinforces language as a communicative tool as students build proficiency in using textual evidence to support ideas in their writing, both in simple sentences and complex paragraphs. Students will apply subject-verb agreement rules, the past participle and metaphors to add impact to their writing and produce a range of engaging narrative pieces that evoke emotions and create the appropriate atmosphere.

As in previous units, students will read various forms of literature using concept maps to extract important ideas as well as other strategies to derive the writer's purpose. The unit also allows students to explore the plot structure of narratives.

The module pays keen attention to the fluent use of SJE and JC registers and styles as appropriate for purpose and audience. In addition, the unit intentionally incorporates Guidance, Physical Education and Food and Nutrition themes to support potential interdisciplinary connections. This will allow students to acquire age-appropriate language skills through inquiry, evaluation and creative thinking. It will also help them to develop as autonomous learners.

## **GUIDANCE TO THE TEACHER**

- This unit extends or reinforces skills previously introduced in other terms and units. Specific attainment targets, objectives and activities have not been indicated for some areas in the unit. However, the expectation is that the teacher will reinforce these skills to ensure that students continue to use them to access information, acquire meaning and express themselves effectively and appropriately. The areas for reinforcement include listening in order to understand the message being communicated and responding to what is communicated using appropriate language forms. The effective use of verbal and non-verbal strategies and the application of a range of word recognition strategies, including structural analysis cues (compound words, affixes, context clues), to decode unfamiliar words and the sight/whole word approach of learning and recalling new and specialised vocabulary are also to be reinforced. At this level, students should still be encouraged to write legibly and neatly.

It is also important to note that in cases where the activities give students the opportunity to practise rather than learn specific language skills, the teacher should explicitly teach rules, structures and strategies prior to these activities.



**Prior Learning**

Check that students can:

- Listen in order to respond to information
- Use verbal and non-verbal strategies effectively while listening to a speaker
- Use word recognition strategies, including sight word and decoding approaches
- Use the process writing approach
- Use an appropriate handwriting style

**SPEAKING AND LISTENING****ATTAINMENT TARGET:**

Communicate with confidence and competence for different purposes and audiences, using SJE and JC appropriately and creatively



Explain and comment on speakers' use of language, including use of SJE and JC and their use of vocabulary, grammar and other features

**Theme: Recreation and Health**

**OBJECTIVES:**

- Speak confidently and fluently, avoiding the use of speech fillers
- Use a mix of SJE and JC where appropriate and effective
- Use language techniques including repetition and rhetorical questions for effect
- Respond to the appropriateness of diction for audience and purpose
- Discuss the effects of techniques a speaker uses to achieve his/her purpose
- Discuss the function(s) of different language forms in speakers' presentations
- Give constructive criticism to peers to assist in improving oral presentations

## ICT ATTAINMENT TARGETS:



DESIGNING AND PRODUCING - use digital tools to design and develop creative products to demonstrate their learning and understanding of basic technology operations.



DIGITAL CITIZENSHIP - Recognise the human, ethical, social, cultural and legal issues and implications surrounding the use of technology and practice online safety and ethical behaviour.

### Suggested Teaching and Learning Activities

### Key Skills

### Assessment Criteria

#### STUDENTS WILL:

Use the List-Group-Label activity to brainstorm, classify and record words relating to various recreational activities in which they participate. Share orally and with confidence the list of words generated and a justification for the way the words have been categorised. Be sure to avoid speech fillers, such as grunts, non-lexical utterances, excessive breaks, false starts and repaired utterances.

- Take turns in conversation/presentation
- Listen for information
- Speak confidently and fluently
- Discuss, classify and record ideas

SJE language structures used confidently and fluently in oral presentation

In groups, prepare and make an oral presentation on the effects of recreation on psychological well-being. In their role as presenter, use SJE/JC appropriately, allowing a mix of both languages for effect, as in the use of JC adages and proverbs in statements. Effectively use language techniques, e.g. repetition and rhetorical questions, and avoid the excessive use of speech fillers (false starts, grunts, non-lexical utterances, repaired utterances). In their role as class evaluation team, note the number of speech fillers used per person and the overall use of language, including techniques. (This presentation could be recorded using image and video capturing devices for future replay and critique.)

- Use SJE/JC appropriately
- Use techniques effectively
- Speak fluently
- Record presentation
- Evaluate oral presentations

Language structures, language techniques and fluent speech satisfactorily used to enhance oral presentations

Oral presentations adequately evaluated

## Suggested Teaching and Learning Activities

## Key Skills

## Assessment Criteria

### STUDENTS WILL:

In groups, simulate an interview with a nutritionist to convince peers of the importance of breakfast. Present relevant content, use persuasive devices (rhetorical questions, anecdotes, similes, metaphors, images) and speak confidently in an effort to convince peers. Use a given checklist to critique/evaluate the presentation.

(The interviews could be recorded using audio and image capturing devices for future playback and critique.)

Use a mix of SJE and JC to comment on the benefits one could derive from participating in the next Olympics/CARIFTA games. Use SJE for the greater part of the speech and insert JC for effect, e.g. using maxims, slogans, tag-lines, proverbs, clinch points, etc.

- Ask probing questions
- Present relevant content
- Present point of view
- Speak confidently to persuade
- Use persuasive techniques
- Evaluate presentation
- Create video
- Speak fluently in SJE
- Use JC for effect

Relevant content effectively presented in simulated interviews using persuasive devices and confidence

Language forms used effectively in speech

Discuss in small groups the social activities in which family members engage and how these help to enhance family relations and health. Categorise the social activities to show those they participate in for enjoyment, for health and for the acquisition of social skills.

Engage in knowledge sharing via class blog about social activities that they participate in for enjoyment, health and the acquisition of social skills.

- Speak fluently
- Categorise social activities
- Communicate online

Social activities meaningfully discussed and categorised using appropriate language forms

Listen to resource personnel address the need for abstinence from harmful substances such as marijuana and cocaine. Explain how substance abuse can affect physical and mental health by composing and sharing orally a jingle, dub poem or a slogan to reinforce the speaker's message. Use SJE or JC.

- Listen attentively
- Perform creative pieces using SJE and JC

Perform confidently samples of creative pieces in SJE and JC

## Suggested Teaching and Learning Activities

## Key Skills

## Assessment Criteria

### STUDENTS WILL:

Work with a partner to collect information about each other. Use the information to compose character sketch of partner based on physical activities, interests, hobbies, likes and dislikes, personality, short- and long-term goals, etc. Use a mix of SJE and JC (JC may be used for favourite sayings or as short phrases to capture very 'Jamaican' descriptions and should be placed in quotation marks) to share information/findings with class and teacher.

- Use SJE and JC to share information
- Work collaboratively

Mix of SJE and JC used effectively in character sketches

Roleplay a situation in which they discuss with the principal the topic 'Poor quality meals served at lunch and the effects on students' health'. Use SJE and a polite and formal tone and practise courtesy in conversation. This play could be recorded using audio or image capturing devices for future discussions and critique.

- Speak clearly with awareness of audience
- Record roleplay
- Use SJE to articulate concerns
- Apply conversation skills

SJE structures and good oral communication skills effectively used to simulate discussions

Listen to the keynote address about 'Recreation and Health' delivered by a guest speaker on Girls or Boys Day or any other special occasion at their school. Make notes on the effectiveness of the speaker's language use. Share with their neighbour/e-pals their impression of the speaker's language use and its effects. Use SJE or JC to express their views and demonstrate using gestures and body language.

- Listen keenly
- Assess language use
- Use SJE/JC and gestures to communicate information

Speaker's language use effectively assessed using appropriate language and other communication skills

Select an exciting theme or event from a literature text read. Plan an exciting dramatic presentation to depict that theme. Present to class using the appropriate register to match audience. Use peer and self-evaluation checklists to review the use of language, tone, enunciation, fluency and body language during the presentation. Comment on the speaker's diction as appropriate to audience and purpose and the effectiveness of the techniques used.

- Assess appropriateness of diction
- Evaluate speaker's techniques
- Present dramatic presentation
- Use checklist to assess speaker

Appropriateness of speaker's diction and the effectiveness of speaker's techniques effectively assessed using agreed rubric

## Suggested Teaching and Learning Activities

## Key Skills

## Assessment Criteria

### STUDENTS WILL:

Simulate a panel discussion with a local firm that is interested in making a monetary contribution for the building of a gymnasium or sports complex at their school. Research using online or offline sources to prepare strong arguments to persuade the audience of the benefits the school, community and firm will receive from this venture. Revise and edit written presentation. Deliver oral presentation using SJE, paying attention to use of language, rhetoric, tone, enunciation, fluency and body language. (Presentation could be recorded for future use and critique.)

- Speak clearly
- Use appropriate diction, intonation and register in oral presentations
- Conduct research
- Prepare oral presentations
- Revise and edit oral presentations

Language, tone, enunciation, fluency, and body language effectively used to communicate during oral presentation

Serve as sports commentators at a sports match/sports day in their school. Deliver a lively and accurate commentary of the match/day using SJE. Interview some of the members of the winning team, opponents, coaches and spectators to get their analyses of the game/day and the health benefits to be derived from participating in this activity.

- Interview members of various groups
- Use SJE to deliver commentary of sporting activity

Accuracy, appropriate sporting jargon and conversation skills used in the delivery of a lively commentary of the sporting activity

Imagine they are the president of a social club and have identified that the majority of the members are experiencing health challenges. Conduct research using online and offline sources. Deliver a speech persuading youths in their community to change/practice good eating habits or get involved in physical recreational activities. Use persuasive techniques such as rhetoric, analogy, short sentences, loaded words and phrases, similes and metaphors in the speech. Advise peers of the location or contact details of clubs or groups.

Create a brochure to promote a healthy lifestyle among their peers.

Participate in knowledge sharing with e-pals to develop practical steps that can be taken to combat health challenges among their peers

- Present point of view/ research findings
- Speak confidently to persuade
- Use persuasive techniques
- Use search engine safely to perform topic searches
- Create and format document

Language forms appropriately used to deliver a speech to selected audience

## ATTAINMENT TARGETS

### WITH FLUENCY AND RECOGNITION (WORD RECOGNITION AND VOCABULARY DEVELOPMENT)

Use a range of word recognition clues to identify new words  
Build vocabulary through various strategies

## OBJECTIVES

### Students should be able to:

- Use syntactic clues focusing on word order, grammar and the natural sense of language flow to decipher unfamiliar words
- Review and apply knowledge of connotation and denotation to determine the meaning of words
- Read with sufficient accuracy and fluency to support comprehension
- Reflect on their own use of word recognition strategies and how they have improved as readers

## Suggested Teaching and Learning Activities

## Key Skills

## Assessment Criteria

### STUDENTS WILL:

Watch a demo video (YouTube or other) OR observe teacher modelling the use of syntactic clues to decipher unknown/unfamiliar vocabulary during reading. Engage in a discussion on how the ordering of words, grammar and language flow may be used as hints to decoding unknown/unfamiliar words.

- Identify the use of syntactic clues
- Discuss syntactic clues

Logical discussion on the processes involved in decoding unknown/unfamiliar vocabulary using syntactic clues

Work collaboratively to complete a cloze passage. Then note in bullet format how word order, grammar and flow of language assisted in completing the cloze passage. (This will be done paying special attention to syntactic clues.)

- Use syntactic clues to supply unknown words
- Work collaboratively
- Read fluently
- Reflect on reading strategies

Cloze passage accurately completed using syntactic clues

Passage read with adequate attention to fluency

Read the completed passage with keen attention to fluency. Make an entry in their journals about what approaches they used to decipher unfamiliar words.

## Suggested Teaching and Learning Activities

## Key Skills

## Assessment Criteria

### STUDENTS WILL:

Create/source riddles with words they think their peers might not know. Exchange riddles and have their partners use syntactic clues to figure out the meaning of an unfamiliar word.

For example, Why are fish so smart? Because they swim in schools!

- Create/search for riddles
- Work collaboratively
- Use syntactic clues to derive meaning

Syntactic clues effectively used to decipher the meaning of unfamiliar words

Collect the names of popular sports teams, e.g. Sunshine Girls, Reggae Boyz, Barbados Tridents and New York Giants. Talk about the feelings/meanings these names evoke (connotative), then use a dictionary to check the meaning of the words (denotative). In groups, create 'team names' for themselves and explain both the denotative and connotative meanings to the class.

- Examine denotative and connotative meanings of words

Denotative and connotative meanings of words adequately explained

## ATTAINMENT TARGETS

### READING FOR MEANING AND ENJOYMENT (COMPREHENSION AND LITERATURE)

Read for meaning, fluency and enjoyment of texts, using a variety of clues to gain information and identify ideas and events

Identify and comment on the structure of texts and on the language choices, grammar and techniques writers use to create an impact

### LITERATURE

Recognise and comment on the elements of literature in its different genres

## OBJECTIVES

### Students should be able to:

- Read orally at the appropriate rate with proper enunciation, intonation and expression to demonstrate understanding of materials
- Identify and evaluate the use of metaphor in poetry  
Infer the author's purpose/intent (e.g. to inform, entertain or explain) in a variety of texts
- Analyse a variety of narratives and explain how the elements of plot contribute to meaning and may impact reader response
- Produce a wide range of written materials including short illustrated booklets and stories with clear evidence of the elements of plot in narratives
- Critically assess the plot structure of a novel and its movie adaptation



## ICT ATTAINMENT TARGETS:



RESEARCH, CRITICAL THINKING, PROBLEM-SOLVING AND DECISION MAKING - use appropriate digital tools and resources to plan and conduct research, aid critical thinking, manage projects, solve problems, and make informed decisions.

### Suggested Teaching and Learning Activities

### Key Skills

### Assessment Criteria

#### STUDENTS WILL:

Read a given poem addressing the theme 'health and recreation'. Carefully analyse the poem and identify the use of metaphors. Use worksheet to explain the meaning of the metaphors in their own words and the effectiveness of the device in helping to convey or enhance the presentation of tactile, visual, auditory or gustatory images.

- Read poems
- Analyse the effect of metaphors on the senses

Metaphor in poetry correctly identified and analysed.

Using online/offline sources, research and collect samples of short stories and poems (ballads) that present ideas on family recreation, including play and communication. Examine and compare the elements of the plot structure including exposition, rising action, climax and resolution. Say what similar or different effects are created by the elements. Say how they are affected by other specific features of the poems and narratives.

- Use search engine safely to perform single topic searches
- Collect poems and stories
- Compare elements of the plot structure
- Discuss plot in poetry and narratives

Appropriate poems and stories identified

Comparisons/relationships between and among narrative elements successfully made/identified

Create a P.I.E graphic organizer using the following headings: Persuade, Inform and Explain.

Use P.I.E. graphic organizers to log their descriptions for each of the author's purposes they identify in given reading material.

- Create graphic organizers
- Infer author's purpose
- Classify author's purpose

Writer's purpose accurately inferred

Writer's purpose correctly classified using given categories

## Suggested Teaching and Learning Activities

## Key Skills

## Assessment Criteria

### STUDENTS WILL:

Create author's purpose checklist to show the characteristics of writing aimed at persuading, informing and entertaining.

Use checklists to read a passage, infer the author's purpose and explain choice. Underline words and/or phrases in the passage that give clues about the author's purpose.

- Research attributes of different types of writing
- Design author's purpose checklists
- Use checklists to identify writer's purpose
- Justify choice of author's purpose

Attributes of various kinds of writing accurately researched

Checklist appropriately developed and effectively used to identify author's purpose

Clues indicating author's purpose accurately identified

Interview a member of the community (the interview should bring out information on the person's experience growing up, including challenges, important events, hobbies, outstanding/disappointing moments, etc.) After the interview, use the information collected to create the person's timeline.

Choose an area of the interviewee's timeline and write a story about it, paying close attention to the plot/order of events.

- Conduct interview
- Create timeline for person interviewed
- Create short story using the plot structure of the interviewee's timeline

Interview questions appropriately developed

Timeline of events in interviewee's life correctly sequenced

Details of the timeline skilfully used to create stories with effective plot structures

Compare and contrast a novel they read with the movie counterpart. Use a graphic organizer to compare/contrast the plot structure of the novel and the film version. Discuss how changes made in the film may have improved/impaired the novel.

Choose an interesting section of the plot from the novel and adapt it for a Reader's Theatre performance. Read the script at the appropriate rate with proper enunciation, intonation and expression to demonstrate understanding of materials.

- Compare/contrast plot structure
- Record information on graphic organizer
- Create script for Reader's Theatre
- Read fluently

Plot structure of novel and movie adequately compared/contrasted using graphic organizer

Chosen section of novel skilfully adapted into Readers' Theatre script

Reader's Theatre script fluently read with attention to prosody

## ATTAINMENT TARGETS

### READING FOR INFORMATION (RESEARCH AND STUDY SKILLS)

Identify and use text features to support the navigation of texts, retrieving and synthesising information gained from a range of sources

Research activities on issues and interests by generating ideas and exploring texts using a range of strategies

## OBJECTIVES

### Students should be able to:

- Use graphic organizers to understand the relationship between and among concepts/ideas
  - Use study skill strategies to develop effective study habits
  - Prepare and deliver oral reports/presentations of research processes and findings
  - Share constructive feedback on research products respectfully with peers
- 
- Assess meaningfulness of various sources of information, based on relevance to research focus

## Suggested Teaching and Learning Activities

## Key Skills

## Assessment Criteria

### STUDENTS WILL:

Design a glossary of key/technical terms used in Language Arts using online or offline sources.

- Cite sources
- Create and format document
- Locate information
- Organize words and meanings in the glossary

Relevant information accurately identified and relevant sources correctly cited

Information creatively organized in the glossary

In groups, research information on study tips. Plan a two minute group presentation to the class on the information collected. Use visual aids.

- Work in groups
- Locate information
- Present information
- Create/collect and use visual aids
- Give feedback on presentation

Information adequately researched and presented in groups

Provide feedback to peers on the quality of the content and the mode of presentation used.

Visual aids appropriately chosen and effectively used to enhance presentation

## Suggested Teaching and Learning Activities

## Key Skills

## Assessment Criteria

### STUDENTS WILL:

Use a concept map to describe a character and show relationships between characters in a novel/short story. Compare and contrast their concept maps with those of other students and discuss their different ideas about the same character.

- Develop/source concept maps
- Compare/contrast information
- Discuss ideas

Concept map appropriately chosen and effectively used in comparisons

Information in concept maps meaningfully discussed and justified

## ATTAINMENT TARGETS

### LANGUAGE STRUCTURE (GRAMMAR AND CONVENTIONS)

Write sentences which are grammatically accurate and correctly punctuated, using SJE appropriately

## OBJECTIVES

### Students should be able to:

- Construct sentences using correct subject/verb agreement in sentences where the subjects are joined by the words or/nor
- Use sentences which demonstrate correct use of the past participle form of verbs

### ICT ATTAINMENT TARGETS:



RESEARCH, CRITICAL THINKING, PROBLEM-SOLVING AND DECISION MAKING - use appropriate digital tools and resources to plan and conduct research, aid critical thinking, manage projects, solve problems, and make informed decisions.



DIGITAL CITIZENSHIP - Recognise the human, ethical, social, cultural and legal issues and implications surrounding the use of technology and practice online safety and ethical behaviour.

## Suggested Teaching and Learning Activities

## Key Skills

## Assessment Criteria

### STUDENTS WILL:

Research the subject/verb agreement rule for subjects joined by the conjunctions or/ nor.

In groups, collect (from a variety of sources) and add to their writing log a variety of sentences with subjects joined by the conjunctions or/ nor. Use these sentences as models to create sentences of their own. For each sentence they create, they will make a determination as to whether the sentence needs a singular or plural verb.

- Locate and collate information
- Work collaboratively in groups
- Create sentences applying subject/verb agreement rules

Appropriate information relating to the rules governing subjects joined by or/nor collected and collated

Sentences constructed with attention to accuracy in subject/verb agreement

Write a short paragraph containing subject/verb agreement errors. Exchange their paragraphs with a writing partner who will correct the subject/verb agreement errors, justifying the changes made to the paragraph.x

- Create short paragraphs
- Review and edit paragraphs
- Apply subject/verb agreement errors

Subject/verb agreement errors accurately identified and corrected in paragraphs

Changes adequately justified using knowledge of subject/verb agreement rules

Participate in a game of 'Subject/Verb Agreement Jeopardy'. Point values will be assigned to categories such as "Singular Pronouns", "Plural Verbs" and "Subjects joined by OR/NOR". Students will answer questions such as, "True or false: The subject in this sentence 'Neither Gina nor Grace-Ann likes to drink water' takes a singular verb." The student with the most points at the end of the game wins.

- Answer subject/verb agreement questions
- Apply subject/verb agreement rules

Subject/verb agreement rules accurately applied

In groups, create past participle crossword puzzles. Exchange puzzles with other groups for these to be solved. Online puzzles may be used as an alternative.

- Create verb list with the past participle form
- Design crossword puzzle template

Verb list appropriately generated

Past participle solutions for the puzzle correctly chosen

Template for the puzzle creatively and accurately designed

Research using online/offline sources and write/type an article for school/community newspaper about a board game they enjoy playing. Use appropriate tense and agreement to give instructions for playing the game and share the health benefits to be gained from playing.

Revise and edit work to correct errors, particularly in agreement and tense.

- Use browser features
- Use search engine to perform single topic searches
- Cite sources accurately
- Give instructions and reasons

School/newspaper article gives clear instructions and health reasons for playing a specific board game

Ideas are logically organized and appropriate grammar used

## ATTAINMENT TARGETS

### COMMUNICATION (WRITING)

Write to narrate, to persuade and for a range of transactional purposes, using SJE and JC appropriately and incorporating multimedia approaches to their writing

Use language and text forms appropriately and with imagination to create vibrant and engaging texts

## OBJECTIVES

### Students should be able to:

- Write with increasing competence in Standard Jamaican English using appropriate structures and mechanics
- Establish a distinctive voice in their writing appropriate to the subject and audience
- Use a range of methods, including descriptions and dialogue, to generate engaging story openings
- Use knowledge of descriptions to write interesting stories which are based on given themes

Develop approaches to the writing process to enable them to organize their ideas into a coherent structure including layout, sections and paragraphs

### Students should be able to:

- Reflect on their own writing processes and experiences using tools such as journals, portfolios, blogs, etc.

### ICT ATTAINMENT TARGETS:



DIGITAL CITIZENSHIP - Recognise the human, ethical, social, cultural and legal issues and implications surrounding the use of technology and practice online safety and ethical behaviour.

## Suggested Teaching and Learning Activities

## Key Skills

## Assessment Criteria

### STUDENTS WILL:

Write a story based on a family recreational event such as a picnic. Use appropriate transitional words and phrases to describe the activities involved in the preparation of the picnic. Create vivid descriptions by using vocabulary and sensory details effectively.

Exchange story with their writing partner, who will examine the title of the story and develop a prologue for the story before reading it. Read and compare the prologue with the actual story. Share with the class/groups.

Join story-writing websites to develop their story-writing skills

- Use transitions in describing procedures
- Use diction effectively
- Use sensory details/imagery to enhance writing
- Predict events in a story
- Write a prologue
- Work in groups
- Navigate websites
- Use given prompts

Story appropriately reflects given theme

Appropriate transitional words/phrases and sensory details included

Story titles accurately capture details of the story

## Suggested Teaching and Learning Activities

## Key Skills

## Assessment Criteria

### STUDENTS WILL:

Use sentence frames, prompts/leads to create narrative or descriptive pieces of writing about social interactions. Leads include:

Narrative Lead

Tyson Blake, the greatest 100m champion, is injured. The Olympic Games are over, but the casualty list is still growing...

Descriptive Lead

Standing tall and straight, unfurrowed brows over glistening eyes, Matthew spoke about his dramatic encounter with his friend at the school fair.

- Use language syntax (tense, agreement) appropriately

Prompt/Lead effectively used in narrative/descriptive pieces.

Elements of narrative/descriptive writing and awareness of audience and purpose effectively demonstrated

Create simulated journals (online or manual) to assume the role of a character in a given model story or a story written by peers. Write from the character's point of view. Use literary devices (e.g. simile, metaphor, alliteration, onomatopoeia, sensory details) to create images and impact and to reveal setting and audience. Each journal entry should reveal the date, events and feelings.

MY JOURNAL		
Character's Point of View		
Date	Event	Feelings/Emotions

- Create and format document
- Use of literary devices
- Create simulated journals
- Use first person point of view in writing

Journal entries appropriately reflect use of literary devices and first person point of view in summarising the events and emotions of a story character

In groups, collect model story openings from a variety of sources. Create a label for each model to indicate what technique (e.g. dialogue, description, action, question, etc.) best exemplifies how the opening is developed. Share and justify choices to classmates.

In groups, order the openings in terms of how appealing they are. Record the number of first choices for each opening. Examine and discuss the reasons why the best opening is particularly effective.

- Work in groups
- Collect model stories
- Classify story openings
- Justify choices
- Evaluate and rank stories

Selected model story openings adequately reflect an understanding of the characteristics of a good story opening

Story openings accurately classified

Story openings effectively evaluated



## Suggested Teaching and Learning Activities

## Key Skills

## Assessment Criteria

### STUDENTS WILL:

Improve story beginnings which are flawed, wordy and/or unappealing. Trim unnecessary details, replace dull words with more powerful ones, change explanation to dialogue, and make any other changes they think will improve the story. Mark the original version to keep track of their changes. Track changes may be used if students are working digitally. Share changes with class to get feedback.

- Evaluate story openings
- Improve story openings
- Discuss ideas

Changes made to story openings adequately reflect an understanding of the characteristics of a good story beginning

## Learning Outcomes

Students will be able to:

- ✓ Demonstrate a growing competence in the use of Standard Jamaican English structures in both written and oral work
- ✓ Connect features of the plot in literature with own experiences or those of others
- ✓ Demonstrate an understanding of the significance of essential elements of writer's craft in poetry and prose
- ✓ Structure and review study resources effectively and organize time for study successfully
- ✓ Use effective speaking techniques (appropriate eye contact, adequate volume and clear pronunciation) to deliver speeches/presentations
- ✓ Demonstrate competence in the use of textual evidence to identify the purpose/intention of a writer
- ✓ Apply techniques to develop effective narratives which reflect a clear understanding of story elements and descriptive details
- ✓ Improve literacy skills and broaden scope of experience in critical analysis of text
- ✓ Evaluate their own writing according to established criteria/rubrics
- ✓ Communicate and collaborate safely online with peers about the things that they are learning in class
- ✓ Create documents using word processing software

## Points to Note

Rubric for writing tasks should be given and explained to students simultaneously with task.

Give students prompts to guide their interpretation of literary devices.

Remind students to:

- Follow guidelines to promote healthy use of ICT tools
- Demonstrate safe, respectful, responsible and clear online communication

### RESOURCES

- Graphic Organizers
- Novels
- Short stories
- Joyful Noise: Poems for Two Voices by Paul Fleischman
- Editorial text
- Excerpts/extracts
- Poems
- Pictures
- Demo video: Using syntactic clues

## Extended Learning

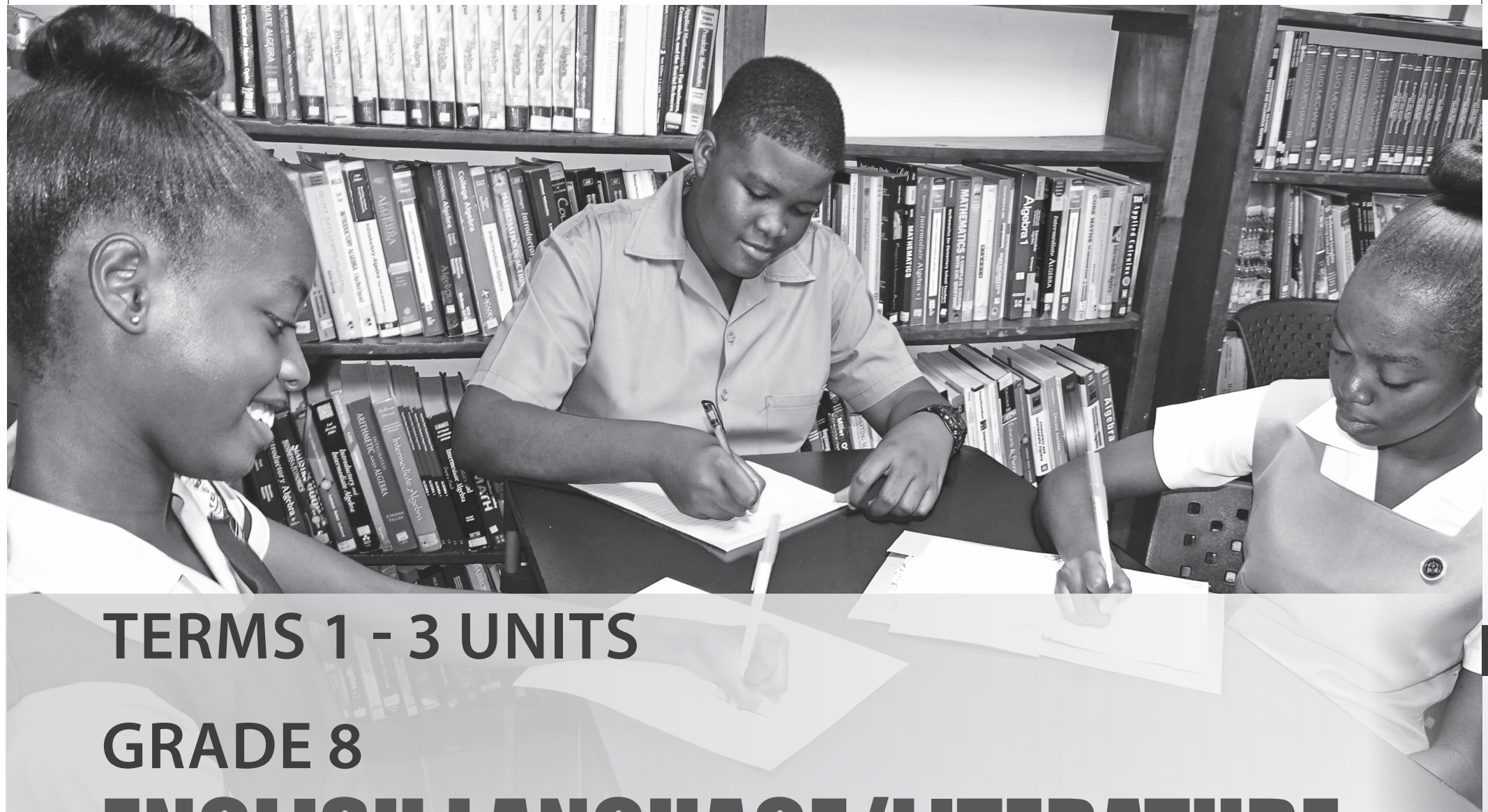
- Participate in public speaking contest
- Use conversational etiquette such as taking turns, eye contact and using polite jargon
- Conduct story time with family members and/or community members
- Create board games and other word puzzles to be used as recreational activities
- Design slogans, bulletin boards, posters, cartoons, comic strips, etc. to reinforce healthy lifestyle practices
- Create flyers to circulate important notices and information within community
- Set up community notice board with written information to highlight events
- Start a book collection drive/club including comic books, novels, children's literature and short stories to be used by peers and members of home community
- Use school/parish library to research topics for school/community projects
- Do survey of recreational games played by other families in the community
- Speak to community leaders about community issues, demonstrating skills acquired
- Edit articles for school magazine
- Record minutes of a meeting of a social club within the community
- Write articles for school magazines, church bulletins, community and national newspapers, etc.
- Help mothers and caregivers at home to plan and create recipes for balanced and nutritious meals
- Write letters to editors of printed media, highlighting issues, events or achievements of their community
- Explore interactive websites to reinforce concepts taught in class

### KEY VOCABULARY

- |                 |              |                      |                    |                      |
|-----------------|--------------|----------------------|--------------------|----------------------|
| • Theme         | • Climax     | • Genre              | • Prologue         | • Speech fillers     |
| • Plot          | • Dialogue   | • Poetic devices     | • Syntactic clues  | • Persuasive devices |
| • Rising action | • Resolution | • Story frames       | • Author's purpose | • Recreation         |
| • Conflict      | • Metaphor   | • Graphic organizers | • Point of view    | • Health             |

## Links to Other Subjects

- Physical Education – health and physical activities
- Food and Nutrition – composing recipes



**TERMS 1 - 3 UNITS**

**GRADE 8**

**ENGLISH LANGUAGE/LITERATURE**



**SCOPE AND SEQUENCE****STRAND: LISTENING AND SPEAKING****GRADE 8****LANGUAGE ARTS****TERM 1****Unit 1**

Evaluate the effectiveness of the use of SJE and JC in creative pieces presented

Effectively speak in response to other's points of view using appropriate language, for example, asking and generating questions or challenging ideas

**Unit 2**

Practise the use of critical thinking skills in oral discussions

Observe Communication protocol in oral communication activities

**TERM 2****Unit 1**

Use problem solving techniques in discussing varying issues using appropriate forms of language

**Unit 2**

Compare and contrast the vocabulary and structures used by speakers of the far past and those of today

Compare and contrast the vocabulary and structures used by speakers of the far past and those of today

Paraphrase information heard without changing the meaning of what was said

**TERM 3****Unit 1**

Critically respond to visual and aural stimuli by paying attention to the impact of particular features such as tone and detail presented in each

Listen and critically respond to ideas presented by speakers

Apply Communication Protocol in different oral activities

**SCOPE AND SEQUENCE****STRAND: FLUENCY AND RECOGNITION**  
(WORD RECOGNITION AND VOCABULARY DEVELOPMENT)**GRADE 8****LANGUAGE ARTS****TERM 1****Unit 1**

Justify the use of selected word recognition strategies employed during reading

Demonstrate confidence when presenting independently

Use context clues to aid in word recognition (explanation and gist clues)

Apply word recognition strategies such as re-reading and reading ahead to

**TERM 2****Unit 1**

Track their own progress as readers and document the strategies employed

Demonstrate confidence when presenting independently

Use various sources of semantic cues to unlock meaning of unknown words.

Identify and use technology- related words in context

**TERM 3****Unit 1**

Track their own progress as readers and document the strategies employed

Demonstrate confidence when presenting independently

Distinguish between the denotative and connotative meanings of words.

Practice and apply the concept of connotation

identify new words

Create appropriate sentences using the vocabulary words learnt from texts

Construct mnemonics to aid recognition of sight words/technical vocabulary

Work cooperatively with peers as they try to apply word recognition/vocabulary building strategies

### Unit 2

Justify the use of selected word recognition strategies employed during reading

Demonstrate confidence when presenting independently

Clarify word meanings through the use of a word's definition - restatement or contrast.

Use synonyms to convey different impressions and or attitudes

Create appropriate sentences using the vocabulary words learnt from texts

Construct mnemonics to aid recognition of sight words/technical vocabulary

Work cooperatively with peers as they try to apply word recognition/vocabulary building strategies

Create appropriate sentences using the vocabulary words learnt from texts

Use mnemonics to create mental images and study meanings of unknown/unfamiliar vocabulary

Collaborate with peers to apply vocabulary building strategies

### Unit 2

Track their own progress as readers and document the strategies employed

Demonstrate confidence when presenting independently

Use syntactic cues to decode and decipher meaning of unknown/unfamiliar vocabulary

Examine how word choice affect meaning

Collaborate with peers to apply vocabulary building strategies

Examine how word choice affect meaning

Improve collaboration skills as they continue to apply vocabulary building strategies

**TERM 1****Unit 1**

Use criteria to choose independent reading materials

Determine a central idea of a text and analyse its development over the course of the text, including its relationship to supporting ideas

Compare and contrast the elements and authors of various literary genres (e.g. short story, novel, drama, fable, fantasy, biography, documentary, poetry, and science-fiction).

Review text to text connections

Infer the author's point of view and purpose from text read.

Locate and analyse an author's use of figurative language including allusion, idiom, pun and symbolism in a variety of literary text.

**Unit 2**

Use various strategies to extract meaning

Compose a summary of a text, using main ideas identified

Compose a summary of a text, using main ideas identified

React to stimuli from text and compare these with knowledge of the world

Analyse the author's style, word choice, and language structure used in relation to determining point of view versus view point (opinion)

Analyse poetry to identify and comment on the effectiveness of the use of the ballad and free verse poetic forms

**TERM 2****Unit 1**

Select and read to gain information from personal interest materials such as books, pamphlets, how-to manuals, magazines, websites and other online materials

Identify and use implicit comparisons in a range of written forms

Determine the effects of technical elements of drama such as scenery, costumes, props and other stimuli on making meaning

React to stimuli from text and compare these with knowledge of the world

Explore the rhyme and rhythm patterns in poetry focusing on near and end rhymes

Compose ballads and free verse poems that utilize near and end rhymes

**Unit 2**

Use deduction and inference to interpret information and ideas and to predict outcomes

Respond to audio visual stimuli

Defend inferences about point of view using textual evidence.

Use sensory details to categorise and analyse imagery in a range of written texts.

Analyse the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

**TERM 3****Unit 1**

Respond to audio visual stimuli

Defend inferences about point of view using textual evidence.

Use sensory details to categorise and analyse imagery in a range of written texts.

**TERM 1****Unit 1**

Recall strategies used to generate ideas

Analyse topics to ascertain areas for focused research

Formulate questions about a topic to guide focused research

Define the term 'intellectual property'

Supply examples of intellectual property based on the definition of the concept

Define the term "plagiarism"

Highlight the implications of plagiarism

Explain the various ways in which plagiarism can be prevented.

**Unit 2**

Explain the importance of evaluating sources

Identify critical elements to be considered when evaluating various sources

Distinguish between credible and non-credible sources

Retrieve information from selected sources and assess how accurate/reliable these sources are

Investigate the various forms of plagiarism

**TERM 2****Unit 1**

Gather and organize information on a variety of topics

Begin to work at producing 'plagiarism-free' research

**Unit 2**

Use various documents (charts, diagrams, tables etc.) to present findings and add clarity to their written work

Acknowledge all sources used in the research process

Define and categorize the various documentation styles according to the context in which each is used

Define the term "In-Text Citation"

Briefly explore the different forms of in-text citations in the APA, MLA and CMS referencing styles

Determine the effectiveness of examples of in-text citations in given materials.

Produce their own paragraphs using in-text citation appropriately (including direct quotation)

**TERM 3****Unit 1**

Use appropriate formats to acknowledge sources used in the research process

Synthesize the skills of gathering information to produce individual/group mini research incorporating sources, cited relevantly and accurately using the APA format



**TERM 1****Unit 1**

Identify and use different phrases (noun phrase, verb phrase, prepositional phrases)

Differentiate between independent and dependent clauses

Construct sentences using both dependent and independent clauses

**Unit 2**

Review and use compound and complex sentences

Identify and use clauses - adverbial, adjectival and noun

Compose passages with different types of clauses

**TERM 2****Unit 1**

Articulate how the active and passive voices function in writing

Rewrite sentences changing the voice from active to passive and vice versa

Justify the use of and insert hyphens and dashes in sentences to achieve clarity in their own writing and that of others

**Unit 2**

Define the term 'antecedent'

Recognise pronoun antecedent agreement in number, person and gender

Comment on the relationship between pronouns and their antecedents in ensuring subject verb agreement

Justify the need for clarity in the structure of select pieces of writing

Improve the clarity of different pieces of writing by inserting phrases enclosed by commas, dashes and/or parentheses

**TERM 3****Unit 1**

Use correctly, the ellipsis, semi-colon, colon, full stop, hyphen and exclamation mark in a wide range of texts

**TERM 1****Unit 1**

Compose business letters to complain about and order goods or services

Identify the elements of plot structure in a range of narrative pieces

Know and use various types of transitional words (exemplification or illustration) to connect ideas: general/specific order

Use varied sentence types to construct paragraphs

**Unit 2**

Use dialogue to portray the qualities and actions of characters and their relationship to the resolution of the conflict.

Know and use various types of transitional words (compare and contrast) to connect ideas: general/specific order

**TERM 2****Unit 1**

Analyze and compose several short stories to demonstrate understanding of plot structure.

Use transitional words to meaningfully connect ideas

**Unit 2**

Define persuasive techniques - repetition, rhetorical questions, exaggeration

Differentiate between 'persuasive techniques' and 'presentational devices'

Interpret the use of various persuasive techniques in advertisement

Use persuasive techniques to convince various audiences through advertisements

Develop working definition for 'presentational devices'

**TERM 3****Unit 1**

Apply persuasive techniques to their writing in order to achieve a specific purpose

Use presentational devices to enhance the appeal of their work

## **About the Unit**

### **Health & Nutrition**

The following unit of work provides a context in which students will master a range of skills and abilities. Grade 8 students are expected to meet specific standards and retain or further develop expertise and understandings acquired in preceding years. This unit, entitled “Health and Nutrition” employs the Literature-Based Approach through which students will gain exposure to the skills and ideas being developed. The unit encompasses concepts related to the range of skills which constitute the six Language Arts strands; it seeks to provide the scaffolding students require as they master the English Language.

## **GUIDANCE TO THE TEACHER**

The Literature-Based Approach is research-based and has proven to be useful in the transfer of Language Arts skills. It is based on the use of a wide range of literature such as texts, pictures, diagrams, cartoons, e-mail, blogs and other sources of information centred on a particular theme. It allows the teacher to develop materials at the students’ reading and interest levels and supports making connections and identifying the links among the Language Arts strands.

It is also important to note that in cases where activities give students the opportunity to practise specific language skills, the teacher should explicitly teach rules, structures and strategies prior to these exercises. Students should be encouraged to think critically and creatively as they reflect on and articulate their thoughts and knowledge. Additionally, teachers are encouraged to pay attention to the objectives aligned to the affective domain. That is, students must be engaged in deliberate activities aimed at achieving same and developing the requisite reflective and appreciative skills.

**Prior Learning**

Check that students can:

- Listen in order to respond to information
- Use the process writing approach
- Write research questions
- Determine sentence structures based on given features
- Write for different purposes
- Distinguish between SJE and JC
- Know the techniques for writing narrative and persuasive pieces

**SPEAKING AND LISTENING****ATTAINMENT TARGET:**

Listen to, recall, understand and respond to speakers' messages, whether implicit or explicit

Communicate with confidence and competence for different purposes and audiences, using SJE and JC appropriately and creatively

**Theme: Health and Nutrition**

**OBJECTIVES:**

- Evaluate the effectiveness of the use of SJE and JC in creative pieces presented
- Effectively speak in response to others' points of view using appropriate language, for example, asking and generating questions or challenging ideas

### ICT ATTAINMENT TARGETS:



**COMMUNICATION AND COLLABORATION** - Use technology to communicate ideas and information, and work collaboratively to support individual needs and contribution to the learning of others.



**RESEARCH, CRITICAL THINKING, PROBLEM-SOLVING AND DECISION MAKING** - use appropriate digital tools and resources to plan and conduct research, aid critical thinking, manage projects, solve problems, and make informed decisions.



**DESIGNING AND PRODUCING** - use digital tools to design and develop creative products to demonstrate their learning and understanding of basic technology operations.



**DIGITAL CITIZENSHIP** - Recognise the human, ethical, social, cultural and legal issues and implications surrounding the use of technology and practice online safety and ethical behaviour.

### Suggested Teaching and Learning Activities

### Key Skills

### Assessment Criteria

#### STUDENTS WILL:

Recite a poem in which Creole is used to enhance characterization or for some other meaningful purpose. The poem should bear some link to health or nutrition. Alternatively, they may write their own.

Rewrite, in groups, the section(s) of the poem written in Creole using Standard Jamaican English (SJE). Introduce the poems and read both versions aloud. Use pauses, accent certain words, and use body language and facial expressions to communicate the poem's message. Listeners should make notes of the differences observed in the performance of both the JC and SJE version. Share observations with classmates.

- Read poem aloud
- Rewrite JC in SJE
- Use verbal and non-verbal techniques
- Listen attentively
- Discuss observations

Poems chosen adequately reflect given criteria

Poems effectively read, using verbal and non-verbal techniques

Active listening demonstrated by providing meaningful feedback

Invite a resource person from the Ministry of Health to give a short speech on Health and Nutrition. Make a formal introduction of the person(s) to the class.

Generate open-ended questions that they want to be answered. Listen to the presenter, make notes then ask questions based on ideas presented and extension of thoughts.

- Give oral introduction
- Listen attentively
- Make notes
- Generate questions

Questions generated using appropriate language

Attentive listening evident from notes made and questions generated

Conduct a vox pop in their school or community about a topical issue relating to health and nutrition. Record responses and share with class. Use appropriate language to respond orally to the views expressed in the vox pop.

- Generate question(s)
- Record responses
- Discuss opinions

Critical points made by speakers adequately discussed using appropriate language

## ATTAINMENT TARGETS

### READING WITH FLUENCY AND RECOGNITION

Use a range of word recognition clues to identify new words

Automatically recognise words (including sight lists) through repeated exposure and mnemonic devices

Build vocabulary through various strategies

## OBJECTIVES

### Students should be able to:

- Use context clues to aid in word recognition (explanation and gist clues)
- Apply word recognition strategies such as re-reading and reading ahead to identify new words
- Construct mnemonics to aid word recognition
- Demonstrate confidence when presenting independently
- Work cooperatively with peers as they try to apply word recognition/ vocabulary building strategies

## Suggested Teaching and Learning Activities

## Key Skills

## Assessment Criteria

### STUDENTS WILL:

- A. View poster or digital presentation created by teacher which sets out the definition of context clues and outlines guiding questions:
- What word do I not understand?
  - Are there words or information in the sentences before and after the word that can help me?
  - What is the paragraph about? Does it give me any clues?
  - What do I think the word means?
  - Does my meaning make sense in the passage?
- B. Work in pairs or small groups to apply the context clue strategy to a given passage. Make note of or underline unfamiliar words while reading. Write down the paragraph where the word(s) can be found. Read before and after the word (read around the word). Write down words that helped them to find the meaning of the word (context clues). Write down what they think the word means (make a prediction). Check to make sure that the prediction makes sense (reread to confirm).

- View for information
- Work collaboratively
- Use context clues
- Make predictions
- Read for meaning
- Self-question

Context clues used effectively in the reading process to extract meaning

Suggested Teaching and Learning Activities	Key Skills	Assessment Criteria
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**STUDENTS WILL:**

- A. Identify new words related to nutrition and health and use mnemonic devices to spell and remember them. For example,  
**HEALTH: Healthy Eating Always Leaves Tamara Hungry.**

- Use and develop mnemonics

Mnemonics effectively used to aid word recognition

Work in small groups and play mnemonics race. Use a given a set of words to formulate the most creative mnemonics within a specified time frame.

ATTAINMENT TARGETS	OBJECTIVES
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**READING FOR MEANING AND ENJOYMENT  
(Comprehension & Literature)**

**Comprehension**

Read for meaning, fluency, enjoyment, and appreciation of texts using a variety of clues to gain information and identify ideas and events

**Literature**

Recognize and comment on the elements of literature in its different genres

Connect experiences and ideas in texts to their own lives

**OBJECTIVES**

**Students should be able to:**

- Use criteria to choose independent reading materials
- Compare and contrast the elements and authors of various literary genres (e.g. short story, novel, drama, fable, fantasy, biography, documentary, poetry and science-fiction).
- Review text to text connections
- React to stimuli from text and link responses to previous knowledge/ personal experience

Suggested Teaching and Learning Activities	Key Skills	Assessment Criteria
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**STUDENTS WILL:**

Choose books related to Health and Nutrition (collection of resources from different genres, media and levels of reading difficulty) and use criteria for book choice during independent reading. Students will also complete a reading log to show title, author, genre, number of pages and why they find this book appealing.

- Choose books
- Complete reading logs

Criteria for book choice appropriately used

Reading logs accurately completed



Suggested Teaching and Learning Activities	Key Skills	Assessment Criteria
<p><b>STUDENTS WILL:</b></p> <p>Compare and contrast at least two elements (e.g. character and point of view) in two books read on Health and Nutrition from text sets. Create, using appropriate software, or draw a Venn diagram to show the similarities and differences found and present to the class. Write sequential paragraphs to highlight the similarities and differences highlighted in the Venn diagram. Use compare and contrast key words/phrases and techniques.</p>	<ul style="list-style-type: none"> <li>• Compare literary elements</li> <li>• Represent information graphically</li> <li>• Write comparatively</li> </ul>	<p>Venn diagram and written paragraphs effectively show similarities and differences in book elements</p>
<p>Quote a phrase or section of a text that impressed them for some reason (beautiful language, interesting thoughts, meaningful). Explain why they chose that section. Write a reflective piece on impactful quotes shared by classmates. Post quotes on their class webpage/bulletin board.</p>	<ul style="list-style-type: none"> <li>• Quote texts</li> <li>• Justify choices</li> <li>• Write reflection</li> <li>• Publish quotes</li> </ul>	<p>Choices of quotes adequately justified Reflective pieces indicate satisfactory responses to textual stimuli</p>
<p>In a literature circle, express their thoughts and feelings about something that happened in a text they are reading or something about one of the characters in the text. Write journal entries to show how this event or character reminds them of something in their own experience or life.</p>	<ul style="list-style-type: none"> <li>• make text to self connection</li> <li>• Discuss ideas</li> <li>• Write journal entries</li> </ul>	<p>Details in text appropriately compared to their own experiences</p>

ATTAINMENT TARGETS	OBJECTIVES
<p><b>READING FOR INFORMATION</b> (study skills)</p> <p>Research activities on issues and interests by generating ideas and exploring texts using a range of strategies</p> <p>Identify and use text features to support navigation of texts and retrieve and synthesise information gained from a range of sources</p> <p>Understand the importance of legal and ethical practices in research</p>	<p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>• Recall strategies used to generate ideas</li> <li>• Analyse topics to ascertain areas for focused research</li> <li>• Formulate questions about the topic to guide focused research</li> <li>• Distinguish between credible and non-credible sources</li> <li>• Respect intellectual property to avoid unethical practices</li> <li>• Investigate the various forms of plagiarism</li> </ul>

### ICT ATTAINMENT TARGETS:



COMMUNICATION AND COLLABORATION - Use technology to communicate ideas and information, and work collaboratively to support individual needs and contribution to the learning of others.



RESEARCH, CRITICAL THINKING, PROBLEM-SOLVING AND DECISION MAKING - use appropriate digital tools and resources to plan and conduct research, aid critical thinking, manage projects, solve problems, and make informed decisions.



DESIGNING AND PRODUCING - use digital tools to design and develop creative products to demonstrate their learning and understanding of basic technology operations.



DIGITAL CITIZENSHIP - Recognise the human, ethical, social, cultural and legal issues and implications surrounding the use of technology and practice online safety and ethical behaviour.

### OBJECTIVES:

- Use selected ICT tools to create multimedia presentation incorporating text and images
- Cite sources correctly and give credit to creators of digital content
- Navigate safely and respectfully online

## Suggested Teaching and Learning Activities

## Key Skills

## Assessment Criteria

### STUDENTS WILL:

Recall strategies used to generate ideas for writing (clustering, graphic organizers, listing, free writing, etc.).

Brainstorm numerous topics for research based on the theme: Health and Nutrition. For example, Feasting vs. Fasting: How the Body Responds, Health Risks Associated with Bodyweight and Body fat.

Formulate specific questions based on the topic for research. Students will recall the characteristics of good research questions (relevant, interesting, and focused/specific) Students will show the Broad topic, Narrowed Topic, Focused Topic and Specific Research Questions.

Read various texts related to topic for research and then choose a strategy to generate ideas for writing the research paper. Use ideas generated to write the research paper and submit for peer and teacher feedback.

- Brainstorm topics
- Formulate questions
- Conduct research
- Record information
- Publish research

Topic for research appropriately developed

Specific research questions satisfactorily developed

Completed research paper adequately addresses research question

## Suggested Teaching and Learning Activities

## Key Skills

## Assessment Criteria

### STUDENTS WILL:

In groups, conduct online/offline search to locate information on the different types of plagiarism. Create a digital presentation or a poster of the findings and share with the class.

- Locate information
- Explain plagiarism

Types of plagiarism correctly identified in presentation

## ATTAINMENT TARGETS

## OBJECTIVES

### LANGUAGE STRUCTURE

Use and adapt a range of sentence structures according to context, distinguishing between SJE and JC

Write sentences which are grammatically accurate and correctly punctuated, using SJE and JC appropriately

### Students should be able to:

- Identify and use different phrases (noun phrase, verb phrase, prepositional phrase, etc.)
- Differentiate between independent and dependent clauses
- Construct sentences using both dependent and independent clauses

### ICT ATTAINMENT TARGETS:



RESEARCH, CRITICAL THINKING, PROBLEM-SOLVING AND DECISION MAKING - use appropriate digital tools and resources to plan and conduct research, aid critical thinking, manage projects, solve problems, and make informed decisions.



DIGITAL CITIZENSHIP - Recognise the human, ethical, social, cultural and legal issues and implications surrounding the use of technology and practice online safety and ethical behaviour.

### OBJECTIVES:

- Cite sources correctly and give credit to creators of digital content

## Suggested Teaching and Learning Activities

## Key Skills

## Assessment Criteria

### STUDENTS WILL:

Complete an anticipation guide about a phrase, clause and a sentence prior to reading. Discuss choice of answers and validate responses. Explore the various types of phrases, specifically: noun, verb and prepositional phrases.

In small groups, read various materials related to health and nutrition, and then search for examples of noun, verb and prepositional phrases in sentences. Make a presentation to the class, citing examples of each then justifying why each is classified as such.

- Complete anticipation guide
- Validate responses
- Read for information
- Cite examples
- Make presentations

Anticipation guide appropriately completed

Accurate information presented

Responses satisfactorily refuted or validated

## Suggested Teaching and Learning Activities

## Key Skills

## Assessment Criteria

### STUDENTS WILL:

Revisit anticipation guide to refute or validate answers chosen prior to the lesson.

- A. Fold a sheet of letter size paper into two columns and four rows. Each column should represent a clause type: dependent clause or independent clause. Use online/offline sources to research both clause types and record in the four rows the difference between clause types; synonyms for dependent and independent clauses; examples of each clause type from research and an original dependent and independent clause based on the theme: Health and Nutrition.
- B. Match independent clauses to dependent clauses developed by the teacher in order to form sentences and a paragraph.

- Differentiate clauses
- Navigate digital content
- Match clauses

Information recorded accurately on paper folds

Clauses correctly matched and sequenced

## ATTAINMENT TARGETS

### COMMUNICATION (WRITING)

Develop approaches to the writing process to enable them to organise their ideas into a coherent structure including layout, sections and paragraphs

Write to narrate, to persuade, and for a range of transactional purposes, using SJE and JC appropriately and incorporating multi-media approaches in their writing

Write well-constructed paragraphs using linking/transitional words/phrases within and between them

## OBJECTIVES

### Students should be able to:

- Compose business letters to complain about and order goods or services
- Know and use various types of transitional words (exemplification or illustration) to connect ideas: general/specific order
- Use varied sentence types to construct paragraphs

## ICT ATTAINMENT TARGETS:



COMMUNICATION AND COLLABORATION - Use technology to communicate ideas and information, and work collaboratively to support individual needs and contribution to the learning of others.



RESEARCH, CRITICAL THINKING, PROBLEM-SOLVING AND DECISION MAKING - use appropriate digital tools and resources to plan and conduct research, aid critical thinking, manage projects, solve problems, and make informed decisions.



DESIGNING AND PRODUCING - use digital tools to design and develop creative products to demonstrate their learning and understanding of basic technology operations.



DIGITAL CITIZENSHIP - Recognise the human, ethical, social, cultural and legal issues and implications surrounding the use of technology and practice online safety and ethical behaviour.

## OBJECTIVES:

- Use selected ICT tools to create document
- Cite sources correctly and give credit to creators of digital content
- Navigate safely and respectfully online

## Suggested Teaching and Learning Activities

## Key Skills

## Assessment Criteria

### STUDENTS WILL:

Use the stages of the writing process to organize ideas for the following activities:

- Write a letter to complain about an unhealthy menu which was offered/served at a restaurant.
- Write an order letter to a local food mart requesting foods to prepare a balanced meal.

Use text editing software to create letters.

- Write letters
- Create and format documents

Writing process appropriately used in generating letters

Content is appropriate to the purpose and type of letter

Tone of each letter is appropriate to purpose, context and audience

Letter format is appropriate

## Suggested Teaching and Learning Activities

## Key Skills

## Assessment Criteria

### STUDENTS WILL:

Read a passage prepared by the teacher (the passage should lack sufficient transitional words –exemplification or illustration). Critique the writing and highlight the weaknesses (students should highlight the lack of transitional words).

Suggest transitional words which could make the passage more meaningful. Rewrite the passage by inserting the transitional words that were suggested.

- Read and critique
- Insert transitional words

Critique of the passage appropriately done

Transitional words accurately used in reworked paragraphs

## Learning Outcomes

Students will be able to:

- ✓ Listen to, clarify or extend ideas, as well as provide meaningful feedback
- ✓ Respond to the creative use of language in terms of verbal and non-verbal techniques used
- ✓ Build vocabulary through the use of context clues, and use mnemonics to recall the spelling of words
- ✓ Read to convey preferences, make connections and to compare and contrast ideas
- ✓ Apply research strategies such as brainstorming topics, narrowing research focus, clustering ideas
- ✓ Explore grammar using learner-centred research-based approaches to review skills/rules and to accurately apply them
- ✓ Use punctuation to add impact and meaning to writing
- ✓ Compose business letters – order and complaint
- ✓ Use selected ICT tools to search for information, create documents, create multimedia presentations and share files using class email
- ✓ Compose paragraphs

## Points to Note

Reinforce the skills previously taught to ensure that students continue to use them.

Encourage students to use new words in conversation daily.

Teach students the different steps/requisite details involved in writing each type of letter and provide samples to illustrate. For the order letter and letter of complaint, points about the template will also be required. Students should be reminded to follow guidelines to promote healthy use of ICT tools

## Extended Learning

- Students may present research paper at a school/community club meeting

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## RESOURCES

- Text Sets on Health and Nutrition
- Charts
- Graphic Organizers
- Passages
- Internet
- Computer
- Multimedia projector

## KEY VOCABULARY

- Health
- Nutrition
- Context clues (explanation and gist)
- Mnemonics
- Plagiarism
- Copyright
- Phrase
- Dependent and independent clauses
- Attention grabbers
- Exemplification
- Illustration

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## Links to Other Subjects

- Science – Food Nutrients
- Food and Nutrition – Meal Planning
- ICT – Online research
- Library Studies – Use of reference texts, use of the library



**About the Unit****Abstaining from Unhealthy Practices**

The students in Grade 8 possess unique language requirements. They need to articulate numerous concerns and opinions and find meaningful answers which will help them make informed choices. They need language which covers the gamut of their activities and interactions. This unit, entitled “Abstaining from Unhealthy Practices”, provides students with the skills and strategies to navigate their daily lives in and outside of school. The unit helps them to focus on, think about and discuss the issues that affect them. Students will be encouraged to make connections to what they read in the Literature segments and develop the important skill of responding aesthetically through the activities involving comprehension.

In recognition of the fact that reading, writing, listening and speaking are indispensable tools of the learning process these strands are all included in this unit. Additionally, attention is paid to the grammar of Standard Jamaican English (SJE) so that students’ communicative competencies will be enhanced as they practice and master the language.

**GUIDANCE TO THE TEACHER**

This unit uses the Literature-based approach in which concepts and ideas surrounding the theme “Abstaining from Unhealthy Practices” are used as the context for instruction and assessment activities. The teacher is encouraged to develop a “text-set” – material of every type, mode and genre surrounding the ideas related to the theme for use as the literature related to this topic. Books, magazines, newspapers, puzzles, text books, pamphlets, brochures, pictures, blogs, power-point presentations, movies, diagrams and other stimuli related to physically, mentally and socially undesirable practices such as drug abuse, bleaching, immorality and gang activities may constitute this “text-set.” Additionally, teachers are encouraged to pay attention to the objectives aligned to the affective domain.

**Prior Learning**

Check that students can:

- Articulate the content and context of the information being studied.
- Distinguish between information explicitly stated in text and information inferred
- Develop summaries
- Sequence ideas appropriately
- Compose simple, compound and complex sentences
- Use basic research skills
- Recognise and use context clues
- Identify and use literary devices
  - Identify and use direct/indirect speech
  - Identify and use parts of speech

**SPEAKING AND LISTENING****ATTAINMENT TARGET:**

Recognise, value and make distinctions between home language and SJE to acquire and improve language and literacy competencies

**Theme: Abstaining from Unhealthy Practices**

**OBJECTIVES:**

- Practise the use of critical thinking skills in oral discussions Observe Communication Protocol in oral communication activities

## Suggested Teaching and Learning Activities

## Key Skills

## Assessment Criteria

### STUDENTS WILL:

In small groups (4-5 students) engage in an activity called "Finish It." Respond to a number of topical issues such as "The practice of bleaching betrays self-hate" or "Teenagers need as many rules as can be conceived" on cards from which students will randomly or deliberately select one. "Finish It" begins when one student in the group reads the opening statement related to the topic contained on the card reflecting one of the seven established critical thinking skills—analysing, applying skills, discriminating, information seeking, logical reasoning, predicting and transforming knowledge—and adds one or two original statements to it. Others in the group are assisted to enter the conversation by selecting from a list of sentence starters or connectors (provided by the teacher) which relate to each critical thinking skill (see the ex. below). Going around the group, each person adds his or her part to the topic. Each person's contribution must be relevant to the topic, be in proper sequence and reflect the critical thinking skill(s) identified on the card selected.

For example:

Topic: Teenagers need as many rules as can be conceived

Critical Thinking skill: Information Seeking & Logical Reasoning

Opening statement: Many teenagers are of the view that the myriad of rules imposed on them by adults do not allow space and opportunity for them to grow. I agree/ disagree because ....; I knew I needed to research ...

I kept searching for data...

I deduced from the information gathered that ...

The rationale for my conclusion was...

- Apply critical thinking skills
- Participate in guided discussion

Statements relating to critical thinking skills are contributed to conversation to meaningfully extend ideas

## ATTAINMENT TARGETS

### READING WITH FLUENCY & RECOGNITION (WORD RECOGNITION AND VOCABULARY)

Use a range of word recognition clues to identify new words

Automatically recognise words through repeated exposure and mnemonic devices

Build vocabulary through various strategies

## OBJECTIVES

### Students should be able to:

- Clarify word meanings through the use of a word's definition – restatement or contrast
- Use synonyms to convey different impressions and attitudes
- Construct mnemonics to aid recognition of sight words/technical vocabulary
- Justify the use of selected word recognition strategies employed during reading

## Suggested Teaching and Learning Activities

### STUDENTS WILL:

Create word banks for commonly used words related to a particular topic  
For example, selected word: bleach – to make lighter  
blanch, ashy, dye, lighten, pale, pasty, sallow, wan, pallid, whitish

Use the words to construct sentences which express precise thoughts. For example: Her sickness left her complexion sallow.

Complexion can be described as sallow, pasty, pale, ashen. These adjectives would not be used with clothes (which can be bleached but would more appropriately be described as whitewashed or achromatic).

Use an online/offline dictionary or thesaurus to find synonyms of words. Use synonyms to complete word groupings by association  
For example: lean, anorexic (synonyms)

Compose sentences to convey negative or positive attitudes towards a subject through the selection and use of appropriate synonyms.

For example:

We envied her lean frame which she had as a result of consistent vigorous exercise.

We averted our eyes from her anorexic appearance brought on by deliberate self-starvation.

The plump girl was a picture of health with her glowing cheeks and well-covered frame.

The greedy girl developed a flabby body.

## Key Skills

- Use synonyms
- Use the dictionary and thesaurus
- Use contrast and synonym clues

## Assessment Criteria

Vocabulary is used with increasing specificity as appropriate to context

Dictionary and thesaurus used effectively to identify suitable synonyms to convey attitudes towards subjects

## Suggested Teaching and Learning Activities

## Key Skills

## Assessment Criteria

### STUDENTS WILL:

Construct board games or word games using learned vocabulary.  
For example:

Form a circle and begin clapping to a beat. Designated leader gives a focus word such as 'gluttonous' and the cue word which is either 'synonym' or 'antonym'. Leader points to the person who should begin. If the cue word is 'synonym', for example, players would give words such as craving, greedy, voracious, grasping and hungry. The beat is maintained throughout the game and the person who fails to answer promptly is eliminated. The new leader is the last person left standing.

- Create game
- Construct new words

Word games are satisfactorily and meaningfully constructed

## ATTAINMENT TARGETS

## OBJECTIVES

### READING FOR MEANING AND ENJOYMENT (COMPREHENSION AND LITERATURE)

#### Comprehension

Read for meaning, fluency and enjoyment of texts, using a variety of clues to gain information and identify ideas and events

Use deduction and inference to interpret information and ideas and to predict outcomes

#### Literature

Recognize and comment on the elements of literature in its different genres

Connect experiences and ideas in texts to their own lives

### Students should be able to:

Students should be able to:

- Determine the central idea of a text and analyse its development over the course of the text, including its relationship to supporting ideas
- Compose a summary of a text, using main ideas identified
- Determine the effect of technical elements of drama such as scenery, costumes, props and other stimuli on making meaning
- React to stimuli from text and compare these with knowledge of the world
- Identify and use implicit comparisons in a range of written forms



### ICT ATTAINMENT TARGETS:

**COMMUNICATION AND COLLABORATION** - Use technology to communicate ideas and information, and work collaboratively to support individual needs and contribution to the learning of others.



**RESEARCH, CRITICAL THINKING, PROBLEM-SOLVING AND DECISION MAKING** - use appropriate digital tools and resources to plan and conduct research, aid critical thinking, manage projects, solve problems, and make informed decisions.



**DIGITAL CITIZENSHIP** - Recognise the human, ethical, social, cultural and legal issues and implications surrounding the use of technology and practice online safety and ethical behaviour.

### OBJECTIVES:

- Use appropriate digital tools to create document to represent information for a specific audience

## Suggested Teaching and Learning Activities

## Key Skills

## Assessment Criteria

### STUDENTS WILL:

Examine text about substance abuse (multi-panelled if is a poster or pamphlet, multiple paragraphs if it is prose.) Locate the main idea in the material and evidence of its presence throughout the text by writing sentences/phrases and/or events supporting this main idea and the line numbers, paragraphs or panels where such evidence can be found. Develop a graphic organizer online or offline to illustrate it. Work with teacher and peers to write a summary using main idea and supporting material.

- Identify main idea and supporting material
- Compose summaries
- Create organiser
- Review summaries

Main idea accurately identified in prose and picture sets

Main ideas used to satisfactorily compose summaries

Graphic organiser is appropriate for the task

Read a section of a play related to an aspect of the unit theme and identify and discuss the function of technical elements of drama – scenery, costumes, props, stage directions.

- Identify and discuss elements of drama

Technical elements of drama identified and discussed

## Suggested Teaching and Learning Activities

## Key Skills

## Assessment Criteria

### STUDENTS WILL:

Read a play or narrative which conveys ideas on the reasons teenagers join gangs and the negative effects of such affiliations. Use this information, as well as what is already known, as the basis for creating the following (as individuals or in small groups):

- a) a reader's theatre script which will be performed giving particular attention to the selection of props as an aid to interpreting the presentation. Use text editing software to type script, or handwrite.
- b) dramatic scenes. Capture skits/plays using recording device and playback or perform for class discussion and critique.

- Use props
- Interpret texts
- Create and format documents
- Make video recording or perform play

Interpretation of texts is effectively communicated through created theatre scripts and dramatic presentations

Props incorporated are relevant and drama elements effectively used

Participation in discussion of recorded play/skit

Listen to or read the lyrics of songs, as well as read narratives, poems or plays describing everyday teenage experiences. Select lyrics from a song or lines from a text and identify feelings/emotions implied by the lyrics/lines

For example:

- When you are young, life is a beach; work is banned. – lazy
- This stuff makes me forget; it sets me on cloud nine. – excited, deluded, misguided

With teachers and peers, discuss the implications of some of the inferences made.

- Making inferences
- Discuss implications of inferences

Inferences made are logical and the implications of these are meaningfully discussed

View a visually stimulating photograph or magazine advertisement. Compose a figurative phrase utilizing a metaphor which demonstrates an implicit comparison. Based on the picture, create a song, jingle or poem which demonstrates the meaning and function of the metaphor.

Share and discuss their phrases with teacher and peers.

- Compose figurative phrases
- Critique compositions

Figurative phrases appropriately communicate comparison

Read given text, then work in groups to find sentences with examples of metaphors demonstrating implicit comparisons.

- Identify implicit comparisons

Implicit comparisons in metaphors are accurately determined

Share and discuss the implicit comparison in each sentence and say why those examples were chosen. Work closely with peers and teacher.



## ATTAINMENT TARGETS

### READING FOR INFORMATION (STUDY SKILLS AND RESEARCH)

Research activities on issues and interests by generating ideas and exploring texts using a range of strategies

Identify and use text features to support navigation of texts, retrieve and synthesise information gained from a range of sources

Understand the importance of legal and ethical practices in research

## OBJECTIVES

### Students should be able to:

Students should be able to:

- Define the term “plagiarism”
- Highlight the implications of plagiarism
- Explain the various ways in which plagiarism can be prevented.

### ICT ATTAINMENT TARGETS:



COMMUNICATION AND COLLABORATION - Use technology to communicate ideas and information, and work collaboratively to support individual needs and contribution to the learning of others.



RESEARCH, CRITICAL THINKING, PROBLEM-SOLVING AND DECISION MAKING - use appropriate digital tools and resources to plan and conduct research, aid critical thinking, manage projects, solve problems, and make informed decisions.



DESIGNING AND PRODUCING - use digital tools to design and develop creative products to demonstrate their learning and understanding of basic technology operations.



DIGITAL CITIZENSHIP - Recognise the human, ethical, social, cultural and legal issues and implications surrounding the use of technology and practice online safety and ethical behaviour.

### OBJECTIVES:

- Use selected ICT tools to create original work for a specific purpose and audience

## Suggested Teaching and Learning Activities

## Key Skills

## Assessment Criteria

### STUDENTS WILL:

Engage in teacher-led discussion on types of academic dishonesty as well as ways in which plagiarism can be prevented. Work in groups of three to five to complete worksheet outlining additional ways to prevent plagiarism. A member of the group will then present the findings to the class.

- Discuss plagiarism
- Make presentations
- Identify implications of plagiarism

Completed worksheets clearly outline various ways of preventing plagiarism.

Review the topic "Plagiarism in Research". Create pamphlets, brochures or posters to outline the implications of plagiarism.

OR

Use desktop publishing software to create pamphlets, brochures or posters outlining the implications of plagiarism. Share these with other students via school's webpage or class social network page.

- Apply information
- Create and format documents
- Collaborate through file sharing (e.g. upload/download)
- Manipulate software to produce digital products

Pamphlets, brochures or posters satisfactorily outline the implications of plagiarism.

## ATTAINMENT TARGETS

### LANGUAGE STRUCTURE (GRAMMAR AND CONVENTIONS)

- Use a range of sentence structures according to context, distinguishing between SJE and JC
- Write sentences which are grammatically accurate and correctly punctuated, using SJE and JC appropriately
- Develop approaches to the writing process to enable them to organise their ideas into a coherent structure, including layout, sections and paragraphs

## OBJECTIVES

### Students should be able to:

Students should be able to:

- Review and use compound and complex sentences
- Identify and use clauses – adverbial, adjectival and noun
- Compose passages with different types of clauses

## Suggested Teaching and Learning Activities

## Key Skills

## Assessment Criteria

### STUDENTS WILL:

View online digital presentation on adverbial clauses. Read sentences and use these three requirements as a guide to determine which ones contain adverbial clauses:

- First, it will contain a subject and verb.
- You will also find a subordinate conjunction that keeps the clause from expressing a complete thought.
- Finally, you will notice that the clause answers one of these three **adverb** questions: How? When? or Why?

- Identify adverbial clause
- Work cooperatively

Adverbial clauses accurately identified using given set of requirements

Write sentences which include adverbial clauses that convey relationships of time, condition, contrast and cause and effect.

- Write adverbial clauses

Sentences satisfactorily constructed to include adverbial clauses

Complete a worksheet which requires them to identify/underline the noun clauses in the sentences provided. They will then use the relative pronouns provided by the teacher to carve their own sentences with noun clauses.

- Identify noun clause
- Use noun clauses

Noun clauses accurately identified/underlined  
Sentences with noun clauses satisfactorily developed to include the given relative pronouns

Write down the names of famous people, places or things on note cards (Usain Bolt, Kingston, a tablet, etc.). On another blank note card, write an adjective clause that describes their card (e.g. The athlete who runs the fastest time; or the Parish that I want to visit). Shuffle cards and match adjective clauses to names. Combine cards to create sentences (e.g. The athletes who runs the fastest time is Usain Bolt).

- Use adjective clause

Names and adjective clauses appropriately matched

Sentences satisfactorily generated

Rewrite a paragraph containing simple sentences by using less common coordinating conjunctions to form compound sentences.  
Share and discuss revised pieces.

- Use coordinating conjunctions
- Compose compound sentences

Coordinating conjunctions satisfactorily used to compose compound sentences.

**For example:** He is neither sane nor brilliant.

Justin plays basketball well, yet his favourite sport is football.

Most of the visitors were happy just sitting around in the shade, for it had been a long, dusty journey on the bus.

## ATTAINMENT TARGETS

### COMMUNICATION (WRITING)

Write to narrate, persuade and for a range of transactional purposes, using SJE and JC appropriately and incorporating multi-media approaches to their writing

Write well-constructed paragraphs using linking/transitional words/phrases within and between them

## OBJECTIVES

### Students should be able to:

Students should be able to:

- Know and use various types of transitional words (compare and contrast) to connect ideas: general/specific order
- Use dialogue to portray the qualities and actions of characters and their relationship to the resolution of the conflict

### ICT ATTAINMENT TARGETS:



COMMUNICATION AND COLLABORATION - Use technology to communicate ideas and information, and work collaboratively to support individual needs and contribution to the learning of others.

**OBJECTIVES:** Create document using appropriate digital tools



DIGITAL CITIZENSHIP - Recognise the human, ethical, social, cultural and legal issues and implications surrounding the use of technology and practice online safety and ethical behaviour.

## Suggested Teaching and Learning Activities

## Key Skills

## Assessment Criteria

### STUDENTS WILL:

Identify three to four characters with different qualities. Write a short dialogue incorporating the three or four characters depicting the traits previously identified. Pay attention to the use of conventions and an engaging setting and plot. Dialogue could be written using appropriate software, for example, Microsoft Word.

Select from a list of transitional words for particular purposes such as

- Comparing, for example, 'similarly', 'in the same way', 'as', 'like'
- Contrasting, for example, 'in contrast', 'on the contrary', 'although', 'even though'

Decide together how they want to proceed with the paragraph development by organising simple, compound and complex sentences constructed into a list then inserting the transitional words or phrases at correct points.

Pay attention to the rudiments of paragraph writing, including indentation and other areas of mechanics such as capitalisation. Organise the listed sentences and the inserted transitional phrases into paragraphs.

- Composing dialogues
- Develop characters
- Use transitional words

Character traits are clearly revealed through dialogue.

Sentences organised appropriately into paragraphs using 'compare and contrast transitional words and phrases'

Revise and edit personal drafts throughout the writing process, focusing on the types of clauses. Work with a partner to peer-edit drafts.

- Revise and edit writing
- Peer-edit partner's writing

Peers' written pieces satisfactorily reviewed and edited

## Learning Outcomes

Students will be able to:

- ✓ Apply critical thinking skills to oral discussions
- ✓ Use different cueing systems to determine pronunciation and meaning of words
- ✓ Use synonyms and contrast clues to present ideas appropriate to the context and to convey attitudes and impressions
- ✓ Prevent plagiarism and understand its implications
- ✓ Identify and compose compound and complex sentences using appropriate coordinating conjunctions or connectives
- ✓ Identify and use noun, adjective and adverbial clauses
- ✓ Identify, discuss and apply the elements of drama
- ✓ Make inferences and discuss implications
- ✓ Develop multiple paragraphs with relevant content and effectively link paragraphs using appropriate 'compare and contrast' or transitional words or phrases
- ✓ Develop characters using dialogue
- ✓ Use ICT tools to make video recordings, create and format documents and search for information

## Points to Note

- Students should recognise and understand the importance of technology access for all

### RESOURCES

- Art Supplies – markers, glue, paper, computer software or other relevant tools
- Electronic equipment with video and audio capabilities
- Print and electronic advertisements and jingles
- Computer
- Internet
- Digital camera or other recording devices
- Multimedia projector

## Extended Learning

- Students can use figurative language and transitional words when composing speeches for class debates, church functions, community events, plays and other relevant situations.

### KEY VOCABULARY

- Context vocabulary – abstain, peer pressure, discipline, role models, self-control, drug abuse, restraint, sobriety, illusion
- Language Vocabulary
- Monologue, soliloquy, reader's theatre, props, multi-panelled pictures, multiple paragraphs, plagiarism, bandwagon, dialogue, testimonial, overgeneralisation, propaganda, rhetorical question, bold lettering, repetition, emotional appeals, transitional words and phrases

## Links to Other Subjects

- Guidance and Counselling/HFLE – Abstinence
- Drama – role play
- IT – using online sources

- Integrated Science
- Home and Family

## **About the Unit**

### **Traditional Forms of Communication**

In this unit students will be exposed to language and literacy skills under the theme 'Traditional Forms of Communication.' This unit seeks to build on the skills taught in Term 1. It facilitates the development of active listening through the discussion of various modes of traditional communication.

While exploring a variety of texts, students will read for information as well as identify and analyse the author's purpose. They will also be introduced to the use of implicit metaphoric expressions. For literature, students will focus on understanding and composing ballads and free verse poems using near and end rhymes as well as implicit metaphoric expressions. Throughout the unit they will be required to engage in mini research projects using a variety of documents, (e.g. graphs, tables and charts), to extract and present information. In doing this, with the teacher's help, students will come to understand the importance of evaluating sources and ensuring that valid information is collected.

As part of their writing and language development, students will be exposed to the hyphen and dash, the active and passive voice and the use of transitional words that clarify and highlight effects in the writing of engaging stories.

## **GUIDANCE TO THE TEACHER**

As mentioned above, this unit extends or reinforces skills previously introduced in the other terms. Specific attainment targets, objectives and activities have been indicated for all areas of the unit. The expectation is that teachers will reinforce previously taught skills to ensure that students continue to use them to access information, acquire meaning and express themselves more effectively and appropriately. Additionally, teachers are encouraged to pay attention to the objectives aligned to the affective domain. The areas for consideration include:

- Using problem solving techniques to discuss various issues
- Demonstrating critical thinking skills in oral discussion
- Responding to what is communicated using appropriate language
- Use of Verbal and non-verbal communication strategies
- Use of a variety of word recognition strategies (including the use of prior knowledge and syllable patterns to decode unfamiliar words) and
- The use of the writing process (which includes the use of graphic organizers to generate ideas).

Prior to activities which give students an opportunity to practise specific language skills, the teacher should explicitly teach rules, structures and strategies

### Prior Learning

Check that students can:

- Think critically during discussions
- Evaluate the effectiveness of language forms
- Use problem solving techniques to discuss varying issues
- Build vocabulary through various strategies
- Use morphemic analysis to aid word meaning
- Apply the writing process for different purposes
- Infer and deduce to interpret information
- Recognise elements of literature
- Identify simple, compound and complex sentences
- Accurately use punctuation marks
- Write paragraphs

## SPEAKING AND LISTENING



### ATTAINMENT TARGET:

Recognise, value and make distinctions between home language and SJE to improve/acquire language and literacy competencies

(reinforce debates, panel discussions, talk shows)

**Theme: Communication – Traditional Forms of Communication**

### OBJECTIVES:

- Use problem solving techniques in discussing varying issues using appropriate forms of language



### ICT ATTAINMENT TARGETS:



**COMMUNICATION AND COLLABORATION** - Use technology to communicate ideas and information, and work collaboratively to support individual needs and contribution to the learning of others.



**RESEARCH, CRITICAL THINKING, PROBLEM-SOLVING AND DECISION MAKING** - use appropriate digital tools and resources to plan and conduct research, aid critical thinking, manage projects, solve problems, and make informed decisions.



**DESIGNING AND PRODUCING** - use digital tools to design and develop creative products to demonstrate their learning and understanding of basic technology operations.



**DIGITAL CITIZENSHIP** - Recognise the human, ethical, social, cultural and legal issues and implications surrounding the use of technology and practice online safety and ethical behaviour.

### OBJECTIVES:

- Use relevant research tools to locate information online
- Cite sources correctly and give credit to creators of digital content
- Navigate safely and respectfully online

## Suggested Teaching and Learning Activities

## Key Skills

## Assessment Criteria

### STUDENTS WILL:

1. Engage in talk shows in which they discuss the impact of the use of traditional forms of communication, such as telegrams and cablegrams, on the lives of older people, such as their parents. Use inductive reasoning to discuss how using only these forms would impact their own lives.
2. Use online/offline sources to research the topic for the talk show. Capture shows using recording device and share with other students via class email/school's webpage.
3. Role play to contrast traditional and modern modes of communication.

- Use problem solving techniques
- Discuss issues
- Navigate digital content
- Create digital presentation
- Contrast forms of communication

Inductive reasoning effectively used to analyse past society devoid of modern forms of technology

Traditional and modern types of communication adequately contrasted through role play

## ATTAINMENT TARGETS

### READING WITH FLUENCY & RECOGNITION (WORD RECOGNITION AND VOCABULARY)

Automatically recognise words (including sight lists) through repeated exposure and mnemonic devices (Using mnemonics)

Build vocabulary through various strategies  
(Semantic cues)

## OBJECTIVES

### Students should be able to:

Students should be able to:

- Use various sources of semantic cues to unlock meaning of unknown words
- Use mnemonics to create mental images and study meanings of unknown/unfamiliar vocabulary
- Identify and use technology-related words in context
- Track their own progress as readers and document the strategies employed

## ICT ATTAINMENT TARGETS:



**COMMUNICATION AND COLLABORATION** - Use technology to communicate ideas and information, and work collaboratively to support individual needs and contribution to the learning of others.



**DESIGNING AND PRODUCING** - use digital tools to design and develop creative products to demonstrate their learning and understanding of basic technology operations.

**OBJECTIVES:** Use appropriate technology tools to create multimedia presentation with text and audio

### Suggested Teaching and Learning Activities

### Key Skills

### Assessment Criteria

#### STUDENTS WILL:

Work in pairs to peruse a teacher sourced/prepared hand-out on the sources of semantic cues (formal description, grammatical function, sentence completion, perceptual information, word/phrase association). Prepare a table outlining the sources of information for semantic cues, an explanation of the cue and an example.

- Identify sources of semantic cues

Completed table clearly outlines the link between semantic cues, sentence structures and word meanings

Date Source of Semantic Cue	Explanation	Example
Word/phrase association	The context makes an association between the unknown word and the subject of the sentence.	My brother who is a ____ uses a stethoscope.

Discuss what they know about traditional forms of communication. They will read an expository or narrative piece on the same topic. During reading, they will underline or circle all unfamiliar vocabulary. They will then use the semantic cue chart as a scaffold to help them unlock the meaning of all the words identified. Then engage in a discussion with their classmates explaining how the cue chart assisted them in unlocking the meaning of the unknown words.

- Use cues to unlock meaning

Semantic clues are effectively used to accurately determine the meanings of unfamiliar words

Explanations about the process of using semantic cues to derive meaning are clear and logical

Create mnemonic dictionary for new vocabulary encountered during reading. Ensure that a vivid description is formed from the words used. Type content for mnemonic dictionary using text editing software or create a digital presentation.

- Create mnemonics
- Create and format documents
- Use technology-related vocabulary

Mnemonics are able to meaningfully assist students in learning unknown or unfamiliar vocabulary

Technology-related vocabulary accurately used in varied contexts

Create a technology related word bank.

## ATTAINMENT TARGETS

### READING FOR MEANING AND ENJOYMENT (COMPREHENSION AND LITERATURE)

#### Comprehension

- Read for meaning, fluency, enjoyment and appreciation of texts, using a variety of clues to gain information and identify ideas and events (Reading for information)
- Use deduction and inference to interpret information and ideas and to predict outcomes (Commenting on the writer's purpose and point of view)
- Identify and comment on the structure of text and the language choices, grammar and techniques writers use to create an impact (Metaphor – implicit comparison)

#### Literature

- Recognize and comment on the elements of literature in its different genres (Poetic forms: ballad, free verse; Rhythm and rhyme: end and near rhyme)

## OBJECTIVES

### Students should be able to:

Students should be able to:

- Select and read to gain information from personal interest materials such as books, pamphlets, how-to manuals, magazines, web sites and other online materials
- Infer the author's point of view and purpose from text
- Identify and use implicit comparisons in a range of written forms
- Analyse poetry to identify and comment on the effectiveness of the use of the ballad and free verse poetic forms
- Explore the rhyme and rhythm patterns in poetry, focusing on near and end rhymes
- Compose ballads and free verse poems that utilise near and end rhymes

### ICT ATTAINMENT TARGETS:



RESEARCH, CRITICAL THINKING, PROBLEM-SOLVING AND DECISION MAKING - use appropriate digital tools and resources to plan and conduct research, aid critical thinking, manage projects, solve problems, and make informed decisions.

**OBJECTIVES:** Use appropriate research tools to conduct an electronic search for information

## Suggested Teaching and Learning Activities

### STUDENTS WILL:

Read a range of narrative and expository pieces from a text set and compare the information presented in each to determine the author's purpose.

OR

Examine information in a vignette to see how the same author treats the topic and determine his purpose for writing each piece.

Read literature on traditional modes of communication, for example, 'talking drums'. Discuss with their teachers to look for clues that suggest whether the author(s) is in favour of or against their use in modern society.

## Key Skills

- Determine author's purpose
- Locate clues indicating point of view

## Assessment Criteria

Author's purpose accurately recognised using information presented in text set

Aspects of the text that highlight/confirm the author's point of view are correctly identified

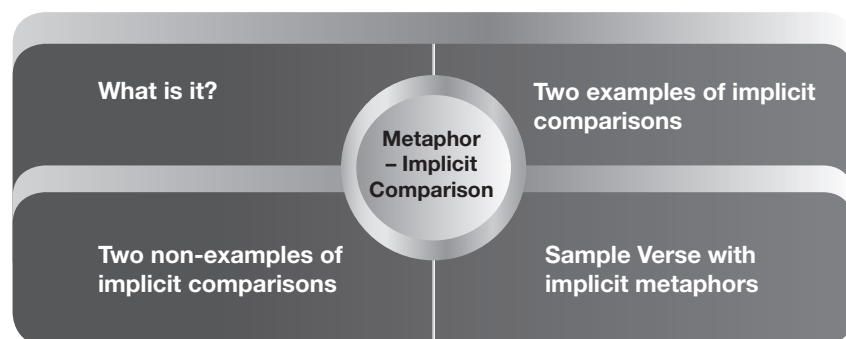
## Suggested Teaching and Learning Activities

## Key Skills

## Assessment Criteria

### STUDENTS WILL:

Conduct research (on or offline) focused on metaphors that make implicit comparisons. Use the information garnered from research to create a concept map in their literature notebook. The concept map should outline the definition of implicit comparison, examples, non-examples and a verse of a poem that utilises an implicit comparison metaphor. For example:



Share and discuss their concept map with their classmates.

- Define implicit comparisons
- Identify examples of
- implicit metaphorical comparisons

Concept map clearly illustrates how the metaphor conveys an implicit comparison

Engage in a discussion on what ballads and free verse poems are and the purpose they serve. Listen to three songs and identify the similarities and differences and list three features common to both.

- Identify the common features of ballads and free verse poems

Ballads and free verse poems clearly defined and their purposes established

Three common features accurately identified

Collect a variety of poems and take to class. Determine if any of these poems are ballads by analysing each poem for the common features of this category. Create a class scrapbook with examples of poems and songs that are ballads.

- Identify songs and poems that are ballads

Poems and songs selected for inclusion in the Ballads Scrapbook include the features of ballads

Engage in a discussion focused on reviewing rhyming words. Read a variety of poems that employ the use of end and near rhymes and identify all rhyming words. Discuss with their partners the placement of the rhymes (near or end).

- Identify and explain rhyming words
- Identify near and end rhymes in poems

Discussion meaningfully addresses the use of rhyming words, specifically near and end rhymes

## Suggested Teaching and Learning Activities

## Key Skills

## Assessment Criteria

### STUDENTS WILL:

Compose ballads/free verse poems depicting their own life experiences ensuring that implicit metaphorical comparison and both near and end rhymes are utilised. Then share and discuss with their teacher and peers. Add completed pieces to the class scrapbook.

- Compose ballads and free verse poems using implicit metaphors and near and end rhymes

Poems satisfactorily written to include implicit metaphorical comparisons and near and end rhymes

## ATTAINMENT TARGETS

### READING FOR INFORMATION (STUDY SKILLS AND RESEARCH)

Understand the importance of legal and ethical practices in research (Evaluating various sources)

Identify and use text features to support navigation of texts, retrieve and synthesise information gained from a range of sources (Use documents to present findings)

## OBJECTIVES

### Students should be able to:

- Explain the importance of evaluating sources
- Identify critical elements to be considered when evaluating various sources
- Use various documents (charts, diagrams, tables, etc.) to present findings and add clarity to their written work

### ICT ATTAINMENT TARGETS:



RESEARCH, CRITICAL THINKING, PROBLEM-SOLVING AND DECISION MAKING - use appropriate digital tools and resources to plan and conduct research, aid critical thinking, manage projects, solve problems, and make informed decisions.



DESIGNING AND PRODUCING - use digital tools to design and develop creative products to demonstrate their learning and understanding of basic technology operations.



DIGITAL CITIZENSHIP - Recognise the human, ethical, social, cultural and legal issues and implications surrounding the use of technology and practice online safety and ethical behaviour.

### OBJECTIVES:

- Use word processing software or other technology tools to create a document for a specific purpose and audience
- Use appropriate research tools to conduct research to design creative products

## Suggested Teaching and Learning Activities

## Key Skills

## Assessment Criteria

### STUDENTS WILL:

Collaborate with their peers and teacher to research and discuss the elements to be considered when evaluating the validity, trustworthiness, usefulness and accuracy of information from various sources. Use a word processor or other software to create a bookmark highlighting these elements (for example, for Web sources – whether or not it has a trusted sponsor, etc.)

- Identify and discuss criteria
- Manipulate software

Essential element/characteristics of sources are appropriately determined and discussed

Bookmarks appropriately reflect the essential elements/characteristics of sources

Peruse a variety of textbooks and mini-research projects completed by older/more mature learners and note how various documents are used to present different kinds of information. Create a table (manually or using a word processor) to represent their findings. Example:

- Identify and documents
- Information presented in different kinds of documents accurately outlined on table

Type of document	Information Depicted	Examples
Graphs	Comparisons between objects, ideas, activities, etc.	(display an example of a graph depicting the previously mentioned information)

Using online/offline sources, search for information and make decisions about what to search for, where to look, and, once they have found material on their topic, decide how current the material is, if it is a valid or useful source for their writing. Use the bookmark created to assess the validity, usefulness and accuracy of the sources and information. Present their findings incorporating the use of various documents to enhance the written work and provide clarity.

- Conduct electronic search
- Evaluate usefulness
- Create multimedia presentation

Presentations exemplify proper use of the bookmarks developed to evaluate sources

Documents effectively used to enhance presentations and provide clarity.

## ATTAINMENT TARGETS

### LANGUAGE STRUCTURE (GRAMMAR AND CONVENTIONS)

Use and adapt a range of sentence structures according to context, distinguishing between SJE and JC (Active and passive voice)

Write sentences which are grammatically accurate and correctly punctuated, using SJE and JC appropriately (Uses of the hyphen and dash)

## OBJECTIVES

Students should be able to:

- Rewrite sentences changing the voice from active to passive and vice versa
- Articulate how the active and passive voices function in writing
- Justify the use of and insert hyphens and dashes in sentences to achieve clarity in their own writing and that of others

### ICT ATTAINMENT TARGETS:



COMMUNICATION AND COLLABORATION - Use technology to communicate ideas and information, and work collaboratively to support individual needs and contribution to the learning of others.



RESEARCH, CRITICAL THINKING, PROBLEM-SOLVING AND DECISION MAKING - use appropriate digital tools and resources to plan and conduct research, aid critical thinking, manage projects, solve problems, and make informed decisions.



DESIGNING AND PRODUCING - use digital tools to design and develop creative products to demonstrate their learning and understanding of basic technology operations.



DIGITAL CITIZENSHIP - Recognise the human, ethical, social, cultural and legal issues and implications surrounding the use of technology and practice online safety and ethical behaviour.

### OBJECTIVES:

- Use digital tools to collaborate and communicate ideas and information to complete ICT tasks



## Suggested Teaching and Learning Activities

## Key Skills

## Assessment Criteria

### STUDENTS WILL:

View an online digital presentation on active and passive voice including what they are, their function in writing, when to use them and examples. Work in small groups to write ten or more sentences in the active and passive voice (some groups will write passive sentences and some will write active). Exchange their sheets and change the sentences to active or passive.

OR

Work in small groups using an interactive web tool, e.g. Padlet, to write ten or more sentences in the active and passive voice (some groups will write passive sentences and some will write active). View what is written on each group's wall and change the sentences to active or passive.

- Work cooperatively to complete ICT integrated tasks
- Distinguish between active and passive voice
- Rewrite sentences in active or passive voice

Sentences accurately written/rewritten in active and passive voices

Engage in a discussion on uses of both the hyphen and the dash. Work in small groups to create flyers, bookmarks and songs highlighting the use of each, supported with examples. Share and discuss their flyers, bookmarks and songs with their classmates. Mount these in class for further study and reference.

- Distinguish between uses of hyphen and dash

Flyers, bookmarks and songs satisfactorily address the distinction between the uses of the hyphen and the dash

Rewrite a text using dashes and hyphens to enhance the written piece and add meaning and clarity to the information presented in an attempt to prevent misreading and misinterpretation.

- Use the hyphen and dash correctly

Hyphen and dash used appropriately to add clarity and prevent misinterpretation of text

## ATTAINMENT TARGETS

### COMMUNICATION (WRITING)

Write to narrate, to persuade and for a range of transactional purposes, using SJE and JC appropriately and incorporating multi-media approaches to their writing (Story Writing: plot structure – exposition, conflict, complication, climax, conflict resolution)

Write well-constructed paragraphs using linking/transitional words/phrases within and between them (Transitional words – clarification and effect)

## OBJECTIVES

Students should be able to:

- Define the elements of plot structure
- Analyse and compose several short stories to demonstrate understanding of plot structure
- Use transitional words to meaningfully connect ideas

### ICT ATTAINMENT TARGETS:



COMMUNICATION AND COLLABORATION - Use technology to communicate ideas and information, and work collaboratively to support individual needs and contribution to the learning of others.



RESEARCH, CRITICAL THINKING, PROBLEM-SOLVING AND DECISION MAKING - use appropriate digital tools and resources to plan and conduct research, aid critical thinking, manage projects, solve problems, and make informed decisions.



DESIGNING AND PRODUCING - use digital tools to design and develop creative products to demonstrate their learning and understanding of basic technology operations.



DIGITAL CITIZENSHIP - Recognise the human, ethical, social, cultural and legal issues and implications surrounding the use of technology and practice online safety and ethical behaviour.

### OBJECTIVES:

- Use digital tools to collaborate and communicate ideas and information to complete ICT tasks

## Suggested Teaching and Learning Activities

## Key Skills

## Assessment Criteria

### STUDENTS WILL:

Engage in a discussion focused on defining the terms of plot structure – exposition, conflict, complication, climax and conflict resolution. Explore and discuss the plot structure of a story that deals with some form of traditional communication.

- Define elements of plot structure

Plot structure is accurately defined through discussion

Plot structure of targeted story is accurately and adequately explored

Work in pairs to change the plot structure for given stories. Ensure that the theme of the original story is maintained with the revised plot structure

- Change plot structures

Revised stories showcase the original theme unfolded in a new plot structure.

Use digital/paper graphic organisers to plan a story with a clear plot structure, ensuring that the conflict, climax and conflict resolution are logically connected. Exchange graphic organisers and compose short stories to suit the plot structure they have received. Use clarification and effect transitional words to enhance stories.

- Compose short stories
- Work cooperatively to complete ICT integrated tasks

Completed stories reflect the plot structure outlined in the graphic organiser and make use of transitional words studied in the unit

Cooperation satisfactorily demonstrated as students work to complete ICT integrated tasks

## Learning Outcomes

Students will be able to:

- ✓ Use language appropriate to audience, content and context
- ✓ Listen to analyse appropriateness of the various codes used by the speaker(s)
- ✓ Use semantic cues and mnemonic devices to decode and study unfamiliar/unknown vocabulary
- ✓ Recognise author's viewpoint, point of view and purposes for writing
- ✓ Demonstrate an understanding of ballads and free verse poems
- ✓ Identify and utilise end and near rhymes when analysing and composing poems
- ✓ Evaluate a variety of sources to determine trustworthiness during research activities
- ✓ Use a variety of documents to extract data and present findings during research activities
- ✓ Articulate how the active and passive voices function within writing
- ✓ Use appropriately the hyphen and the dash in achieving clarity in writing
- ✓ Write stories with creative and engaging plot structures
- ✓ Use clarification and effect transitional words to add clarity and prevent misreading in their written work
- ✓ Use selected ICT tools to create and format documents, multimedia presentations and videos, and search for information

## Points to Note

Reinforce the skills previously taught to ensure that students continue to use them

In cases where the activities give students the opportunity to practise rather than learn specific language skills, the teacher should explicitly teach rules, structures and strategies prior to these activities

## Extended Learning

- Make connections with texts read outside of the classroom
- Carry out independent research by conducting interviews
- Compose poems (ballads and free verse) reflecting their own everyday experiences
- Use various documents (graphs, tables, charts, etc.) to summarise notes in content area subjects

### RESOURCES

- Teacher prepared hand-outs
- Sample mnemonic devices dictionary
- Concept map
- Sample ballads and free verse poems
- Songs
- Sample mini-research projects
- Teacher created presentations
- Teacher prepared texts
- Internet, multimedia projector
- Computer
- Text editing software
- Digital camera
- 

### KEY VOCABULARY

- |  |                                    |
|--|------------------------------------|
| • communication                              | • active voice                     |
| • semantic cues                              | • passive voice                    |
| • mnemonics                                  | • hyphen                           |
| • author's point of view                     | • dash                             |
| • ballads                                    | • plot                             |
| • free verse                                 | • exposition                       |
| • rhythm                                     | • complication                     |
| • end rhyme                                  | • climax                           |
| • near rhyme                                 | • conflict                         |
| • metaphor                                   | • conflict resolution              |
| • documents (graphs, tables, diagrams, etc.) | • clarification transitional words |
|  | • effect transitional words        |

## Links to Other Subjects

- Library Skills – Evaluating Sources
- IT – editing using different software
- Social Studies – Communication
- History
- Integrated Science

## **About the Unit**

### **Communicating in Today's World**

This seven week unit seeks to develop language and literacy skills in the context of the theme “Communicating In Today's World.” This unit provides the kind of scaffolding necessary to establish a community of language learners who are able to communicate their issues and understandings in the five strands of Language Arts. They should be able to use both SJE and JC language structures appropriately.

Students will engage in activities that require them to listen actively in order to extract meaning as well as ask probing questions to seek clarity. Listening in actual settings will provide the opportunity for students to respond naturally and speak accordingly. In this unit, students will be immersed in activities which use and manipulate SJE structures in speaking, reading and writing. Specific attention is paid to vocabulary development through the analysis of syntactic cues to decode and decipher the meaning of unfamiliar words. As students seek to understand narrative and expository materials, they will be encouraged to use techniques of deduction and inference as well as internal and external text features. They will also be guided to understand and analyse the author's point of view by looking at his or her writing style. For Literature, students will be introduced to the role of imagery to convey humour in poetry and in other forms of writing.

For research activities, students will learn about the role of in-text citations and the different forms they may take. Specific emphasis will be placed on the use of the American Psychological Association (APA) style, but students will also be briefly introduced to the Modern Language Association (MLA) style and the Chicago Manual of Style (CMS) in order to build their general awareness of documentation methods. Regarding language structure students will focus on the use of commas, apostrophes and parentheses, as well as on pronoun and antecedent agreement. Additionally, they will understand and use presentational and persuasive techniques frequently found in advertisements (bold face, colour, repetition, exaggeration and rhetorical questions). Students will use this knowledge along with the writing process to produce narratives that are of good quality, both in content and structure.

Most of the outlined activities give students an opportunity to practise specific language skills. The teacher should explicitly teach rules, structures and strategies prior to these activities.

## GUIDANCE TO THE TEACHER

- Students must be encouraged to cite references for all resource materials (e.g. materials mounted or those placed in the resource centre).
- In looking at the section of the unit on Reading for Information, students should not be exposed to the intricacies of the APA or MLA styles. Instead, basic referencing guidelines should be followed.
- Students must be consistently engaged in using the Writing Process in order to develop their writing skills.
- Instructional materials created by the teacher and students must play an integral role in the day to day teaching and learning experiences.
- None of the strands should be taught in isolation. Instead, students should be given the opportunity to make the connections with all strands to understand Language and Literacy in a holistic manner.
- Students must be encouraged to work cooperatively in groups as well as independently.
- Students must be provided with numerous opportunities to read and write.
- Where teacher-prepared hand-outs or presentations are recommended, it is not expected that the teacher will always personally prepare the document, but he/she is responsible for sourcing it and taking it to the students. A teacher prepared hand-out may even contain information taken from a text or website, but it must be properly referenced using the APA documentation style.
- Additionally, teachers are encouraged to pay attention to the objectives aligned to the affective domain.

### Prior Learning

Check that students can:

- Apply a range of word recognition clues to identify new words
- Show knowledge of comprehension skills, including use of context clues, cause and effect relationships, etc. to derive meaning
- Demonstrate an understanding of text features
- Adopt a range of sentence structures in writing
- Show understanding of the stages of the writing process
- Demonstrate sensitivity to writing for different purposes and audiences
- Show knowledge of literary devices

## SPEAKING & LISTENING



### ATTAINMENT TARGET:

Communicate with confidence and competence for different purposes and audiences, using SJE and JC appropriately and creatively



Explain and comment on speakers' use of language, including use of SJE and JC, and their use of vocabulary, grammar and other features

**Theme: Communicating in Today's World**

### OBJECTIVES:

- Paraphrase information heard without changing the meaning of what was said
- Compare and contrast the vocabulary and structures used by speakers of the far past and those of today



### ICT ATTAINMENT TARGETS:

COMMUNICATION AND COLLABORATION - Use technology to communicate ideas and information, and work collaboratively to support individual needs and contribution to the learning of others.



RESEARCH, CRITICAL THINKING, PROBLEM-SOLVING AND DECISION MAKING - use appropriate digital tools and resources to plan and conduct research, aid critical thinking, manage projects, solve problems, and make informed decisions.



DESIGNING AND PRODUCING - use digital tools to design and develop creative products to demonstrate their learning and understanding of basic technology operations.



DIGITAL CITIZENSHIP - Recognise the human, ethical, social, cultural and legal issues and implications surrounding the use of technology and practice online safety and ethical behaviour.

### OBJECTIVES:

- Use appropriate research tools to locate information online
- Create posters using appropriate software

## Suggested Teaching and Learning Activities

## Key Skills

## Assessment Criteria

### STUDENTS WILL:

Be instructed to listen to an audio story about modern communication. They will capture the main points in the form of very sketchy notes, and then orally share the main points with their peers (in small groups) in their own words without changing the meaning.

Recount major points of a talk show filmed in the far past (teacher may take this to class or have students source it on the internet, television or radio). Ensure that information is paraphrased but meaning is maintained.

- Summarise information
- Paraphrase information
- Work cooperatively to complete ICT integrated tasks.

- Compare and contrast vocabulary

Main points from audio story are accurately captured and appropriately paraphrased

Information from talk show is appropriately paraphrased



## ATTAINMENT TARGETS

### READING WITH FLUENCY & RECOGNITION (WORD RECOGNITION AND VOCABULARY)

Use a range of word recognition clues to identify new words

Build vocabulary through various strategies

## OBJECTIVES

Students should be able to:

- Use syntactic cues to decode and decipher meaning of unknown/unfamiliar vocabulary
- Collaborate with peers to apply vocabulary building strategies
- Track their own progress as readers and document the strategies employed

### ICT ATTAINMENT TARGETS:



RESEARCH, CRITICAL THINKING, PROBLEM-SOLVING AND DECISION MAKING - use appropriate digital tools and resources to plan and conduct research, aid critical thinking, manage projects, solve problems, and make informed decisions.

### OBJECTIVES:

- Use appropriate research tools to locate information online

## Suggested Teaching and Learning Activities

### STUDENTS WILL:

Engage in a discussion focused on syntax and syntactic cues. Observe as teacher uses sample sentences to model how syntactic cues may assist a reader in decoding and deciphering unknown and unfamiliar vocabulary.

Work in pairs to analyse several sentences. Highlight the syntactic cues within each sentence, as well as the unknown/unfamiliar vocabulary. Create a poster on or offline demonstrating how syntactic cues were used to decode and decipher meaning of the unfamiliar vocabulary identified in the sentences.

## Key Skills

- Use syntactic cues to decode and comprehend
- Create posters

## Assessment Criteria

Discussion satisfactorily reflects students' understanding of how syntactic cues may be used to decode words and derive meaning

Posters adequately convey students' understanding of how syntactic cues may assist in decoding and vocabulary development

## Suggested Teaching and Learning Activities

### STUDENTS WILL:

Complete cloze passage. Work in pairs to use syntactic cues to assist them in identifying the missing words/phrases. Explain how they used the syntactic cues to supply the missing words/phrases.

## Key Skills

- Use syntactic cues

## Assessment Criteria

Syntactic cues effectively used to aid in the accurate completion of cloze passage

Process of using syntactic cues to aid in completion of cloze passage is satisfactorily explained

## ATTAINMENT TARGETS

### READING FOR MEANING AND ENJOYMENT (COMPREHENSION AND LITERATURE)

#### Comprehension

Use deduction and inference to interpret information and ideas and to predict outcomes

Use internal and external text structures to derive meaning

#### Literature

Reflect on and critically respond to literature and other texts, on paper and on screen

## OBJECTIVES

### Students should be able to:

- Use deduction and inference to interpret information and ideas and to predict outcomes
- Use internal and external text features (e.g. headings, subheadings, pictures, captions, sidebars, annotations) to extract information from texts and enhance comprehension
- Analyse the author's style, word choice, and language structure to determine point of view versus view point (opinion)
- Respond to audio visual stimuli
- Use sensory details to categorise and analyse imagery in a range of written texts

### ICT ATTAINMENT TARGETS:



DESIGNING AND PRODUCING - use digital tools to design and develop creative products to demonstrate their learning and understanding of basic technology operations.

### ICT OBJECTIVES:

Use ICT tools to create documents for a specific audience and purpose.

## Suggested Teaching and Learning Activities

## Key Skills

## Assessment Criteria

### STUDENTS WILL:

In small groups, read excerpts from narrative texts which highlight the importance of communication in relationships. Make deductions/inferences about character traits and motivations and record these. Identify clues in the text which may assist them in making these deductions/inferences and highlight these. Discuss with peers.

- Read and interpret texts
- Make inferences/ deductions
- Cite clues as evidence

Deductions/Inferences are evidence-based

Clues that guide the process of making deductions/inferences are accurately identified

Be guided by Think Aloud in how to use specific internal and external text features to assist in deriving meaning from a text, and then examine online and other texts about aspects of modern communication. Deliberately use external and internal text features (e.g. headings, subheadings, pictures, captions, sidebars, annotations, italics, bolded words, graphs, charts and tables of contents) to assist in deriving meaning from the texts. Share information with the class on how specific features aided their understanding.

- Use internal and external text features to extract information from texts
- Comment on the use of text features in aiding comprehension

Internal/External text features appropriately used to extract information and derive meaning from texts

Feedback shared on the use of text features

In small groups, using online and other sources, review author's point of view vs. viewpoint (focus on definition and examples). Read short excerpts from literary works related to the unit theme and analyse the author's style, word choice, and language structure to determine point of view and viewpoint. Create a simple bookmark or use a one page newsletter template outlining the difference between the author's point of view and author's view point. Include short examples.

- Determine the relationship between author's style, word choice and language structure and author's point of view and viewpoint
- Create document
- Enter and format text
- Define imagery
- Identify examples of imagery
- Categorise imagery according to sensory details

Relationship between author's style, word choice, language structure and point of view/viewpoint accurately determined

The difference between author's point of view and author's view point clearly outlined with accompanying accurate examples of each

Engage in a discussion focused on reviewing imagery and identifying examples of imagery that appeal to the different senses.

Discussion adequately addresses definition of imagery, types of imagery and examples of each type or category

## Suggested Teaching and Learning Activities

### STUDENTS WILL:

Source a variety of sentences/texts containing imagery and then do the following for each example of imagery identified:

- Explain the author's purpose in using a particular image
- Identify the sensory detail(s)
- Explain the connotative meaning of the image
- Explain how the image relates to the overall theme of the literary work

Share and discuss their responses with their peers and teacher.

## Key Skills

- Interpret and analyse the use of imagery in written texts

## Assessment Criteria

Imagery is accurately identified, analysed and satisfactorily explained in regard to its connotative meaning and relationship to the theme of a piece of literary work

## ATTAINMENT TARGETS

### READING FOR INFORMATION (STUDY SKILLS AND RESEARCH)

Identify and use text features to support navigation of texts, retrieving and synthesising information gained from a range of sources

Research issues and interests by generating ideas and exploring texts using a range of strategies

## OBJECTIVES

### Students should be able to:

- Define and categorise the various documentation styles according to the context in which each is used
- Define the term "In-Text Citation"
- Briefly explore the different forms of in-text citations in the APA, MLA and CMS referencing styles
- Determine the effectiveness of examples of in-text citations in given materials
- Produce their own paragraphs using in-text citation appropriately (including direct quotation)

### ICT ATTAINMENT TARGETS:



RESEARCH, CRITICAL THINKING, PROBLEM-SOLVING AND DECISION MAKING - use appropriate digital tools and resources to plan and conduct research, aid critical thinking, manage projects, solve problems, and make informed decisions.

### ICT OBJECTIVES

Use appropriate research tools to locate information online

## Suggested Teaching and Learning Activities

## Key Skills

## Assessment Criteria

### STUDENTS WILL:

As an introduction to documentation styles, work in pairs to research either online or offline one of three styles – APA, MLA or CMS. Research the meaning of each abbreviation, as well as find one source that outlines the format of each documentation style for high school students.

Present their findings in class to their peers and teachers.

- Define and categorise documentation styles

Information presented on each documentation style is accurate

Peruse examples of research papers done for the secondary level that employ APA documentation style. Match these against the APA format that was researched in Activity 1. Using the Pair-Square-Share Technique (Sharing ideas with one person, then extending the group to include another pair and then the whole group), share findings about the use of the documentation style.

- Explore the use of APA

The use of APA documentation style is satisfactorily explored and feedback meaningfully shared

Work in groups to peruse a hand-out or presentation focused on different forms of in-text citation used under the APA documentation style. For example:

“According to Mary & Mary (2013), teaching is ...”

“Teaching is considered to be ... (Mary & Mary, 2013).”

Plan and orally present the information presented in the hand-out or presentation based on their own interpretation and understanding

- Define in-text citation
- Name forms of in-text citation

Terms and different forms of APA in-text citation are accurately defined in their own words and suitable examples of the different forms of APA in-text citation are given

Peruse samples of mini-research projects from different sources in order to identify forms of APA in-text citation and comment on what is achieved by each form identified

- Identify forms of in-text citations
- Critique use of citation

Different forms of APA in-text citations are accurately identified

Purpose of examples of APA in-text citations used in mini- research projects is accurately determined

Produce two to four paragraphs on the topic, “The Evolution of Communication”. Ensure that they use various forms of APA in-text citation in presenting the information on the topic. Submit their paragraphs to the teacher for marking.

- Use in-text citation appropriately

Different forms of APA in-text citations are appropriately used to develop paragraphs

## ATTAINMENT TARGETS

### LANGUAGE STRUCTURE (GRAMMAR AND CONVENTIONS)

Write sentences which are grammatically accurate and correctly punctuated, using SJE and JC appropriately

Use a range of sentence structures according to context, distinguishing between SJE and JC

## OBJECTIVES

### Students should be able to:

- Justify the need for clarity in the structure of select pieces of writing
- Improve the clarity of different pieces of writing by inserting phrases enclosed by commas, dashes and/or parentheses
- Define the term 'antecedent'
- Recognise pronoun-antecedent agreement in number, person and gender
- Comment on the relationship between pronouns and their antecedents in ensuring subject verb agreement

### ICT ATTAINMENT TARGETS:



RESEARCH, CRITICAL THINKING, PROBLEM-SOLVING AND DECISION MAKING - use appropriate digital tools and resources to plan and conduct research, aid critical thinking, manage projects, solve problems, and make informed decisions.

### ICT OBJECTIVES

Locate online information on pronouns and antecedents

## Suggested Teaching and Learning Activities

### STUDENTS WILL:

Work in pairs to peruse and analyse pieces of text that address aspects of modern forms of communication in which commas, dashes, parentheses or all are used to enclose or set apart the following:

- Information that is supplemental but not critical to the main clause of a sentence
- Information that is used to emphasise an idea or point
- Appositives that contain commas

Examine and decipher the use of these marks and compose a mini-chart that highlights their use.

Present mini-charts to the class.

## Key Skills

- Comment on the use of commas, dashes and parenthesis

## Assessment Criteria

Mini-charts satisfactorily reflect the roles of commas, parentheses and dashes in achieving clarity in writing

## Suggested Teaching and Learning Activities

## Key Skills

## Assessment Criteria

### STUDENTS WILL:

Read online tips or assigned pages of textbooks on the use of commas, parentheses and dashes in achieving clarity.

Read texts (on modern forms of communication) which lack clarity or emphasis in portions of the narrative. As a class, discuss where intervening phrases could aid with clarity or emphasis. Guided by models, insert phrases enclosed by commas, dashes or parentheses to improve the clarity of the text.

- Insert intervening phrases
- Insert commas, dashes and parentheses appropriately

Intervening phrases appropriately inserted to improve clarity of written pieces

Commas, dashes and parentheses appropriately used to enclose phrases that improve clarity

Research online or offline information on pronouns and antecedent agreement. Write an appropriate definition of an antecedent. Share their definitions.

- Define the term 'antecedent'

Definitions of the term 'antecedent' are accurate

Engage in a discussion focused on the relationship between pronouns and antecedents. Peruse a list of sentences to identify pronouns and antecedents and comment on whether each is singular or plural and why. State if the antecedent is plural/singular in number, masculine/feminine in gender and in the first, second or third person. This could be done using a graphic organiser or in tabular format. Example;

- Determine relationship between pronouns and antecedents
- Associate antecedents with number, gender or person

Relationships between antecedents and pronouns are accurately established

Sentence	Antecedent	Antecedent Association: number, gender or person	Singular/Plural	Pronoun
Each student is expected to wear his or her uniform to school.	Each student	number	singular	His or her

Present and discuss their graphic organiser or tables.

- Construct or correct sentences appropriately

Correct or construct sentences substituting nouns for pronouns.

## Suggested Teaching and Learning Activities

## Key Skills

## Assessment Criteria

### STUDENTS WILL:

Create original songs of any genre centred on Communication Ethics. Include pronouns ensuring that these pronouns agree in number, gender and person with their antecedents.

Research online or offline and make an entry in their journals/writing logs about the more problematic pronouns which usually cause agreement problems.

For example, each, everybody, nobody, several, both, few, etc. Complete exercises where they identify the antecedent to which the pronouns refer.

- Apply pronoun/antecedent agreement rule
- Construct original song
- Locate information
- Apply pronoun/antecedent agreement rule concerning number, person and gender

Pronoun/antecedent agreement is evident in the creation of original songs

Songs reflect relevant thematic elements  
Logs include appropriate examples of problematic pronouns

Antecedents are accurately identified in written exercises

## ATTAINMENT TARGETS

## OBJECTIVES

### COMMUNICATION (WRITING)

Write to narrate, to persuade and for a range of transactional purposes, using SJE and JC appropriately and incorporating multi-media approaches to their writing

Use language and text forms appropriately and with imagination to create vibrant and engaging texts

### Students should be able to:

- Define persuasive techniques – repetition, rhetorical questions, exaggeration
- Develop working definition for 'presentational devices'
- Differentiate between 'persuasive techniques' and 'presentational devices'
- Interpret the use of various persuasive techniques in advertisement
- Use persuasive techniques to convince various audiences through advertisements

### ICT ATTAINMENT TARGETS:



RESEARCH, CRITICAL THINKING, PROBLEM-SOLVING AND DECISION MAKING - use appropriate digital tools and resources to plan and conduct research, aid critical thinking, manage projects, solve problems, and make informed decisions.



DESIGNING AND PRODUCING - use digital tools to design and develop creative products to demonstrate their learning and understanding of basic technology operations.

### ICT OBJECTIVES

Use appropriate research tools to locate relevant information online

Use ICT tools to create documents for a specific purpose and audience



## Suggested Teaching and Learning Activities

## Key Skills

## Assessment Criteria

### STUDENTS WILL:

Peruse a hand-out focused on persuasive techniques (e.g. repetition, rhetorical questions, exaggeration) and engage in a discussion of each technique.

- Define each persuasive technique

Discussion is adequately focused on targeted persuasive techniques and appropriate examples cited

In small groups, explore online pages or assigned pages from class text to find information on presentational devices (e.g. use of colour, boldface and pictures) in advertisements. Develop a working definition for 'presentational devices' (bold face, colour, repetition, rhetorical questions, exaggeration) and discuss their impact.

- Define presentational devices
- Assess impact of presentational devices
- Compare and contrast presentational devices and persuasive techniques

Term 'presentational devices' is appropriately defined

'Persuasive techniques' and 'presentational devices' are accurately differentiated

Compare and contrast persuasive techniques and presentational devices and comment on how they may work together to improve advertisements

Work in four small groups to create a persuasive technique scrapbook for the class. Prepare one page on the technique assigned outlining a clear and simple definition, as well as points/bullets or a paragraph commenting on the use of the technique and another commenting on its effects. Source at least six sample advertisements that exemplify the technique. Compile a class scrapbook using the pieces produced by the groups.

- Identify persuasive techniques in advertisement
- Comment on the effects created by the various persuasive techniques

Persuasive Techniques Scrapbook accurately defines each targeted technique, clearly outlines how the technique functions, describes the possible effects or impact of the technique and includes examples which adequately illustrate them.

Continue to work in their small groups to prepare an advertisement promoting their school for the upcoming academic year. (Advertisements may be created online using word processing or other productivity software). The advertisement should appeal to parents of students entering and should use the persuasive techniques studied. Mount completed advertisements on the school's notice board and provide a sheet for teachers, parents and students to rate the advertisement on a scale of one to five (one being the lowest and five the highest). The flyer with the best rating should form part of the school's New Registration Package. These completed advertisements should also form part of the Class Scrapbook.

- Use persuasive techniques to create advertisements
- Manipulate software to create advertisements

Advertisements adequately promote the school and effectively employ the use of persuasive techniques

## Suggested Teaching and Learning Activities

## Key Skills

## Assessment Criteria

### STUDENTS WILL:

Design the package for an original product for children. In groups, create three versions of the same advertisement (audio, audio-visual and print) which could be used to market the product.

Use a table to analyse the details of at least one advertisement. Include the table in their writing portfolio.

Sample Table:

Product Advertised	Target Audience	Persuasive Devices	Impact of Devices

- Design a product package
- Create advertisements
- Collaborate in groups
- Analyse advertisements
- Collate/organise information

Package and advertisement clearly demonstrate students' effective use of persuasive devices appropriate for the target audience

Completed table reflects thorough and accurate analysis of the advertisements in regard to specification of products, audience, persuasive devices and impact of devices

Use persuasive devices to create a campaign jingle and an accompanying brochure to heighten awareness among your classmates/year group of the Social Media Responsibility.

- Create jingle
- Design and create brochure
- Collaborate in groups

Jingles and brochures depict appropriate use of persuasive devices to convey message

## Learning Outcomes

Students will be able to:

- ✓ Use syntactic cues as a means of decoding and deciphering meaning of unfamiliar/unknown vocabulary
- ✓ Use deduction and inference to comprehend written materials
- ✓ Use external and internal text features to extract meaning and comprehend a variety of texts
- ✓ Interpret sensory details and use them to produce vibrant and engaging texts
- ✓ Define and use various forms of in-text citations to credit work referenced during research activities
- ✓ Use punctuation marks to add clarity and prevent misreading in their written work
- ✓ Use pronoun and antecedent agreement effectively in their writing
- ✓ Elaborate on the effectiveness of various persuasive techniques and presentational devices in influencing audience
- ✓ Create advertisements that use the various persuasive techniques studied
- ✓ Demonstrate competence in the use of the structures and conventions of Standard Jamaican English
- ✓ Use selected ICT tools to create graphics, search for information and share ideas

## Points to Note

• Students should be carefully supervised as they use the Internet. Research must be done in order to keep on track with new trends and procedures.

## Extended Learning

- Practise the Communication Protocol at home and in the wider community.
- Practise using the grammatical structures they have learnt
- SJE should be a focal point in oral and written communication
- Adapt and use the different types of modern communication
- Create advertisements for events at church, community youth club or even a family reunion
- Use knowledge of persuasive techniques to interpret everyday advertisements

### RESOURCES

- Social Studies text(s)
- Class reader(s) with poems, and pieces related to Communication
- Supplementary reading materials – texts related to the theme
- Teacher-prepared texts and presentations
- Cloze passage
- Sample mini-research projects
- Sample advertisements
- Teacher prepared hand-outs
- Students' Written work – in graphic and text form
- Computer
- CD/DVD player
- Internet

### KEY VOCABULARY

- |   |                              |
|---|------------------------------|
| • Syntactic cues  | • Chicago Manual Style (CMS) |
| • Deduction   | • Apostrophe                 |
| • Inference   | • Brackets                   |
| • Author's point of view<br>(voice – first, third person)         | • Pronoun                    |
| • Author's view point (stance on<br>issue, for example, critical) | • Antecedent                 |
| • Imagery   | • Bold face                  |
| • Sensory details   | • Repetition                 |
| • In-text citation  | • Rhetorical questions       |
| • American Psychological<br>Association (APA)                     | • Exaggeration               |
| • Modern Language Association (MLA)                               | • Advertisement              |

## Links to Other Subjects

- Guidance and Counselling – Communicating to maintain a healthy relationship with family and friends
- Art and Craft – Create graphic organisers
- Information Technology – internet use (accessing, creating and using WebQuest, podcasts)
- Library Science – In-text citation and referencing

## About the Unit

### Personal Rights & Responsibilities

This unit is entitled 'Personal Rights and Responsibilities'. While our personal rights are very important, many of us forget about our responsibilities. As students continue to explore the use of language in Grade 8, they will have the opportunity to explore their rights as teenagers and the responsibilities that accompany each right. It is hoped that they will have fun exploring these areas of interest as they continue to manipulate both SJE and JC to express their thoughts and feelings throughout the year.

This nine week unit will stimulate their interest and help them to develop competence in speaking and listening as they continue on their quest to use language appropriately. This will be facilitated through the exploration of video and audio clips, games, debates and other activities. Their creative efforts will also be honed as they produce their own games, songs and expressive materials. This will illustrate their developing competence in speaking, listening and writing. Constant practise of language structures involving the use of the pronoun-antecedent agreement and punctuation marks will assist them in writing fluently.

In addition to reading for enjoyment, students will have the opportunity to read for meaning as they analyse techniques used by writers. These activities will help them to develop a deeper understanding and appreciation for texts that focus on Personal Rights and Responsibilities. This theme will also allow students to expand their vocabulary as they decode and use unfamiliar words and expressions.

Research is an important aspect of the learning process and students will locate and use various sources of information to complete mini-research projects. They will also learn to avoid plagiarism.

Finally, all the skills learnt will be combined as students respond to various stimuli creating persuasive pieces throughout the term. Their prior knowledge will be used to reinforce all the skills, concepts and activities of this, their final term in Grade 8.

## GUIDANCE TO THE TEACHER

- Though the objectives of the unit highlight specific skills for instruction, teachers should ensure that previously taught skills which are required for the teaching/learning activities are reviewed.
- The teacher should ensure that students are taken through the stages of the writing process when they are required to engage in written tasks.
- The sample charts, tables and evaluation sheets suggested in the unit are not compulsory and the teacher may choose other suitable forms support based on the needs of his/her students.
- Additionally, teachers are encouraged to pay attention to the objectives aligned to the affective domain.

**Prior Learning**

Check that students can:

- Effectively use different language forms, critical thinking skills, problem solving techniques in discussion and effectively respond to the points of view of others
- Learn and recall new words through use of word recognition strategies and decoding approaches
- Build vocabulary through use of context clues, synonyms, antonyms, homonyms, etc.
- Use strong verbs and specialized vocabulary
- Read to determine the central idea, analyse the development of text and see the relationship of ideas
- Connect experience in text with life
- Acknowledge sources using in-text citation (quoting, paraphrasing, and summarising)
- Evaluate sources based on specific guidelines (validity, reliability, accuracy)
- Identify features and signal words and use these to access specific information
- Recall the definition of plagiarism and its various forms and apply knowledge of the rules to avoid it
- Recognise and use pronouns in a range of sentences ensuring that the antecedents agree in number, person and gender
- Use transitional words to connect ideas of spatial order, time order, numerical order and cause and effect

**SPEAKING & LISTENING****ATTAINMENT TARGET:**

Communicate with confidence and competence for different purposes and audiences, using SJE and JC appropriately and creatively



Explain and comment on speakers' use of language, including use of SJE and JC, and their use of vocabulary, grammar and other features

**Theme: Personal Rights and Responsibility**

**OBJECTIVES:**

Critically respond to aural stimuli by paying attention to the impact of particular features, such as tone

Apply Communication Protocol in different oral activities

Listen and critically respond to ideas presented by speakers and those of today

### ICT ATTAINMENT TARGETS:



COMMUNICATION AND COLLABORATION - Use technology to communicate ideas and information, and work collaboratively to support individual needs and contribution to the learning of others.



RESEARCH, CRITICAL THINKING, PROBLEM-SOLVING AND DECISION MAKING - use appropriate digital tools and resources to plan and conduct research, aid critical thinking, manage projects, solve problems, and make informed decisions.



DESIGNING AND PRODUCING - use digital tools to design and develop creative products to demonstrate their learning and understanding of basic technology operations.



DIGITAL CITIZENSHIP - Recognise the human, ethical, social, cultural and legal issues and implications surrounding the use of technology and practice online safety and ethical behaviour.

### OBJECTIVES:

- Use selected digital tools and resources to create multimedia presentations

## Suggested Teaching and Learning Activities

## Key Skills

## Assessment Criteria

### STUDENTS WILL:

View or listen to a recording about the rights of a child. In small groups, discuss the impact of visuals, including images, scenes and the impact of the narrator's tone.

Read selected items on the Fact Sheet of United Nations Convention on the Rights of the Child as the basis for their activities ([www.unicef.org/crc/files](http://www.unicef.org/crc/files)). Discuss ideas in small groups They will also use these as the basis of their presentations.

Participate in hat debates about particular rights and responsibilities, e.g. the right to an education. Use rating scale of criteria – tone, arguments, language accuracy, language techniques, body language and other nonverbal techniques (such as pausing for effect, demonstration of confidence) – to rate presentations. Provide feedback to peers using SJE.

- Respond to visual and aural stimuli
- Work cooperatively

- Use non-verbal techniques
- Demonstrate confidence
- Present arguments
- Use accurate language structures
- Use effective language techniques
- Critique peer material

Impact of visual and aural stimuli is satisfactorily described

Feedback provided in SJE regarding speakers' tone, body language, level of confidence, etc. while debating

## Suggested Teaching and Learning Activities

### STUDENTS WILL:

Play game where a SJE or JC word is given and they have to find its equivalent. Focus on their rights and responsibilities. This could be done competitively.

View and discuss online or offline cartoons created for the print media, especially those that deal with Personal Rights and Responsibilities, e.g. Clovis ([www.jamaicaobserver.com/tools/cartoons/](http://www.jamaicaobserver.com/tools/cartoons/)).

Create cartoons on Personal Rights and Responsibilities. Cartoons may be created using selected/appropriate digital tool.

## Key Skills

- Listen attentively
- Speak confidently
- Cooperate in peer groups
- View mixed media
- Assess purpose
- Critique cartoons
- Conduct online/offline searches
- Create cartoons

## Assessment Criteria

Vocabulary supplied in game is appropriate in regard to language form required – SJE or JC

Thematic relationship is appropriately applied in game  
Cartoons are satisfactorily analysed

Cartoons are created to effectively convey point of view on the subject of Personal Rights and Responsibilities

## ATTAINMENT TARGETS

### READING WITH FLUENCY & RECOGNITION (WORD RECOGNITION AND VOCABULARY)

Build vocabulary through various strategies

## OBJECTIVES

### Students should be able to:

(Review strategies from Terms 1-2)

- Create appropriate sentences using vocabulary words learnt from texts
- Distinguish between the denotative and connotative meanings of words
- Interpret the connotative meaning of words
- Examine how word choice affects meaning
- Practise and apply the concept of connotative meaning
- Track their own progress as readers and document the strategies employed

## Suggested Teaching and Learning Activities

## Key Skills

## Assessment Criteria

### STUDENTS WILL:

Research to find pairs of words where the denotative meaning is similar but the connotative meanings are different. For example: chef/cook and ambitious/greedy.

In groups, write a brief narrative about a young person who fails to honour his/her personal responsibility.

Half of the groups will include in their stories ten of the words from the list which have a positive connotation. The other groups will use ten of the words which have a negative connotation.

Share narratives with the class and discuss the impact of word choice on the meaning communicated in each piece.

- Locate information
- Collaborate in groups
- Use connotative and denotative meanings

Word pairs appropriately reflect denotative similarities but connotative differences

Narratives appropriately address the prompt given and effectively include the targeted words

Collect a range of advertisements from a variety of sources and examine the advertisements for words with connotations.

Organise the words into two categories: those which connote a positive meaning and those which connote a negative meaning.

In groups, redesign advertisements to replace negative connotations with positive connotative or denotative meanings, and vice versa. Post advertisements and do peer review using the 'Wows and Wonders Gallery Walk'. The activity involves examining the work of peers and providing brief written feedback in the form of commendations (wows) or queries (wonders).

- Redesign advertisements
- Differentiate connotative and denotative meaning

Connotative and denotative language of advertisements accurately identified and classified

Negative connotations in given advertisements are satisfactorily converted to convey positive connotative or denotative meanings (and vice versa) in redesigned advertisements



## ATTAINMENT TARGETS

### READING FOR MEANING AND ENJOYMENT (COMPREHENSION AND LITERATURE)

#### Comprehension

Identify and comment on the structure of texts and the language choices, grammar and techniques writers use to create an impact

#### Literature

Reflect on and critically respond to literature and other texts, on paper and on screen.

## OBJECTIVES

### Students should be able to:

- Locate and analyse an author's use of figurative language, including allusion, idiom, pun and symbolism, in a variety of literary texts
- Analyse the impact of specific word choices on meaning and tone, including analogies or allusions to other texts
- Defend inferences about viewpoints using textual evidence

### ICT ATTAINMENT TARGETS:



RESEARCH, CRITICAL THINKING, PROBLEM-SOLVING AND DECISION MAKING - use appropriate digital tools and resources to plan and conduct research, aid critical thinking, manage projects, solve problems, and make informed decisions.



DESIGNING AND PRODUCING - use digital tools to design and develop creative products to demonstrate their learning and understanding of basic technology operations.

### ICT OBJECTIVES

- Use selected ICT tools to create document
- Cite sources correctly and give credit to creators of digital content
- Navigate safely and respectfully online

## Suggested Teaching and Learning Activities

## Key Skills

## Assessment Criteria

### STUDENTS WILL:

Justify the viewpoints of various texts/articles that speak on Personal Rights and Responsibilities by supplying evidence from the texts.

- Analyse texts
- Justify viewpoints

Plausible justification made for viewpoints based on evidence from texts

View video clips related to Personal Rights and Responsibilities which relate stories from different perspectives. Have students support, with evidence, the stance they have taken concerning the clips' point of view.

- View mixed media
- Assess point of view
- Indicate and support viewpoint

Point of view conveyed in video clips accurately determined

Personal stance regarding point of view is adequately supported by evidence

## Suggested Teaching and Learning Activities

## Key Skills

## Assessment Criteria

### STUDENTS WILL:

Create/Source an allusion chart to use when reading literary texts.  
Sample Template:

Title of text	Allusion from Text	Page #	To Whom / What it Alludes	Purpose/ Meaning

- Create/locate chart
- Read texts
- Identify allusions
- Analyse allusions

Allusions in literary texts accurately identified and analysed

Information in texts appropriately used to complete charts.

In class literature texts being explored – novels, plays and poetry collections – identify examples of allusion, idiom, pun and symbolism and make annotations in texts about the impact of these figurative devices.

Compile a collection of songs from various genres which contain idioms. Research/Discuss the meanings of the idioms and record in notebooks.

Create a class yearbook with photos using appropriate software and a short profile of each student. Each profile should contain an idiom that was found in the research.

- Identify devices
- Comment on devices
- Locate information
- Use idioms

Examples of allusion, idiom, pun and symbolism are accurately identified in class literature texts

Annotations satisfactorily address the impact of these devices

Songs contain appropriate idioms

Meanings of idioms in songs are accurate or plausible.

Student profiles reflect effective use of idioms

Researching online or offline, obtain a collection of cartoons from the newspaper. Examine and discuss them in small groups to identify the cartoonists' use of symbolism. Complete the following table:

- Locate information
- Identify symbolism
- Use symbolism

Symbolism in cartoons is accurately identified

Symbols and their possible meanings are meaningfully and appropriately discussed

Information gleaned from discussion is used to satisfactorily complete the Cartoon Evaluation Sheet

## Suggested Teaching and Learning Activities

## Key Skills

## Assessment Criteria

### STUDENTS WILL:

Visuals/Illustrations	Words (Fill in only if words are used)
Make a list of the objects/people in the cartoon. _____ _____	Identify which word/phrase identifies the objects/people in the cartoon. _____ _____
Write down all the objects from your list which are symbols. _____ _____	
Explain what each symbol means. _____	Explain whether or not any words used in the cartoon helps to make the symbol clearer. _____
Explain the overall message of the cartoon. _____	

- Analyse texts
- Justify viewpoints

- View mixed media
- Assess point of view
- Indicate and support viewpoint

Plausible justification made for viewpoints based on evidence from texts

Point of view conveyed in video clips accurately determined

Personal stance regarding point of view is adequately supported by evidence

Collect newspaper headlines with puns and discuss with the class possible meanings of these headlines. Create newspaper headlines of their own using puns. Mount on a class bulletin board and provide feedback to peers on the effectiveness of puns.

- Collect information
- Create newspaper headlines
- Assess effectiveness of puns

Puns in newspaper headlines are accurately identified

Puns are effectively used in original headlines

## ATTAINMENT TARGETS

### READING FOR INFORMATION (STUDY SKILLS AND RESEARCH)

- Research activities on issues and interests by generating ideas and exploring texts using a range of strategies
- Understand the importance of legal and ethical practices in research

## OBJECTIVES

### Students should be able to:

- Gather and organise information on a variety of topics
- Synthesise the skills of gathering information to produce individual/group mini-research incorporating sources cited relevantly and accurately using the APA format
- Retrieve information from selected sources and assess how accurate/reliable these sources are
- Identify and avoid incidents of plagiarism
- Appreciate the value of acknowledging sources used during research

### ICT ATTAINMENT TARGETS:



RESEARCH, CRITICAL THINKING, PROBLEM-SOLVING AND DECISION MAKING - use appropriate digital tools and resources to plan and conduct research, aid critical thinking, manage projects, solve problems, and make informed decisions.

### ICT OBJECTIVES

- Locate relevant information online by using ICT search tools and strategies
- Cite sources correctly

## Suggested Teaching and Learning Activities

### STUDENTS WILL:

Use a double entry journal to make notes on a topic of personal interest. In one column, write bibliographic information, personal impressions, ideas and questions relating to each source used. On the other side, record the page numbers of pictures, diagrams or particular quotes to support the views in the first column.

## Key Skills

- Locate information
- Organise information
- Record information

## Assessment Criteria

Topic of personal interest appropriately generated

Journal entries outline appropriate sources

Comments, questions and general ideas are appropriate and reflect careful analysis

Sources referenced in the second column are relevant and appropriate

Suggested Teaching and Learning Activities	Key Skills	Assessment Criteria
<p><b>STUDENTS WILL:</b></p> <p>Follow steps taught in research to present a mini-research paper relating to “The Rights of the Child Act”, “The Rights of the Child Charter”, “A Child Has Responsibilities” etc. (e.g. select a topic, formulate research questions, select relevant sources, acknowledge sources using APA style in-text citation, gather and organise relevant information, etc.) Use online/offline sources to gather information</p>	<ul style="list-style-type: none"> <li>• Choose writing topic</li> <li>• Formulate research questions</li> <li>• Retrieve information</li> <li>• Organise information for presentation</li> <li>• Cite sources accurately</li> </ul>	<p>Topic is relevant and interesting</p> <p>Research questions are appropriately formulated and adequately address the topic</p> <p>Ideas are well organised</p> <p>Sources are relevant, reliable, and correctly cited using APA style</p>
<p>Work in groups to create strategy posters detailing research presentation techniques. Some groups may choose to work on written presentations, others may do oral presentations.</p>	<ul style="list-style-type: none"> <li>• Group collaboration</li> <li>• Gather information</li> <li>• Design posters</li> <li>• Speak confidently</li> </ul>	<p>Strategy Posters clearly outline research presentation techniques</p>
<p>Experiment with creative multimedia ways of presenting information on given topics, including stories, character portraits, magazine articles, newspaper articles, business letters, personal letters, journals, editorials, advertisements, rules and instructions</p>	<ul style="list-style-type: none"> <li>• Gather information</li> <li>• Organise information</li> <li>• Present information creatively (mixed media)</li> </ul>	<p>Information gleaned from research is satisfactorily presented through a range of text forms</p>

ATTAINMENT TARGETS	OBJECTIVES
<p><b>LANGUAGE STRUCTURE (GRAMMAR AND CONVENTIONS)</b></p> <ul style="list-style-type: none"> <li>• Use and adapt a range of sentence structures according to context, distinguishing between SJE and JC</li> <li>• Write sentences which are grammatically accurate and correctly punctuated, using SJE appropriately</li> </ul>	<p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>• Correctly use the ellipsis, semi-colon, colon, full stop, hyphen and exclamation mark in a wide range of texts</li> </ul>

## ICT ATTAINMENT TARGETS:



**COMMUNICATION AND COLLABORATION** - Use technology to communicate ideas and information, and work collaboratively to support individual needs and contribution to the learning of others.



**DESIGNING AND PRODUCING** - use digital tools to design and develop creative products to demonstrate their learning and understanding of basic technology operations.



**DIGITAL CITIZENSHIP** - Recognise the human, ethical, social, cultural and legal issues and implications surrounding the use of technology and practice online safety and ethical behaviour.

## ICT OBJECTIVES

- Use ICT research tools to locate information online to complete WebQuest tasks.
- Recognise creators of digital materials
- Cite sources correctly

### Suggested Teaching and Learning Activities

### Key Skills

### Assessment Criteria

#### STUDENTS WILL:

Record natural conversations of native speakers. Listen in groups to identify places in the conversation where words are unnecessarily repeated. Write the conversation replacing these words with the ellipsis.

- Record conversations
- Listen for information
- Apply knowledge of ellipsis

Ellipses are appropriately positioned in written dialogue

View WebQuest and have students complete the tasks or refer to handout on punctuation marks (ellipses, semi-colons, colons, full stops, hyphen and exclamation mark) and complete the punctuation quizzes and games included.

- Locate information in Handout/WebQuest
- Use punctuation marks correctly
- Work cooperatively to complete ICT integrated tasks

Punctuation marks (ellipsis, full stop, semi- colon, hyphen and exclamation mark) are accurately used in quizzes and games

Correctly insert punctuation marks (ellipsis, semi-colon, hyphen, exclamation mark, colon, full stop) at the appropriate places in short paragraphs, emails, letters, advertisements, reports, dialogue, etc.

- Read for meaning
- Select appropriate punctuation marks

Punctuation marks are appropriately inserted in written texts

## Suggested Teaching and Learning Activities

## Key Skills

## Assessment Criteria

### STUDENTS WILL:

Create small cards with a punctuation mark on each card. Place the cards face down, and take turns to turn over the top card. Each player must say a sentence which would use the punctuation mark on his/her card in order to get a point.

- Design punctuation cards
- Apply punctuation marks to play card game

Punctuation cue cards are satisfactorily created  
Sentences supplied in card game appropriately match the punctuation cue cards selected

e.g. If you choose this card:



Create an exclamatory sentence such as:

**Please do not touch the hot pot!**

Respond to questions in a punctuation trivia. The following are examples of questions for the trivia:

1. When three of these punctuation marks are found together, they are called an ellipsis.
  - o Period
  - o Colon
  - o Exclamation Mark
2. A semicolon looks like a combined version of what two punctuation marks?
  - o Period
  - o Period and ellipsis
  - o Period and comma
3. Which punctuation mark is used to separate the main clause from information which is not very important?
  - o Parentheses
  - o Hyphen
  - o Colon

- Respond to trivia questions
- Apply punctuation rules

Responses to trivia questions reflect clear understanding of the form and function of punctuation marks

## ATTAINMENT TARGETS

### COMMUNICATION (WRITING)

Write to narrate, to persuade and for a range of transactional purposes, using SJE and JC appropriately and incorporating multi-media approaches to their writing

Use language and text forms appropriately and with imagination to create vibrant and engaging texts

## OBJECTIVES

### Students should be able to:

Apply persuasive techniques to their writing in order to achieve specific purpose

Use presentational devices to enhance the appeal of their work

Compose formal letters aimed at persuading addressees to respond to issues or viewpoints

### ICT ATTAINMENT TARGETS:



COMMUNICATION AND COLLABORATION - Use technology to communicate ideas and information, and work collaboratively to support individual needs and contribution to the learning of others.



RESEARCH, CRITICAL THINKING, PROBLEM-SOLVING AND DECISION MAKING - use appropriate digital tools and resources to plan and conduct research, aid critical thinking, manage projects, solve problems, and make informed decisions.



DESIGNING AND PRODUCING - use digital tools to design and develop creative products to demonstrate their learning and understanding of basic technology operations.



DIGITAL CITIZENSHIP - Recognise the human, ethical, social, cultural and legal issues and implications surrounding the use of technology and practice online safety and ethical behaviour.

### OBJECTIVES:

- Use appropriate ICT tools to design brochure
- Use appropriate research tools to locate information online



## Suggested Teaching and Learning Activities

## Key Skills

## Assessment Criteria

### STUDENTS WILL:

Conduct research online or offline to collect data about their school's extracurricular activities. Use persuasive techniques (e.g. statistics, testimonials) and presentational devices (e.g. pictures, bold lettering, italics) to aid in the creation of a brochure which highlights the school's extracurricular activities and encourages students to participate.

The best brochure could be edited and published for use by the school. Students could create brochure using appropriate productivity tools.

- Locate information
- Design and create brochure
- Edit information
- Apply knowledge of persuasive devices
- Create brochure
- Enter text, pictures

Brochure reflects evidence of students' research about their school's programme, as well as their competence in the use of persuasive techniques and presentational devices.

Engage in class discussion on the topic, "Children have a right to decide on their own future". Record in your journal any persuasive device used by your classmates in the discussion.

Use persuasive devices to respond to a classmate who does not share their opinion.

- Discuss debatable topics
- Make journal entries
- Write persuasively

Letters reflect competence in the use of persuasive devices to convey a message

Stance on issue being discussed is clear and all arguments are consistent with the stance

Letter format used is acceptable

Read and listen to opinion pieces/editorials. Identify strong examples of persuasion and record them in a graphic organiser. In groups, brainstorm issues in their school which they think should be addressed. Use the graphic organizer to explore these issues. Compose a letter addressed to the school principal which highlights the group's opinion on what action should be taken to treat the concerns which have been identified.

- Listen/read for information
- Analyse information
- Summarise information
- Write persuasively
- Collaborate in groups

Persuasive techniques accurately identified

Letters clearly reflect competence in framing an argument and supporting it

Tone and choice of language demonstrate an awareness of audience

Write a persuasive letter to the author of a literature text being studied defending/challenging the actions of the main protagonist in the text.

- Write persuasively
- Analyse a character
- Develop and support arguments

Letters reflect satisfactory understanding of the actions of the protagonist and the ability to defend/challenge the character's actions with reasoned arguments

## Learning Outcomes

Students will be able to:

- ✓ Apply appropriate communication protocol when speaking and listening
- ✓ Use a variety of strategies to build vocabulary
- ✓ Use knowledge of vocabulary-building strategies to derive meaning from text
- ✓ Demonstrate an understanding of the impact of their word choices
- ✓ Communicate effectively with correct grammar both orally and in writing
- ✓ Use figurative language to create engaging texts
- ✓ Write with increased competence in SJE
- ✓ Apply the stages of the writing process in producing persuasive and formal letters
- ✓ Communicate and collaborate safely online when sharing and gathering information
- ✓ Engage in reflection with a view to improving their reading strategies

## Points to Note

- Select reading materials that are at the students' level and suit their interest
- Always model new strategies then provide independent practice
- Encourage/promote the reading writing connection
- Encourage students to use the knowledge garnered from the various strands to enhance their overall performance in Language Arts
- Monitor students' use of the internet

## Extended Learning

- Make connections with texts read outside of the classroom
- Use literary devices to add impact and meaning to their communication (both formal and informal)
- Use study skills to carry out research activities and studies in other subject areas
- Write letters based on personal / school activities and events
- Use word attack skills during independent reading at home, in the library, when assisting younger siblings, etc. to decode unfamiliar words
- Practise using nonverbal indicators in social settings to indicate active listening and effective communication
- Maintain a learning log to reflect on their own learning and understanding of various topics and subjects

### RESOURCES

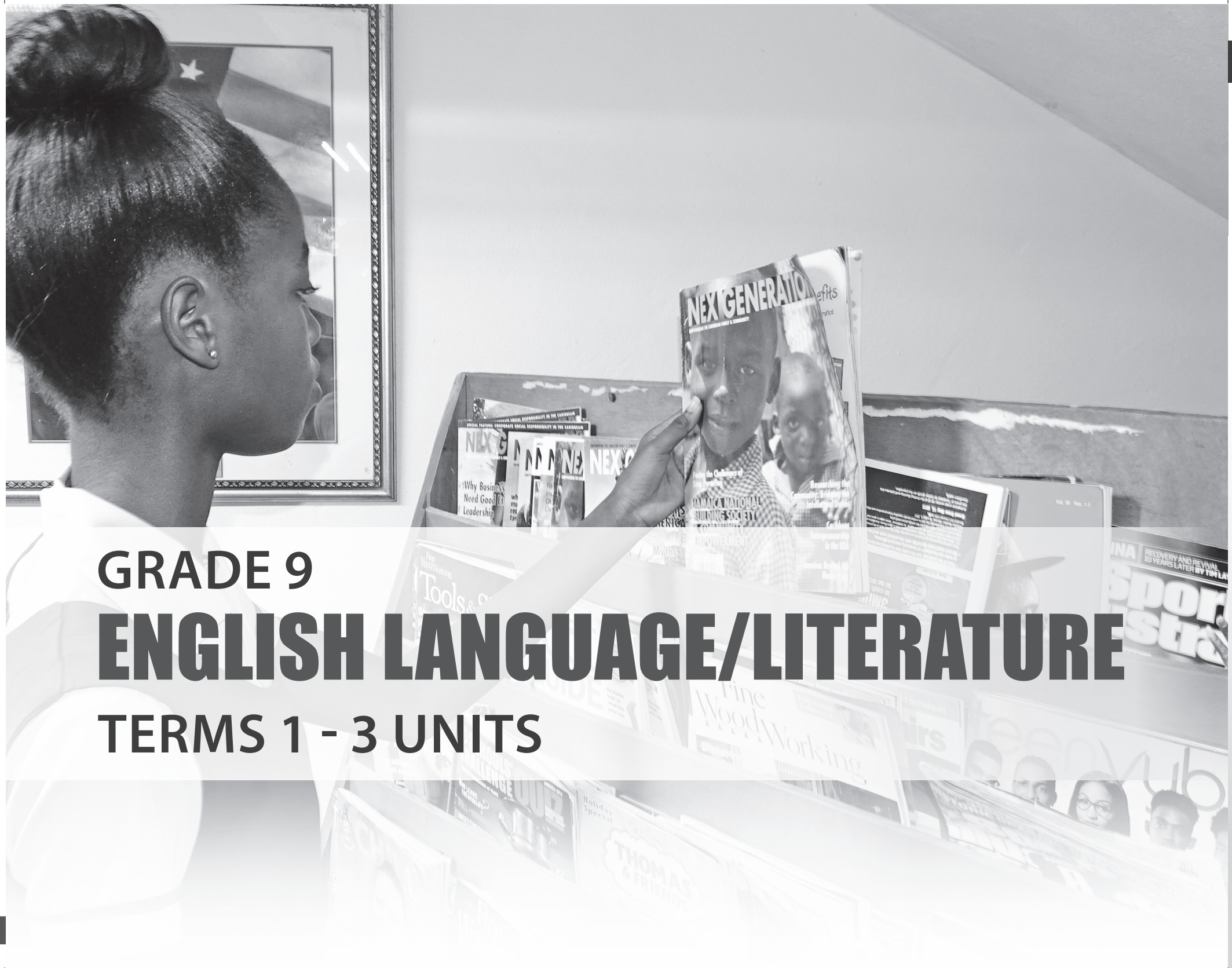
- audio clips on the "Rights of the Child"
- fact Sheet of the United Nations on the Rights of the Child
- rubric for assessing speaking
- cartoons
- advertisements
- allusion Chart
- songs with Idioms
- old newspaper/ magazines

### KEY VOCABULARY

- tone
- communication protocol
- rights responsibilities
- denotative
- connotative
- idiom
- allusion
- pun
- symbolism
- annotation
- ellipsis
- hyphen
- persuasive technique

## Links to Other Subjects

- Guidance and Counselling & Civics – Rights and Responsibilities
- Art and Craft – Design posters
- Information Technology – Internet use (accessing, creating and using WebQuest, podcasts)
- Library Science – Study skills (Research, citing sources)



**GRADE 9**  
**ENGLISH LANGUAGE/LITERATURE**  
**TERMS 1 - 3 UNITS**



**TERM 1****Unit 1**

Critique the content and styles of oral presentation

Listen and respond to materials, oral presentations, expressing opinion on what has been said

Listen to and evaluate the effectiveness of the speaker's message

Request clarification on ideas, viewpoints and arguments

Make notes, outlines or graphic representations of information heard.

Practise strategies for good listening

Prepare and deliver speeches (debate, panel discussion) appropriately and creatively using SJE and JC.

Establish and sustain a logical viewpoint

Demonstrate tolerance and respect for the views of others as they share ideas

**Unit 2**

Respond to speakers' use of specific structures and/or vocabulary of SJE/JC

Listen to determine purpose for use of particular language form

Identify examples of code-switching and comment on their purpose and impact

Use language to provide humour or to convey irony

Choose words carefully to convey a range of emotions including shock, outrage and pride

Demonstrate tolerance and respect for the views of others as they share ideas

**TERM 2****Unit 1**

Listen effectively in a variety of situations for a variety of purposes

Analyse and comment on the effectiveness of the language devices/ techniques used by the speaker.

Speak fluently in a variety of situations for a variety of purposes and audiences

Demonstrate tolerance and respect for the views of others as they share ideas

**Unit 2**

Analyse recorded speeches to determine the effectiveness of persuasive techniques for the targeted audience

Determine the message being conveyed in a speech

Listen to determine purpose for use of particular language forms

Deliver speeches to a multi-age audience

Use appropriate eye contact and body language during speakers' presentations

Use language to provide humour or to convey irony

Demonstrate respect for the views of others by listening critically and providing appropriate feedback

**TERM 2****Unit 1**

Listen to determine purpose for use of particular language forms

Deliver speeches to an audience that spans different age levels

Use code switching appropriately and effectively to achieve impact in oral presentations

Convey feedback respectfully to peers

**TERM 1****Unit 1**

Justify the use of selected word recognition strategies employed during reading

Use context clues to determine the most appropriate definition for words with multiple meanings

Use dictionary to aid in word recognition and meaning

Recognize words that are spelt alike but have different meanings and sometimes different pronunciations based on context and usage

**Unit 2**

Justify the use of selected word recognition strategies employed during reading

Use context clues to decipher meaning and supply omitted information

Categorise words according to shades of meaning

Recognize words that are spelt alike but have different meanings and sometimes different pronunciations based on context and usage

**TERM 2****Unit 1**

Justify the use of selected word recognition strategies employed during reading

Use the connotative meaning of words to infer the implicit messages in text

Make efficient use of dictionary and thesaurus and other online sources to build active vocabulary.

Use appropriate vocabulary to provide adequate and meaningful responses

**Unit 2**

Work collaboratively with their peers to explore a variety of word recognition strategies to unlock pronunciation and meaning of grade level vocabulary

Use the connotative meaning of words to infer the implicit messages in text

Classify words with similar definitions but different connotations

Make efficient use of dictionary and thesaurus and other online sources to build active vocabulary.

Classify words with similar definitions but different connotations

Use appropriate vocabulary to provide adequate and meaningful responses

**TERM 3****Unit 1**

Work collaboratively with their peers to explore a variety of word recognition strategies to unlock pronunciation and meaning of grade level vocabulary

Design and use various vocabulary games and activities for word study

Recognize and use appropriately, patterns of word change (analyze, analysis, analytic, analytical)

Design and use various vocabulary games and activities for word study

Use appropriate vocabulary to provide adequate and meaningful responses

**TERM 1****Unit 1**

Formulate questions to be answered while reading

Identify main ideas and supporting details stories, or two novels, or two poems and analyze for similarities and differences in each genre

Compare and contrast the thematic concerns in two stories/novels/poems using evidence from the texts

Review elements of different genres of texts including poetry, narrative and drama

Identify sensory details in different genres of texts

Respond to the use of sensory details in different genres of texts

**Unit 2**

Use a variety of strategies to make inferences and get humour from texts

Predict outcomes based on prior events and occurrences in works studied.

Explain the effectiveness of a writer's use of various elements of literature to add meaning to his work

Explain the effectiveness of the use of dramatic elements (such as monologue, soliloquy and aside) being studied or reviewed.

Explain the effectiveness of the writers use of various elements of literature to add meaning to his work

**TERM 2****Unit 1**

Use various strategies to extract meaning from texts e.g. paraphrasing, re-reading, linking ideas, connecting events.

Use implicit clues to make inferences in relation to texts studied.

Explain the effectiveness of a writer's use of various elements of literature to add meaning to his work

**Unit 2**

Make predictions using clues conveyed through the technique of foreshadowing

Determine a writer's point of view / purpose based on ideas/arguments presented

Use implicit clues to make inferences in relation to text studied

Explain the effectiveness of language devices used in prose, poetry and drama

Make connections of the experiences in contemporary society and their own to the events in texts studied and analyzed

**TERM 3****Unit 1**

Recap the elements of different genres of text, including poetry, narrative and drama

Examine relationships between the themes arising from texts studied to situations in modern society and comment on how the devices create an impact on the events portrayed

Explain the effects of language devices used in prose, poetry and drama and how these devices add to the meaning, themes, setting and atmosphere of the works presented

Provide meaningful feedback to peers as they review different elements of literature

**TERM 1****Unit 1**

Explain/demonstrate the use of external text features in synthesizing information from one or more texts

Write proper in-text citations for a variety of sources

Use the APA documentation style to prepare reference lists that highlight materials cited in written work

Prepare and use a variety of data collection instruments to collect information

**Unit 2**

Use external text features to make written work easily accessible and usable

Write proper in-text citations for a variety of sources (magazines and newspaper)

Use the APA documentation style to prepare reference lists that highlight materials cited in written work

Prepare and use a variety of data collection instruments (interview and observations) to collect information

**TERM 2****Unit 1**

Apply the use of internal text structures to organize information

Write proper in-text citations for a variety of sources.

Use the APA documentation style to prepare reference lists that highlight materials cited in written work.

Prepare and use a variety of data collection instruments to collect information.

**Unit 2**

Use various types of graphic organisers to show the relationship between ideas and information collected from various sources

Analyze and combine data from various sources to support facts and opinions based on research

Compile own resources to assist peers in understanding how sources may validate each other

Discuss the main principles of basic triangulation based on findings of research exercise

Work cooperatively with peers in order to effectively carry out aspects of the research process

**TERM 3****Unit 1**

Convert graphic research data into narratives

Compare narrative research details with related graphic presentations to determine alignment

Cite and reference data collected from various sources

**TERM 1****Unit 1**

Form more complex sentences by using conjunctions and connectives to extend ideas

Make distinctions between a dependent and an independent clause

Use accurate subject/verb agreement

Analyze language errors and make adjustments

Use correctly, subject and object forms of pronouns

Use articles appropriately to modify nouns and noun phrases

Work cooperatively with others as they analyze texts for elements of grammar and mechanics

**Unit 2**

Use noun clauses appropriately to add sophistication to writing

Analyze language errors and make adjustments

Reconstruct sentences by applying relevant agreement rules – subject/verb, pronouns

Use appropriately, punctuation and capitalization

Work cooperatively with others as they analyze texts for elements of grammar and mechanics

**TERM 2****Unit 1**

Use different sentence structures to suit context and purpose.

Use adjectival clauses to extend ideas.

Analyze language errors and make adjustments.

Analyze the impact of using punctuation marks- colon, semi- colon.

Use appropriately, punctuation and capitalization to satisfy conventions of writing

Apply the use of punctuation marks in order to add meaning or to create impact

Work cooperatively with others as they analyze texts for elements of grammar and mechanics

**Unit 2**

Use adverbial clauses to extend ideas

Reconstruct sentences by applying relevant agreement rules-subject/verb, pronouns

Use appropriately, punctuation and capitalization to satisfy conventions of writing

Apply the use of punctuation marks in order to add meaning or to create impact

Share feedback appropriately with peers in regard to grammar and mechanics

**TERM 3****Unit 1**

Analyze language errors and make adjustments

Analyze the effects created by the presence or absence of various punctuations

Use appropriately, punctuation and capitalization to satisfy conventions of writing

Share feedback appropriately with peers in regard to grammar and mechanics



**TERM 1****Unit 1**

Compose descriptive texts, giving attention to the uses of sensory details and figurative devices

Use figurative devices appropriately to add appeal to texts

Work cooperatively with peers to draft and refine written pieces

**Unit 2**

Use a range of narrative techniques such as flashback, foreshadowing, humour and irony twist to produce engaging stories

Use figurative devices (irony and sarcasm) appropriately to add appeal to texts

Work cooperatively with peers to draft and refine written pieces

**TERM 2****Unit 1**

Compose business letters/emails displaying more sophistication in language style and selecting a range of acceptable formats

Formulate simple reports giving special attention to critical details, organization and format

Use figurative devices appropriately to add appeal to texts

Collaborate with peers to share feedback on written pieces

**Unit 2**

Write to persuade, using appropriate techniques such as: rhetorical questions, bandwagon appeal, testimonials.

Establish a stance in an argument and develop strong arguments to support a position

Compose speeches, giving attention to diction, persuasive techniques such as repetition, rhetorical questions

Use figurative devices appropriately to add appeal to texts

Connect devices used in texts to real-life experiences

Create advertisements, using emotional appeals and persuasive techniques

Assist peers with feedback geared at refining their work

**TERM 3****Unit 1**

Compose business letters/emails displaying more sophistication in language and style

Select from a range of acceptable formats to prepare business letters

Use figurative devices (euphemism) appropriately to add appeal to texts

Give meaningful feedback to peers on their written work using the Sandwich Technique

## **About the Unit**

### **Establishing Healthy Relationships**

The thematic focus of this unit is “Establishing Healthy Relationships”. This theme is particularly relevant for the stage of physical and emotional development of the Grade 9 student. The unit serves the dual role of providing diverse opportunities for students to apply and build on Language Arts skills learnt in Grades 7 and 8, while helping learners to transition to the Caribbean Secondary Examination Council (CSEC) syllabus.

This unit aims to enhance students’ language use through exposure to a wide range of vocabulary and more complex sentence structures. The unit facilitates mastery of grammatical structures through the application of grammar rules in a context which is meaningful and engaging. Students are immersed in practical writing tasks geared at developing competence in narrative, descriptive, persuasive and transactional modes of writing.

The literature focus of the unit facilitates students’ engagement with various genres of literature while paying specific attention to the distinct features of each genre. This will prepare students to study literature as a discrete subject in Grades 10 and 11.

In sum, the unit makes use of a broad range of instructional activities and learning materials in order to enhance learners’ motivation and develop their creativity and critical thinking skills.

## **GUIDANCE TO THE TEACHER**

- For the Literature strand of the Language Arts Programme, text to text connections should only be made within the same genre. This means that prose should only be compared with prose, poem with poem and so on.
- Although focus is given to particular elements of each genre in this unit, all relevant elements of each genre should factor into classroom discussions and learning activities.
- While focus is given to the American Psychological Association ( APA ) style of referencing, students must be told that there are other documentation styles

**Prior Learning**

Check that students can:

- Generate simple and compound sentences
- Distinguish between literal and figurative language
- Utilize basic research skills
- Use a range of punctuation marks in simple sentence structures
- Identify the basic features of the various modes of writing

**SPEAKING AND LISTENING****ATTAINMENT TARGET:**

Listen to, recall, understand and respond to speakers' messages, whether implicit or explicit



Communicate with confidence and competence for different purposes and audiences, using SJE and JC appropriately and creatively

**Theme: Establishing Healthy Relationships**

**OBJECTIVES**

Students should be able to:

- Critique the content and styles of oral presentation
- Listen and respond to materials, oral presentations, expressing opinions on what has been said
- Practise strategies for good listening
- Make notes, outlines or graphic representations of information heard.
- Listen to and evaluate the effectiveness of the speaker's message
- Request clarification on ideas, viewpoints and arguments
- Establish and sustain a logical viewpoint
- Prepare and deliver speeches (debate, panel discussion) appropriately and creatively using SJE and JC.

## ICT ATTAINMENT TARGETS:



**COMMUNICATION AND COLLABORATION** - Use technology to communicate ideas and information, and work collaboratively to support individual needs and contribution to the learning of others.



**RESEARCH, CRITICAL THINKING, PROBLEM-SOLVING AND DECISION MAKING** - use appropriate digital tools and resources to plan and conduct research, aid critical thinking, manage projects, solve problems, and make informed decisions.



**DESIGNING AND PRODUCING** - use digital tools to design and develop creative products to demonstrate their learning and understanding of basic technology operations.



**DIGITAL CITIZENSHIP** - Recognise the human, ethical, social, cultural and legal issues and implications surrounding the use of technology and practice online safety and ethical behaviour.

## Suggested Teaching and Learning Activities

## Key Skills

## Assessment Criteria

### STUDENTS WILL:

Work in groups to prepare a three-minute speech on the topic "Maintaining healthy relationships". Choose an 'expert' and a moderator to represent the group. The moderator will introduce the 'expert' who will be presenting the speech. The audience will prepare questions to ask the 'expert' at the end of the presentation. Students record the presentation and playback for class discussion. Use any audio device for recording.

- Collaboration
- Role play
- Prepare and deliver speech
- Ask and answer questions
- Make audio recording

Recording has evidence of accurate research about maintaining healthy relationships  
Work collaboratively in groups  
Information presented with logic, clarity, good use of language, confidence and adherence to the topic.  
Questions in the form of feedback to the 'expert' reflect good listening skills

Use newspaper/magazine articles/ news item clips to stimulate classroom discussion. Engage in follow-up individual or paired research and report the findings.

- Listen for information
- Discuss current affairs
- Conduct research
- Report findings

Students' discussion reflects evidence of evaluative and critical listening about maintaining healthy relationships.

Listen carefully to their peers to be able to add a word(s) to complete a chain story. The story should be coherent and students should not repeat what has been said already. The story should be recorded so students can replay and critically assess the contribution of their peers.

- Listen for information
- Story telling
- Listen critically
- Discuss findings

Students' contribution to the story should reflect careful thought and evidence of keen listening. Students' assessment of the contribution made by their peers should show critical and evaluative listening

## ATTAINMENT TARGETS

### READING WITH FLUENCY & RECOGNITION (WORD RECOGNITION AND VOCABULARY)

Build vocabulary through various strategies

## OBJECTIVES

#### Students should be able to:

Recognize words that are spelt alike but have different meanings and sometimes different pronunciations based on context and usage

Use context clues to determine the most appropriate definition for multiple meaning words

Use dictionary to aid in word recognition and meaning

## Suggested Teaching and Learning Activities

## Key Skills

## Assessment Criteria

#### STUDENTS WILL:

Develop sentences that include two different meanings of the same word (for example: We do not harbour grudges in healthy relationships and The harbour became polluted over time due to the oil spills). Sentences will be read aloud after which they will keep a log that lists each word, where they read it or heard it, its meaning, and how it could be used to mean something different.

Read each sentence and determine the meaning of the word using cross sentence clues and prior knowledge. Explain (on worksheet) what clues in the sentence helped them determine the meaning of the word.

- Develop sentences
- Create learning logs

Sentences written clearly and demonstrate appropriate use of multiple meaning words according to the context in which they are used.

- Use multiple meaning words appropriately

Completed context clue worksheet demonstrates understanding of multiple meaning words

## ATTAINMENT TARGETS

### (READING FOR MEANING AND ENJOYMENT (COMPREHENSION AND LITERATURE))

Read for meaning, fluency and enjoyment of texts, using a variety of clues to gain information and identify ideas and events

Connect experiences and ideas in texts to their own lives

Recognize and comment on the elements of literature in different genres

## OBJECTIVES

#### Students should be able to:

- Formulate questions to be answered while reading
- Identify main ideas and supporting details
- Read at a pace suited to the material , pay attention to diction, volume and purpose for reading
- Compare and contrast two stories, two novels or two poems and analyse for similarities and differences in each genre
- Identify the elements of different genres of texts, including poetry, narratives and drama
- Explain the effectiveness of the use of dramatic elements (such as monologue, soliloquy and aside) being studied or reviewed
- Identify sensory details in different genres of texts
- Respond to the use of sensory details in different genres of texts
- Demonstrate appreciation for the creative efforts of others

## Suggested Teaching and Learning Activities

## Key Skills

## Assessment Criteria

### STUDENTS WILL:

Use Question Answer Relationship (QAR) strategy to formulate questions in setting a purpose to read and extract meaning from text.

- Formulate questions
- Extract meaning from text

Questions formulated should span all four components of the QAR—"Right there", "Think and search", "Author and you", "On your own".

Interact with an author or resource person (student, librarian). Apply Question the Author strategy to engage in discussions with the resource person about the text.

- Engage in discussions
- Interact with author or resource person

During discussions, questions asked and clarification sought focus on the author's purpose, main idea(s), supporting details and other relevant information in an attempt to derive meaning.

Monitor their own reading by responding to questions on reading guides developed collaboratively by teacher and students. Responses to questions will require students to focus on the main idea and supporting details

- Compose reading guides
- Monitor own reading
- identify main idea
- collaborate with others

Students responses show connections with information in text and their own understandings and interpretations

During reading students utilize comprehension skills in responding to questions (for example, predicting, clarifying, making inference)

Use Double Bubble strategy (graphic organizer) to compare and contrast two stories or two novels or two poems. Use appropriate software or available resources to create graphic organizer. Write reflective analyses of findings in their journals.

- Compare and contrast texts
- Create reflective pieces
- Analyse texts
- Create and format documents

Graphic organizers highlight clear similarities and differences between two texts.  
Journals reflect analytical reasoning

View, read and perform a variety of poems to explore meanings and develop appreciation.

- Make connections between voice and meaning
- Pronounce and enunciate clearly

Poems appropriate for grade selected, read and performed

Poems selected are from multiple genres and eras  
Relationship between structure and meaning identified

Work in groups to analyse drama excerpts that exemplify monologue, soliloquy and aside.

- Identify and discuss elements of drama
- Collaborate with others

Comments on the effect created supported by evidence from the text, as well as prior knowledge.

Discuss and comment on the effect created by the use of each.

## ATTAINMENT TARGETS

### READING FOR INFORMATION (STUDY SKILLS AND RESEARCH)

Identify and use text features to support navigation of texts, retrieve and synthesize information gained from a range of sources

Understand the importance of legal and ethical practices in research  
(APA-books& internet)

Research activities on issues and interests by generating ideas and exploring texts using a range of strategies

## OBJECTIVES

### Students should be able to:

- Explain/demonstrate the use of text features in synthesizing information from one or more texts
- Write proper in-text citations for a variety of sources
- Use the APA documentation style to prepare reference lists that highlight materials cited in written work
- Prepare and use a variety of data collection instruments to collect information

## Suggested Teaching and Learning Activities

## Key Skills

## Assessment Criteria

### STUDENTS WILL:

Research information on text features using a web quest or hand-out. Design text feature posters to help identify and utilize the most common features, including table of contents, sub-headings, titles, pictures etc.

- Research information
- Design posters
- Create and format document

Posters should provide comprehensive guidance in the use of the main text structures.

In groups, design text feature survey instruments for the purpose of determining personal text feature preferences. Scan texts in the class/school library in a specified time period and use survey instruments to reflect on this experience.

- Scan for information
- Construct survey questions
- Reflect
- Respond to survey questions

Survey instruments should incorporate questions which should help students reflect on their use of text features to access meaning, purpose and organization of a range of texts. Responses to survey items should indicate personal reflection on use of text features.

View a multimedia or other presentation on the APA style in-text citation and reference list. In small groups prepare a class handbook/ brochure with basic guidelines for using in-text citation and reference lists for books and internet sources.

- View/ listen for information
- Collaborate
- Summarise information
- Create and format document

Brochures/ class handbooks should represent a comprehensive, practical guide for students to use as they embark on research projects. Creativity and organization should also be evident.

## Suggested Teaching and Learning Activities

## Key Skills

## Assessment Criteria

### STUDENTS WILL:

Collect/Create a range of scenarios where plagiarism has been alleged. Simulate court cases where these individual cases are tried by a judge and trial lawyers. Preparation for this activity should include research on plagiarism using credible sources.

- Read for information
- Compile/ create plagiarism cases
- Role play

Presentation of cases in the simulation exercise should reflect quality preparation/ research on the legal and ethical issues involved in plagiarism.

Observe an interview session (on screen or real life) to determine the effective and ineffective practices for an interview then engage in a discussion on both.

- Observe effective and ineffective interview practices
- Compare interviews

Discussions must be rationalised based on what was seen and heard from the interview sessions.

## ATTAINMENT TARGETS

### LANGUAGE STRUCTURE (GRAMMAR AND CONVENTIONS)

Use and adapt a range of sentence structures according to context, distinguishing between SJE and JC

Write sentences which are grammatically accurate and correctly punctuated, using SJE appropriately

## OBJECTIVES

### Students should be able to:

- Form more complex sentences by using conjunctions and connectives to extend ideas
- Make distinctions between a dependent and an independent clause
- Use appropriately, punctuation and capitalization
- Use accurate subject/verb agreement
- Analyze Language errors and make adjustments.
- Use correctly, subject and object forms of pronouns
- Use articles appropriately to modify nouns and noun phrases
- Work cooperatively with others as they analyse texts for elements of grammar and mechanics



## Suggested Teaching and Learning Activities

## Key Skills

## Assessment Criteria

### STUDENTS WILL:

Use the lyrics of a variety of songs about conflict resolution (e.g. Coward of the County by Kenny Rogers) to identify and classify dependent and independent clauses.

- Read/ listen to information
- Distinguish between dependent and independent clauses
- Classify information

Lyrics should reflect accuracy in identification and classification of clauses.

Choose main clauses from their texts being studied and add as many different types of dependent clauses as they can in a limited time to form a collection of new complex sentences in their scrap books. Discuss/ make journal entries regarding their choices and the reasons for these choices.

- Scan for information
- Construct sentences
- Make journal entries
- Reflect/Discuss choices

Accuracy in distinctions made between main clauses and dependent clauses. Creativity in new sentence structures.

Unscramble a variety of complex sentences then group the different parts of the sentence using a three-columned table: Main Clause, Connectives and Dependent Clause.

- Unscramble sentences
- Recognize parts of a complex sentence
- Categorize sentence parts

Ability to accurately recognize and group the various parts of the complex sentence.

In groups collect an anthology of poems about relationships. In groups experiment with the use of punctuation marks (full stops, capital letters, question marks) in the poems to create a range of different impacts on the reader. Read amended version to peers to elicit response to changes.

- Collaborate
- Collate anthology
- Punctuate for impact
- Respond to poetry

Amended poems should reflect a distinct change in meaning/mood/tone based on students' use of punctuation marks.

Reconstruct sentences based on a range of given criteria including starter prompts and substitution prompts. Ensure that the meaning of the sentences remains the same.

- Construct sentences
- Apply relevant grammatical rules

Reconstructed sentences should reflect application of relevant grammatical rules and the meaning of the original sentences should be maintained.

## ATTAINMENT TARGETS

### COMMUNICATION (WRITING)

Write to narrate, to persuade and for a range of transactional purposes, using SJE and JC appropriately and incorporating multi-media approaches to their writing

Use language and text forms appropriately and with imagination to create vibrant and engaging texts (imagery, metaphor-implicit comparison)

## OBJECTIVES

### Students should be able to:

- Compose descriptive texts, giving attention to the uses of sensory details and figurative devices.
  - Use figurative devices appropriately to add appeal to texts
- Work cooperatively with peers to draft and refine written pieces

## Suggested Teaching and Learning Activities

## Key Skills

## Assessment Criteria

### STUDENTS WILL:

Write descriptive texts on personal growth and development. Explore the mind map graphic organizer in generating and organizing your ideas. Pay attention to sensory details, metaphor and imagery in creating vibrant and interesting pieces.

- Compose descriptive texts
- Use figurative language appropriately

Texts should demonstrate appropriate use of sensory details and figurative devices.

Observe while teacher models using Write Aloud strategy to highlight the use of figurative language in creating descriptive pieces.

- Use figurative language appropriately

Composed texts must include the appropriate use of figurative language.

Use five senses cluster diagram to explore sensory words and images in generating ideas to create descriptive pieces focused on conflicts or conflict resolution.

- Generate ideas
- Organize ideas based on sensory detail

Descriptive pieces should reflect the use of sensory words and images.

Listen to a poem from the poem of the day podcast/audio player and respond to writing prompts. Write a two stanza poem describing two contrasting places, scenes, or times of day.

- Compose poems
- Use of imagery
- Publish finished pieces

Poems must include the appropriate use of figurative devices

## Learning Outcomes

Students will be able to:

- ✓ Use knowledge of context clues, multiple meaning words, and vocabulary building strategies to extract meaning from texts
- ✓ Ask and answer questions to demonstrate understanding of a text
- ✓ Demonstrate the use of text features in synthesizing information from one or more texts
- ✓ Use the APA documentation style to prepare reference lists that highlight materials cited in written work
- ✓ Make distinctions between a dependent and an independent clause
- ✓ Compare and contrast stories in the same genre on their approaches to similar themes and topics
- ✓ Identify words and phrases in stories or poems that appeal to the senses
- ✓ Read and comprehend literature, including stories, drama, and poetry independently and proficiently at grade level
- ✓ Compose expository and narrative pieces demonstrating the appropriate use of figurative devices
- ✓ Create and format documents

## Points to Note

- Model new strategies then provide independent practice
- Encourage students to use the knowledge garnered from the various strands to enhance their overall performance in Language Arts
- Monitor students' use of internet
- Teacher should ensure that students practice online safety and cite sources accurately

### RESOURCES

- Newspaper/magazine articles
- Graphic Organizers
- Web quest work sheets
- Internet
- Multimedia projector
- Scrap books
- Journals
- Cluster diagrams
- Audio recording device

### KEY VOCABULARY

- Multiple meaning words
- Exposition
- Dialogue
- Soliloquy
- Aside
- Monologue
- APA Style
- Construction Shift
- Subject descriptions
- Objective descriptions
- Sensory details
- Imagery
- Plagiarism
- Enunciation
- Anthology

## Extended Learning

- The skill of preparing and delivering speeches can be utilized in a range of settings outside the classroom, including funeral services, weddings, church and other social contexts
- Make connections with text read outside the classroom
- Use metacognition skills to unlock meaning when reading personal narratives
- Use study skills to carry out research activities and studies in other subject areas
- Use figurative language appropriately when composing personal pieces to add appeal
- Survey instruments can be used to gather data when researching in other subject areas

The skill of observing interview practices can be utilized when interviewing for class leaders

### LINKS TO OTHER SUBJECTS

- Guidance and Counselling –Personal Relationships
- Library Science – Study skills (text features, documentation styles)
- Information Technology – internet use
- Drama – Role play
- Science/HFLE – Personal growth and development

## About the Unit

### Refining My Character

Many teenagers struggle with their self-esteem and body image as soon as they experience the changes brought about by puberty. These changes, combined with a need to be accepted by their peers, will tempt students to compare themselves with others. As a result they struggle to understand that not everyone grows or develops at the same time or in the same way.

In light of these and other challenges faced by Grade 9 students, this seven-week unit seeks to develop language, literature and literacy skills under the sub-theme “Refining My Character”. It will focus specifically on issues regarding personal image, self-esteem and coping with puberty. The unit is expected to give students the opportunity to speak freely about themselves using SJE and JC structures appropriately to convey a range of emotions. Students will also be encouraged to listen attentively to speakers’ messages, identify the appropriate or inappropriate use of various codes and then provide constructive feedback.

The unit will immerse students in reading materials and writing activities that span a variety of genres focusing on literary and structural elements as well as on the effects they create. The focus for poetry is to enable students to understand and interpret sonnets and odes while studying the techniques used in their creation. For prose, attention is given to expressing and interpreting different points of view (First Person, Omniscient, Limited). For drama students will delve into the elements of lighting and sound in creating a particular atmosphere or scene. Students will also be exposed to the use of complex sentences, noun clauses, punctuation marks (exclamation, comma, apostrophe), and narrative techniques such as the flashback and foreshadowing to create vibrant and engaging texts.

To develop independence in reading and research, this unit provides opportunities for students to strengthen their ability to make inferences and predict outcomes, explore materials such as newspapers and magazines as well as prepare and conduct interviews. All this will be done in accordance with the APA documentation style.

As students acquire the skills and study the content of this unit, they will be encouraged to create journals and use other word study strategies to learn and reinforce new and unfamiliar vocabulary.

## GUIDANCE TO THE TEACHER

- In order to teach this unit effectively, it is important that students are equipped with the requisite prior knowledge. Where there are gaps, review and reinforcement should be done.
- Students should be encouraged to use the skills learned in Unit 1 to support the development of language and literacy in Unit 2.
- All journals and portfolios established in Unit 1 should be continued in Unit 2. Where these were not established in Unit 1 but are mentioned in Unit 2, they should be initiated.
- The Language Arts strands should not be taught discretely; instead students should be given the opportunity to make the connections with all strands to understand Language and Literacy in a holistic manner.
- With regard to Reading for Information (Study Skills), students should be encouraged to incorporate the research skills learnt in Unit 1 when conducting research in Unit 2.
- To make teaching and learning fun and exciting, always consider enhancing and rearranging the physical space to provide authentic learning experiences (e.g. for the Tea Party strategy, it is recommended that the classroom be set up like a real tea party with a little background music)
- The suggested strategies, concept maps and graphic organizers are not mandatory. The teacher may choose similar scaffolding techniques that will cater to specific groups of learners.

### Prior Learning

Check that students can:

- Identify and compose compound sentences & clauses
- Use knowledge of context clues, multiple meaning words, and vocabulary building strategies to extract meaning from texts
- Ask and answer questions to demonstrate understanding of a text
- Use text features in synthesizing information from one or more texts
- Use the APA documentation style to prepare reference lists that highlight materials cited in written work
- Make distinctions between a dependent and an independent clause
- Compare and contrast stories in the same genre on their approaches to similar themes and topics
- Identify words and phrases in stories or poems that appeal to the senses
- Read and comprehend literature, including stories, drama, and poetry independently and proficiently at grade level
- Create expository and narrative pieces demonstrating the appropriate use of figurative devices
- Identify and construct different types of stanzas (octave, sestet) used in poetry writing

## SPEAKING & LISTENING

### ATTAINMENT TARGET:



Explain and comment on speakers' use of language, including use of SJE and JC, and their use of vocabulary, grammar and other features



Communicate with confidence and competence for different purposes and audiences, using SJE and JC appropriately and creatively

**Theme: Refining My Character**

### OBJECTIVES:

- Respond to speakers' use of specific structures and/or vocabulary of SJE/JC
- Listen to determine purpose for use of particular language form
- Identify examples of code-switching and comment on their purpose and impact
- Use language to provide humour or to convey irony
- Choose words carefully to convey a range of emotions including shock, outrage and pride
- Demonstrate tolerance and respect for the views of others as they share ideas

## ICT ATTAINMENT TARGETS:



COMMUNICATION AND COLLABORATION - Use technology to communicate ideas and information, and work collaboratively to support individual needs and contribution to the learning of others.



RESEARCH, CRITICAL THINKING, PROBLEM-SOLVING AND DECISION MAKING - use appropriate digital tools and resources to plan and conduct research, aid critical thinking, manage projects, solve problems, and make informed decisions.



DESIGNING AND PRODUCING - use digital tools to design and develop creative products to demonstrate their learning and understanding of basic technology operations.



DIGITAL CITIZENSHIP - Recognise the human, ethical, social, cultural and legal issues and implications surrounding the use of technology and practice online safety and ethical behaviour.

## Suggested Teaching and Learning Activities

## Key Skills

## Assessment Criteria

### STUDENTS WILL:

Listen carefully to two persuasive pieces delivered by a speaker and identify the codes (situation, audience, social group, purpose and language) used. Critically analyse each piece and comment orally on the appropriateness or inappropriateness of each code.

- Identify codes used by a speaker
- Analyse the appropriateness of codes

Codes appropriately used by the speaker

In groups prepare and deliver oral presentation on the theme '**Refining my Character**'. Use a peer review checklist to evaluate / review/ comment on the appropriateness and effectiveness of the SJE and JC structures and vocabulary used.

"Contradiction between what an adolescent wants his/ her personal image to be and parents' views on personal image may result in conflicts. On the one hand, adolescents want their parents to leave them alone and not to interfere with their image. On the other hand, parents feel they have a right to give advice to their children as they care for them and earn the living for the family."

Work in groups of three. Assume the roles of a parent, son/daughter and a consultant. The parent and a child will discuss the problem based on the contradiction mentioned above. The consultant will advise and reconcile the two parties. Use language to provide humour, convey irony and a range of emotions including shock, outrage and pride. Use audio/video recording device to record then playback for class discussion.

- Comment on the appropriateness and effectiveness of SJE and JC structures
- Engage in role play specific to the task assigned
- Work in groups
- Use language to provide humour and Use language to convey irony and various emotions
- Discuss ideas
- Make audio/video recording

Speech reflects confidence and fluency using appropriate and effective SJE and JC language structure and vocabulary  
Checklist effectively used to critique presentation

Language effectively used to provide humour and convey irony

## ATTAINMENT TARGETS

### READING WITH FLUENCY & RECOGNITION (WORD RECOGNITION AND VOCABULARY)

Build vocabulary through various strategies

## OBJECTIVES

Students should be able to:

- Justify the use of selected word recognition strategies employed during reading
- Categorise words according to shades of meaning
- Use context clues to decipher meaning and supply omitted information
- Use appropriate vocabulary to provide adequate and meaningful responses.

## Suggested Teaching and Learning Activities

### STUDENTS WILL:

Use the semantic gradient activity/strategy to arrange words (synonyms/ antonyms) sequentially according to meaningful criteria (weakest to strongest or vice-versa). Give explanations for the sequencing of the synonyms/antonyms. Use the KMS word journal to record new/ unfamiliar words (K-Key word, M-Meaning, S- Sentence)

Example of words to be arranged

depressed					elated

Word Journal: upset indifferent, glad, happy

careless					meticulous

Word Journal: careful, haphazard, tidy, casual

## Key Skills

- Categorise words according to their meanings

## Assessment Criteria

Words correctly arranged on a continuum based on their shades of meaning

Words correctly used in sentences and paragraphs based on their meanings

Use context clues and semantic gradients to complete individual sentences and cloze passages

**OR**

Categorise/ Place words (verbs, adjectives, adverbs) on a continuum according to their shades of meaning and select the most appropriate word to complete sentences or cloze passages.

- Use context clues
- Categorise words

Suitable words selected to complete sentences or cloze passages

Formulate sentences (related to character building) which differentiate between homographs in terms of meaning and pronunciation. Place these sentences in the 'Mystery Box of Homographs'. On cue, select sentences from the box. In pairs, read each sentence which includes a word which has multiple meanings based on and determine the grammatical function based on the context.

- Determine word function
- Align pronunciation to word function

Grammatical functions of homographs accurately determined based on context.

Targeted words accurately pronounced based on the function determined



## Suggested Teaching and Learning Activities

## Key Skills

## Assessment Criteria

### STUDENTS WILL:

Read the sentence aloud, emphasizing the correct pronunciation (accent on appropriate syllable) of the targeted word. Examples of these words are perfect, transfer, conduct, attribute, progress and relapse.

## ATTAINMENT TARGETS

### READING FOR MEANING AND ENJOYMENT (COMPREHENSION AND LITERATURE)

Read for meaning, fluency and enjoyment of texts, using a variety of clues to gain information and identify ideas and events

Use deduction and inference to interpret information and ideas and to predict outcomes

Connect experiences and ideas in text to their own lives (text to text-themes and devices)

Recognize and comment on the elements of literature in its different genre (Poetry-Poetic Forms-Sonnet, Ode) (Prose – Point of View-First Person-Omniscient, Limited) (Drama - Technical Elements – Lighting, Sound)

## OBJECTIVES

### Students should be able to:

- Use a variety of strategies to make inferences and understand humour in texts
- Predict outcomes based on prior events and occurrences in works studied.
- Explain the effectiveness of a writer's use of various elements of literature to add meaning to his/her work and apply these elements in their work
- Explain the effectiveness of the use of dramatic speeches (such as monologue, soliloquy and aside) being studied or reviewed and apply these elements in their work.
- Explain the effectiveness of the writers use of various elements of literature to add meaning to his work.

## Suggested Teaching and Learning Activities

## Key Skills

## Assessment Criteria

### STUDENTS WILL:

Observe and make notes using the Think Aloud process of making inferences which is modelled for them.

Collect /create newspaper cartoons using appropriate software (For example, Toondoo, Pixton) that relay information about teenagers' self-esteem and personal image. Create a poster board to depict the inferences needed to experience the humour in them

- Observe demonstration and make notes
- Make inferences
- Create poster boards
- Create cartoons

Poster boards depict the inferences made in understanding each piece of cartoon strip, as well as the kind of inference that was made



## Suggested Teaching and Learning Activities

## Key Skills

## Assessment Criteria

### STUDENTS WILL:

Read texts independently and place sticky notes at locations that provide an opportunity to make an inference or predict an outcome. Write the inference made or the outcome predicted on the sticky note.

Use Think Pair Share strategy to engage in discussions to explore inferences made and outcomes predicted by their classmates for the same sections of the text

- Read texts independently
- Make inferences
- Predict outcomes
- Compare expressed thoughts and ideas

Inferences and predictions made substantiated with personal experiences and knowledge along with the information in text

Read and identify the thematic concerns in two pieces of prose or two poems. Use the linguistic roulette strategy to discuss with peers the theme(s), similarities and differences, and how various elements support the theme. Use appropriate SJE language structures and vocabulary to prepare a written report.

- Compare and contrast themes in prose

Report uses appropriate SJE language structures and vocabulary to present the similarities and differences of thematic concerns in prose

Work in pairs to create a manual explaining and demonstrating two points of view found in prose (e.g. First Person-Omniscient and Limited). Provide readers with instructions on how to identify the narrator's perspective. Use suitable software to create manual.

- Identify narrator's perspective
- Create and format document

Manual clearly explains and provides accurate examples supporting the four points of view.

Use the themes 'personal image' or 'self-esteem' to create four comic strips showing the two narrative viewpoints. Present the comic using technical elements of drama such as lighting, sound and props.

- Use narrative points of view to convey message

Each comic strip accurately reflects one of the four points of view. Use rubric to determine the effectiveness of the technical elements of drama

Review a multimedia presentation or a hand-out to recap octaves, sestet and couplets that were learned in unit 1. Discuss the number of lines and content in each case. Work in groups to review a sonnet provided by the teacher and prepare a dramatic reading with exaggerated movements and gestures, one for octave, one for the sestet and one for the couplet. Octave group will be on one side of the room and sestet on the other.

- Review information already learned
- Interpret information presented in a poem
- Prepare dramatic reading

Students' revision discussion reveals that octaves contain eight lines introducing a situation, posing a question, presenting a problem. The sestet contains six lines commenting on the situation, answering the question, suggesting a solution and ending with a couplet.

Present their stanzas through choral speaking.

Presentations must clearly articulate students' interpretation and understanding of the two major parts of the sonnet (octave and sestet). Movements and gestures must bring to fore the fact that the Octave poses a question or problem and the Sestet presents a solution to the problem posed.

Suggested Teaching and Learning Activities	Key Skills	Assessment Criteria
<p><b>STUDENTS WILL:</b></p> <p>Collaborate with their peers to critically examine two sonnets to identify and note the similarities and differences in the use of the English and the Italian rhyme schemes.</p>	<ul style="list-style-type: none"> <li>Critically examine poems</li> <li>Identify similarities and differences in rhyme schemes</li> </ul>	<p>Students' notes reflect the similarities and differences between sonnets written using the English and Italian rhyme schemes as well as the implications for interpretation and understanding</p>
<p>In groups, select a rhyme scheme and compose a sonnet to depict the scheme selected. Exchange completed sonnets for dramatic presentations.</p>	<ul style="list-style-type: none"> <li>Compose and present sonnets</li> </ul>	<p>Sonnets articulate well with the selected rhyme scheme and presentations should depict emotions and gestures appropriate to understanding the function of each part of the rhyme scheme</p>
<p>Watch two video excerpts from dramatic performances with the same theme and compare the use of lighting and sound in creating specific effects, as well as how they add to the drama pieces being presented. Share and discuss their responses in small groups.</p> <p>Use reader response journals to explain how the elements of drama are used to create dramatic works.</p>	<ul style="list-style-type: none"> <li>Identify and comment on the use of lighting and sound in drama</li> <li>Evaluate the impact of the elements drama</li> </ul>	<p>Dramatic performances meaningfully compared</p> <p>Effect of lighting and sound on performances satisfactorily explained</p>
<p>In small groups, plan a dramatization to reflect an aspect of a personal image /self-esteem. Share their dramatic pieces demonstrating the effective use of dramatic speeches such as monologue, soliloquy, aside to engage the audience, as well as sound and lighting to create scenes that will evoke desired responses. Use audio/video recording device to record then playback for class discussion.</p>	<ul style="list-style-type: none"> <li>Use dramatic elements</li> <li>Discuss ideas</li> <li>Make audio/video recording</li> </ul>	<p>Journal entries highlight the effects of using the elements of drama</p> <p>Dramatic speeches and elements effectively used to engage audience and to set the atmosphere for the scenes developed</p>

ATTAINMENT TARGETS	OBJECTIVES
<p><b>READING FOR INFORMATION (STUDY SKILLS AND RESEARCH)</b></p> <p>Identify and use text features to support navigation of texts, retrieving and synthesize information gained from a range of sources</p> <p>Understand the importance of legal and ethical practices in research (APA-magazines &amp; newspaper)</p>	<p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>Use external text features to make written work easily accessible and usable</li> <li>Write proper in-text citations for a variety of sources (magazines and newspaper)</li> <li>Use the APA documentation style to prepare reference lists that highlight materials cited in written work</li> </ul>

## ATTAINMENT TARGETS

### READING FOR MEANING AND ENJOYMENT (COMPREHENSION AND LITERATURE)

Research activities on issues and interests by generating ideas and exploring texts using a range of strategies (interviews, observations)

## OBJECTIVES

Students should be able to:

- Prepare and use a variety of data collection instruments (interview and observations) to collect information

## Suggested Teaching and Learning Activities

### STUDENTS WILL:

Work in pairs to cut apart paragraphs from a featureless text provided by the teacher.

Work in groups to arrange the paragraphs on a poster board utilising various text features (including headings, sub headings etc.) that they create to make the piece more reader friendly.

View, discuss and make notes from information presented on a PowerPoint presentation focused on citing information from newspapers and magazines using the APA documentation style

Collect and bring to class a variety of magazines and newspapers with articles related to youth and their image/development during the teenage years (these may be articles about their role models who are in the youth age-range)

Select the part of the articles that appeals to them the most and present it on large cards with the proper in-text and reference list citations represented in a different colours of ink. (Outstanding pieces should be displayed for later reference)

Work in groups to scrutinise a complete research project that made use of information found in newspapers and magazines to highlight proper and improper in-text citations and reference lists and make corrections where necessary.

## Key Skills

- Use text features to enhance written work
- Create appropriate headings and subheadings
- View presentation and extract key information in notes
- Peruse newspaper and magazine articles
- Write in-text citations
- Prepare reference lists

## Assessment Criteria

Students' Poster Boards should look attractive and foster easy reading through the use of various text features.

Text features appropriately created and used to support the content in the written work

Students' notes reflect accuracy in content

Articles selected are related to the focus topic or topics depending on the directives of the teacher.

Students' cards include the proper in-text and reference list citations for newspapers and magazines

Revised projects reflect correct in-text and reference list citations

Suggested Teaching and Learning Activities	Key Skills	Assessment Criteria
<p><b>STUDENTS WILL:</b></p> <p>Work in small groups to write interview questions that they will use to question their school mates in seeking information on the topic “Refining My Character” Engage one or more of their peers in an interview session. Record interview using a hand held device.</p> <p>Write a one-page reflection on how the process progressed. Look at strengths, weaknesses and suggestions for improvement both in the instruments they used and the process undertaken.</p>	<ul style="list-style-type: none"> <li>• Write interview questions based on a specified topic</li> <li>• Conduct interviews using questions written</li> <li>• Reflect on an interview process carried out</li> </ul>	<p>Careful attention paid to the construction and ordering of questions</p> <p>Reflections clearly outline the processes engaged in and there are links with the strengths and weaknesses identified and the suggestions given for improvement</p>
<p>Select an area/location where teenagers usually meet before/after school and during their leisure time activity to focus on self. Develop a three column observation guide that will capture what they see, the involved and their personal interpretations of what they saw.</p> <p>Visit the location selected, carry out observation activity and record their observations in the guide developed.</p> <p>Report their findings in class without identifying students observed. Compare each other’s findings to identify similarities and differences</p>	<ul style="list-style-type: none"> <li>• Prepare observation guides</li> <li>• Carry out purposeful observation activities</li> <li>• Record observation data</li> <li>• Report findings from observation activity</li> <li>• Compare findings to identify similarities and differences</li> </ul>	<p>Area/location selected is one that teenagers frequently visit</p> <p>Observation activity is directed by the observation guide developed</p> <p>Students’ reports speak specifically to the questions set out on the observation guides and include details of what was seen or heard in context of what was studied</p>

ATTAINMENT TARGETS	OBJECTIVES
<p><b>LANGUAGE STRUCTURE (GRAMMAR AND CONVENTIONS)</b></p> <p>Use and adapt a range of sentence structures according to context, distinguishing between SJE and JC <b>(Complex Sentences)</b></p> <p>Write sentences which are grammatically accurate and correctly punctuated <b>(effects of punctuation – exclamation mark, comma, apostrophe) (Sentences - Construction shift)</b></p>	<p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>• Use noun clauses appropriately to add sophistication to writing</li> <li>• Analyse language errors and make adjustments</li> <li>• Reconstruct sentences by applying relevant grammatical rules</li> <li>• Use punctuation and capitalization appropriately</li> <li>• Work cooperatively with others as they analyse texts for elements of grammar and mechanics</li> </ul>

## Suggested Teaching and Learning Activities

## Key Skills

## Assessment Criteria

### STUDENTS WILL:

Watch a demo video / multimedia presentation, explaining noun clauses and their usage. Practise identifying and substituting noun clauses with nouns and pronouns (I don't know **who she is** ..... I don't know **her**)

Form 3 groups to do a complex sentence scavenger hunt. Group 1 will be given a set of word cards with conjunctions and connectives, Group 2 will be given sentence strips with independent clauses, and Group 3 will be given sentence strips with noun clauses.

Hunt to find students with words and phrases that may be combined to create complete sentences. Paste their completed sentences on the board. Examine the sentences created in order to identify their components.

Examine a variety of texts and extract complex sentences with noun clauses. Place extracted sentences in their scrap books which were previously established in unit 1. These will serve as reference materials.

Analyse and edit a given piece of text by adding noun clauses, correct language errors and reconstruct sentences to make the piece more sophisticated.

Read through their scrapbooks and review samples of sentences that underwent construction shift. Engage in small group discussions and reflections on what was previously learnt.

Work in small groups to prepare sentence construction shift worksheets, using sentences issued by the teacher or found in the text they are studying. Exchange their worksheets for completion by fellow classmates. Engage in discussions to explain the processes and knowledge utilised during the construction of their worksheets.

- Identify noun clauses
- Substitute noun clauses with nouns and pronouns
- Create complex sentences

- Extract complex sentences with noun clauses

- Analyse language errors
- Edit texts to add sophistication
- Format document

- Review sentences that were previously reconstructed

- Write instructions and prepare worksheets for sentence construction shift
- Use grammatical structures appropriately

Sentences created include an independent clause, a connective/conjunction and a noun clause to form complex sentences

Components of sentences accurately identified

Sentences extracted are complex sentences with noun clauses

Noun clauses are appropriately inserted into revised texts

Discussions and reflections include the processes, skills and rules observed and utilised In doing construction shifts

Worksheets contain clear and precise instructions, suitable sentences, as well as correct reconstruction options

Discussions address the "how to" of doing sentence construction shift

## Suggested Teaching and Learning Activities

## Key Skills

## Assessment Criteria

### STUDENTS WILL:

Analyse a piece of text, from their literature class, to focus on the effectiveness of the comma, exclamation and apostrophe. Engage in discussions to talk about the effects of the various punctuation marks being studied

- Analyse the effectiveness of punctuation marks

Discussions and notes reflect how the punctuation marks are used to add meaning and vibrancy to various text forms

Conduct a mini-research project on or offline on the following punctuation marks: exclamation, comma, and apostrophe. Explore their usage and the effects they create.

- Identify the effects created by certain punctuation marks
- Collect or create examples of texts with the effects of the punctuation mark
- Create and format document

Students' book markers made to specifications and provide accurate information on the use of punctuation marks

Work in pairs to create two-fold book markers that will on one side, explain the effects created with the use of the punctuation mark and on the other are examples which show specified effects. Use suitable publishing software to create two-fold bookmarkers.

## ATTAINMENT TARGETS

## OBJECTIVES

### COMMUNICATION (WRITING)

Write to narrate, to persuade and for a range of transactional purposes, using SJE and JC appropriately and incorporating multi-media approaches to their writing

Use language and text forms appropriately and with imagination to create vibrant and engaging texts

### Students should be able to:

- Use a range of narrative techniques such as the flashback, foreshadowing, humour and irony twists to produce engaging stories
- Use figurative devices (irony and sarcasm) appropriately to add appeal to texts
- Work cooperatively with peers to draft and refine written pieces

## Suggested Teaching and Learning Activities

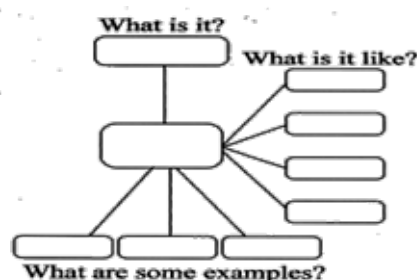
## Key Skills

## Assessment Criteria

### STUDENTS WILL:

Use concept definition maps to define “flashback” and “foreshadowing” and identify examples from novels they have read and movies they have seen. Select their favourite examples and use the Copy Change Strategy to create narrative pieces that have transitions into and out of their flashback, adequate details and descriptions and finally reflections in the final paragraph.

### Concept Definition Map



- Define flashback and foreshadowing techniques
- Identify examples of flashback and foreshadowing
- Use flashback technique in composing narrative pieces

Narrative pieces include adequate details and descriptions, appropriate transitions into and out of flashback and reflection

Think of an issue they are struggling with relating to personal image/development. Use the flashback technique to write in personal journals re how the situation occurred and how they are dealing with it in the present

- Reflect on personal experiences
- Use the flashback technique

Journal entries portray the use of flashback technique

Use the irony definition chart to identify three types of irony (verbal irony, situational irony & dramatic irony) in cartoons and short stories. Prepare and share a narrative poem that includes the use of at least two types of irony. Use appropriate props.

- Identify types of irony
- Create narrative poem using irony

Irony Definition Chart accurately completed

Narrative poem includes accurate use of at least two types of irony

Engage in discussion focused on defining sarcasm and its purpose in written work. Work with their teacher and peers to examine a number of Advertisements and Shakespearian texts to identify examples of sarcasm and how it is used in the written work.

- Define sarcasm
- Identify examples of sarcasm in written work

Examples of sarcasm accurately identified

Use the think/pair/share strategy to identify situational irony in their own lives and create narrative pieces (stories, poems etc.) reflecting their personal ironic situations and humour.

- Create narrative pieces including personal situational irony and humour

Narrative pieces include accurate use of situational irony and humour.

## Suggested Teaching and Learning Activities

## Key Skills

## Assessment Criteria

### STUDENTS WILL:

Compose and share a play or story that highlights the theme 'Refining My Personal Image' and includes two or more narrative techniques such as the flashback, foreshadowing, humour and irony. Ensure the inclusion of sarcasm and humour in creating and presenting the text

- Use narrative techniques

Narrative techniques and figurative devices, such as flashback, foreshadowing, humour, irony and sarcasm are effectively used in created pieces

## Learning Outcomes

Students will be able to:

- ✓ Speak as freely as possible about self, using SJE and JC structures appropriately to convey a range of emotions and create specific impact
- ✓ Listen attentively to a speaker's message and identify the appropriate and inappropriate use of various codes and provide constructive feedback
- ✓ Use a wide range of strategies to unlock the pronunciation and meaning of unfamiliar grade level words
- ✓ Compare and contrast, in writing and through discussion, the themes and essential concepts of the works they are presently reading with those they have previously read or viewed.
- ✓ Distinguish their own point of view from that of the narrator or those of the characters.
- ✓ Explain major differences between poems, drama, and prose, and refer to the structural elements of each when reading, writing or speaking about the particular genre.
- ✓ Demonstrate detailed understanding of a subject by analysing and combining data from various sources
- ✓ Use the APA documentation style to cite and reference materials found in newspapers and magazines
- ✓ Use punctuation (exclamation, comma & apostrophe) effectively to convey information in an unambiguous manner and to add stress and emphasis in appropriate places.
- ✓ Use knowledge of complex sentences and noun clauses to develop and extend ideas in writing and to aid comprehension of written materials
- ✓ Compose narratives and expository pieces using correct grammar and punctuation
- ✓ Create and format documents
- ✓ Compose narratives using a variety of techniques (flashback, foreshadowing etc.)
- ✓ Express understanding of personal self/image through dramatic elements (lighting, sound) to create atmosphere



## Points to Note

- Select reading materials that are
  - at the students' level (developmental and reading)
  - related to students' interests
  - related to the theme for the Unit
- All strategies should be modelled by the teacher before independent use by the students
- Provide sample of all materials that students will be required to create (e.g. book markers, strategy posters)
- Encourage/promote the reading writing connection
- Teacher should ensure that students practice online safety

## Extended Learning

- Create an advice column about teen problems for your school/community newsletter
- Use the KMS word journal to record and study unfamiliar vocabulary learnt outside of the school setting (e.g. on television, radio, public speaking forums etc.)
- Utilise research skills in completing research projects in other subject areas (Science, Social Studies etc.) or based on personal interests or to assist younger siblings with research projects
- Use language to convey humour in personal leisure time activities and during social interactions with peers
- Use knowledge of dramatic elements to prepare and present dramatic presentations at youth clubs, church, school and other social settings
- Use knowledge of punctuation and capitalisation to enhance all written work
- Compose and share narratives and poems in school/community newsletters, bulletin boards etc.

### RESOURCES

- Graphic Organizers
- Song
  - "Irony" by Alanis Morissette
- Poems
  - "Dreams and A Dream Deferred" by Langston Hughes
  - Sonnets
  - Odes
- Sticky note pads
- Poster Boards
- News Print Sheets
- Teacher Prepared PowerPoint

### Presentations/hand-outs

- Texts from different genres
- Irony Definition Chart
- Personal Journals
- Concept Definition Map
- Featureless texts
- Multi-media projector
- Scrap books
- Journals
- Cluster diagrams
- Audio recording device
- Sample book markers
- Computer, internet

### KEY VOCABULARY

- Sentence construction shift
- Code-switching
- Inferences
- Thematic concerns
- Figurative language
- Descriptions
- Symbolism
- Octave
- Sestets
- Sonnets
- Odes
- Rhyme schemes
- Lighting
- Sound
- Props
- Scenery
- Interview schedules
- Observation checklists
- Citation
- Reference list
- American Psychological Association (APA)
- Complex sentences
- Noun clause
- Comma
- Exclamation
- Apostrophe
- Flashback
- Foreshadowing
- Humour
- Irony twist
- Sarcasm
- Situational irony
- Verbal irony
- Dramatic irony

## Links to Other Subjects

- Library Skills/Studies – Using the APA documentation style
- Science & Guidance – Speaking, Reading and Writing about self-esteem and changes in Personal Image during puberty and the teenage years
- Information Technology – Conducting research via the Internet
- Visual Arts – Poster Creation (strategy posters, book markers etc.)
- Drama – dramatic presentations incorporating the elements of drama
- Music – rhymes and octave

### **About the Unit**

In this seven-week unit, students explore the theme “Connecting with the Past, Present and Future” and the sub-theme “Appreciating Our Heritage”. The main thrust of this unit is to foster an appreciation for language as a communicative tool (through thinking and expression) while students learn how to use textual evidence to support ideas and organize them into coherent, structured forms of writing. These will include appropriate layout styles comprised of sections and paragraphs.

This unit also reinforces the development of active listening skills as well as the listening skills learnt in earlier years. Students will share ideas through discussion with peers and facilitators, write well-constructed paragraphs and use a variety of sentence types varying in length. In addition to this, they will explore different forms of punctuation in order to communicate meaning and enhance their writing. Students will produce a range of engaging pieces that evoke emotions and create the desired atmosphere. The application of these combined skills will enable the learner to achieve coherence, clarity and generally good written expression.

Students will be exposed to different genres of literature including works of Jamaican Culture which will help them understand the important connections between our music, folktales, literary heritage, home language (Jamaican Creole) and Standard Jamaican English. These are all components of our Jamaican Heritage and fall under the above mentioned title. The unit therefore incorporates themes from History, Social Studies and Literature supporting interdisciplinary connections to this compelling content. These connections will enable students to improve their language skills through research, inquiry and evaluation as well as facilitate creative thinking and their development as autonomous learners.

### **GUIDANCE TO THE TEACHER**

- In the Teaching/ Learning Section of this Unit materials written by William Shakespeare (including short stories written in modern English e.g. The Enchanted Island) are also recommended
- Students should be asked to listen to, observe and evaluate presentations. They should be provided with checklists and focus questions which direct their attention to the relevant instructional objectives.
- It is important for teachers to guide students through the writing process as they engage in specific, written tasks.

**Prior Learning**

Check that students can:

- Listen for information using various strategies
- Distinguish the denotative and connotative meaning of words
- Automatically apply different cueing systems in recognising words
- Use a dictionary and a thesaurus
- Use context clues
- Apply different levels of comprehension skills and strategies to derive meaning from texts
- Accurately use different punctuation marks
- Identify and explain different genres of literature
- Compose basic reference lists and have begun to do in-text citations
- Define and identify sentence clauses

**SPEAKING AND LISTENING: Appreciating Our Heritage****ATTAINMENT TARGET:**

Explain and comment on speaker's use of language, including use of SJE and JC, and their use of vocabulary ,grammar and other features

**Theme: Connecting with the Past, Present and Future**

**OBJECTIVES**

Students should be able to:

- Listen effectively in a variety of contexts for a variety of purposes.
- Analyse and comment on the effectiveness of the language devices/ techniques used by the speaker.
- Speak fluently in a variety of situations for a variety of purposes and audiences.
- Demonstrate tolerance and respect for the views of others as they share ideas



### ICT ATTAINMENT TARGETS:

COMMUNICATION AND COLLABORATION - Use technology to communicate ideas and information, and work collaboratively to support individual needs and contribution to the learning of others.



DESIGNING AND PRODUCING - use digital tools to design and develop creative products to demonstrate their learning and understanding of basic technology operations.

### OBJECTIVES

- Use digital device to make an audio recording of speech for class discussion and critique.

## Suggested Teaching and Learning Activities

## Key Skills

## Assessment Criteria

### STUDENTS WILL:

Listen to the recording / live speech of resource person e.g. Jamaican cultural icon on the topic: **Preservation of Our Jamaican Heritage**.

Note/record the highlighted points, literary devices and techniques used by the speaker.

In small groups, discuss and share their findings. Critique orally, paying attention to the speaker's use of the devices identified which add meaning to speech. Cite examples to substantiate response.

- Listen for information
- Speak fluently and confidently using SJE
- Take turns in discussion

Use of appropriate language structures, language and speech fluency

Participate in the activity titled "Think On Your Feet". Compose and deliver a one (1) minute speech on 'The Danger of Losing our Heritage' using any 2 of the given literary devices (simile, rhetorical question, irony, emotive language, pun, repetition) and techniques to make their speech lively and interesting.

Presentation must be done based on the following guidelines:

- Effective use of literary devices
- Avoid excessive use of speech fillers, false start, non-lexical utterances
- Use SJE and JC appropriately, allowing for this mix to bring out effect

This speech can be recorded and played for class discussion and critique.

Use checklist to evaluate presentations and work with teacher on an evaluation panel to guide and give constructive criticism.

- Use appropriate language devices and techniques
- Speak fluently and confidently
- Critique oral presentations
- Make an audio recording

Language structures and techniques are effectively used and speech fluency is appropriate

Checklist is meaningfully used to critique the techniques and fluency of the speakers in the presentation

## Suggested Teaching and Learning Activities

## Key Skills

## Assessment Criteria

### STUDENTS WILL:

Listen keenly to a variety of persuasive articles about the value of connecting with our past read aloud or recorded as podcast. Note and examine the language devices heard.

Write journal responses to one of the articles read aloud. Critique the effectiveness of language devices used in the article. Where relevant, give suggestions as to how the persuasive piece could be improved

- Listen for information
- Assess the effectiveness of devices

Language techniques accurately identified and their effectiveness meaningfully explored

## ATTAINMENT TARGETS

### READING WITH FLUENCY & RECOGNITION (WORD RECOGNITION AND VOCABULARY)

- Build vocabulary through various strategies

## OBJECTIVES

### Students should be able to:

- Justify the use of selected word recognition strategies employed during reading.
- Make efficient use of a dictionary, and thesaurus and other online sources to build active vocabulary.
- Use the connotative meaning of words to infer the implicit messages in text.
- Use appropriate vocabulary to provide adequate and meaningful responses

### ICT ATTAINMENT TARGETS:



RESEARCH, CRITICAL THINKING, PROBLEM-SOLVING AND DECISION MAKING - use appropriate digital tools and resources to plan and conduct research, aid critical thinking, manage projects, solve problems, and make informed decisions.

### OBJECTIVES

- Use online resources such as a dictionary to assist with editing

## Suggested Teaching and Learning Activities

## Key Skills

## Assessment Criteria

### STUDENTS WILL:

Read a given extract which looks at how young people should prepare themselves for the impending challenges of tomorrow's world and carefully examine the bold/ underlined words. Explain or comment on the impact of the connotative meanings of the highlighted words in the given sentences.

- Read and critique text
- Deduce meaning based on contextual usage

Connotative meanings supplied are acceptable

Examine highlighted words and phrases in an excerpt from a text on Jamaica's past. Re-read the excerpt, paying close attention to the highlighted words and phrases. Give the denotative meaning of each word/phrase, using the dictionary only where there is a challenge with contextual understanding. Replace highlighted words and phrases with words and phrases that convey shades of meaning reflecting attitudes/impressions (connotative meaning) which are different from those communicated in the text. They may use the thesaurus to assist them in locating and selecting suitable options.

- Supply denotative and connotative meanings
- Use the dictionary and thesaurus effectively

Words/phrases supplied reflect denotative and connotative meanings as required

Determine the overall message and attitude being communicated in a given extract or article which addresses some aspect of the unit theme. Select a set of related words which together strongly convey the message and attitude of the writer. Using the context, discuss the connotative meaning conveyed by the word set selected; For example the word set enlightenment, renewal, emancipation, release, regeneration in a text through its connotation, may help to strongly convey the idea of positive growth and development of a nation in different forms, as it embraces its freedom.

- Determine message and attitude implicit in text
- Select word set that connotes the attitude implied

Overall message/attitude of text accurately determined  
Word set that conveys attitude is satisfactorily selected  
Discussion addresses how connotative meaning may be conveyed through a word set

Imagine that they are editors for a school magazine. A Grade 7 student wrote an article that he wants to be published in the print media. The article, which addresses the matter of getting young people today to be more aware of their cultural heritage, contains errors (incorrect spelling and homophones) Review and edit the submitted article .Use the dictionary and other online reference source to assist with editing before you publish the report.

- Revise and edit written expression
- Navigate digital content

Errors in article are accurately identified and corrected

## ATTAINMENT TARGETS

### READING FOR MEANING AND ENJOYMENT (COMPREHENSION AND LITERATURE)

Read for meaning, fluency and enjoyment of texts, using a variety of clues to gain information and identify ideas and events

Connect experiences and ideas in text to their own lives, other texts and society (text to text – themes and devices)

Recognize and comment on the elements of literature in its different genres ( Poetry- Rhyme Scheme- Internal and alternative; Drama- Performance Elements-verbal)

## OBJECTIVES

### Students should be able to:

- Use various strategies to extract meaning from texts e.g. paraphrasing, re-reading, linking ideas, connecting events.
- Give attention to punctuation as a means of facilitating clarity and meaning.
- Use implicit clues to make inferences in relation to texts studied.
- Identify the elements of different genres of text i.e. poetry, prose and drama.
- Explain the effectiveness of a writer's use of various elements of literature to add meaning to his work.
- Compare thematic content of two stories/novels/poems and analyse for similarities and differences in each.
- Explain the effectiveness of language devices used in prose, poetry and drama

### ICT ATTAINMENT TARGETS:



RESEARCH, CRITICAL THINKING, PROBLEM-SOLVING AND DECISION MAKING - use appropriate digital tools and resources to plan and conduct research, aid critical thinking, manage projects, solve problems, and make informed decisions.



DESIGNING AND PRODUCING - use digital tools to design and develop creative products to demonstrate their learning and understanding of basic technology operations.



DIGITAL CITIZENSHIP - Recognise the human, ethical, social, cultural and legal issues and implications surrounding the use of technology and practice online safety and ethical behaviour.

### OBJECTIVES:

- Create multimedia presentations to reflect features of heroism that they could connect to in their own life experience.
- Use digital devices to obtain information about poets and poems to further their understanding.

Suggested Teaching and Learning Activities	Key Skills	Assessment Criteria
<p><b>STUDENTS WILL:</b></p> <p>In small groups, read aloud a given excerpt or editorial that focuses on Jamaican Culture/ Heritage. Try to locate and link/connect related ideas in the text. Re-read phrases and sentences in order to make sense of difficult/ challenging portions. Explain what the text says using their own words.</p>	<ul style="list-style-type: none"> <li>• Locate and link/connect ideas</li> <li>• Paraphrase information read</li> </ul>	<p>“Fix-up strategies” (re-reading, connecting ideas, paraphrasing) are used effectively to make sense of what is read</p>
<p>Do a compilation of a variety of text forms that address aspects of the unit theme. Select and carefully analyse any two from your collection. Pay keen attention to the writer’s use of the following punctuation marks: capitals, exclamation marks and inverted commas. Explain how the writer employs the use of the punctuation identified to foster clarity and meaning of the text.</p>	<ul style="list-style-type: none"> <li>• Comment on the writer’s use of punctuation</li> <li>• Self- select and Analyse texts</li> </ul>	<p>Analysis of text forms reflect understanding of the impact of punctuation marks on meaning</p>
<p>Read excerpts/ extracts about Jamaican Heritage. In pairs, skim and scan texts. Construct not less than 7 questions to foster understanding of information during reading. Include questions beginning with these cues:</p> <p>(a) How appropriate is ...</p> <p>(b) Write a word or phrase ...</p> <p>(c) Explain the meaning of ...</p> <p>(d) How does the writer...</p> <p>(e) To what extent does ...</p> <p>(f) Why do you think ...</p>	<ul style="list-style-type: none"> <li>• Skim and scan text</li> <li>• Compose questions</li> </ul>	<p>Skills of skimming and scanning are appropriately used to extract information</p> <p>Questions are appropriately constructed using varying structures</p>
<p>Study any two poems by Jamaican poets. Critique similar themes/ issues identified in them. Compose a list of questions you would use in an interview with the poet. Include questions such as :</p> <p>What inspired you to write this poem?</p> <p>What message did you intend to convey to your audience?</p> <p>Research using online/offline resources the relevant poets and try to find answers to the questions generated. Present both the questions and the responses to the class through a simulated interview activity.</p>	<ul style="list-style-type: none"> <li>• Identify and analyse themes/issues in poems</li> <li>• Compose questions using SJE language structures</li> <li>• Write to communicate ideas</li> <li>• Conduct electronic search</li> <li>• Create and format document</li> </ul>	<p>Simulation reflects depth of analysis in the questions generated, as well as the ability to select appropriate information as in the case of the responses to questions</p>



## Suggested Teaching and Learning Activities

## Key Skills

## Assessment Criteria

### STUDENTS WILL:

In groups use digital/non-digital device to collect examples of Shakespearean Sonnet and the Spenserian Sonnet which both use the alternate rhyme scheme. Cut the poems apart separating them in lines. Exchange these line strips with other groups to have them reassembled. Students will use the end rhymes and the meaning to guide this activity.

- Reconstruct poems
- Locate information
- Collaborate in groups
- Conduct electronic search

Selected poems reflect the use of the alternate rhyme scheme

Poem segments accurately reassembled to reflect their original sequence of ideas.

Construct poems of their own about Jamaica's past, current realities or projected future with internal rhyme. They will use writing frames with specific teacher instructions. For e.g. Line 2 of your poem should contain three two-syllable rhyming words.

- Create original poems
- Apply knowledge of internal rhyme
- Use writing frames

Students' poems reflect application of the knowledge of internal rhymes.

Create a literary glossary of elements that are distinct to poetry, prose and drama. Construct a form of visual representation (table, Venn diagram, concept maps) to show the different elements- e.g. :

- Search for information
- Compare/ contrast elements
- Organize information
- Create and format document

Concepts accurately defined and organized in a way which clearly demonstrates those elements distinct to the different genres

Poetry	Narrative	Drama
Rhyme scheme stanzas couplets figurative language	paragraphs setting Characters conflict crisis climax	Dialogue actors stage direction lighting/props costume

Read different genres of texts and then use a checklist to evaluate how the writers use various elements of literature (plot, setting, character, theme, point of view, conflict, tone, figurative language, symbolism, style, etc.) to add meaning to or make their work more relevant.

- Prepare checklist
- Read texts
- Evaluate use of literary elements

Writers' use of various literary elements is meaningfully analysed

Study a novel/short story/poem with the theme "Heroism". Record the acts of heroism which are implicit in the text. Using appropriate software, prepare a digital story/ school magazine article highlighting the features of heroism that you could connect to your own life experience.

- Examine literature themes in texts
- Connect themes to life experiences
- Create and format multimedia presentation

Implicit acts of heroism are accurately determined  
Text-to - self connections meaningfully made through digital story/magazine

Suggested Teaching and Learning Activities	Key Skills	Assessment Criteria
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**STUDENTS WILL:**

Dramatize a scene from a play studied that captures elements of the past or present; pay particular attention to the dialogue, stage directions, setting, props, costume and sound in the presentations. The dramatic scene can be captured using a recording device and played back for class discussion and critique.

- Prepare dramatic presentations
- Use drama elements
- Record presentation
- Critique ideas

Presentations demonstrate understanding of key dramatic elements  
Discussion and critique provide meaningful feedback on the inclusion and effect of specific dramatic elements in presentations

ATTAINMENT TARGETS	OBJECTIVES
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**READING FOR INFORMATION  
(STUDY SKILLS AND RESEARCH)**

Identify and use text features to support navigation of texts, retrieve and synthesize information gained from a range of sources

Research activities on issues and interests by generating ideas and exploring texts using a range of strategies (interviews, observation)

**Students should be able to:**

- Apply the use of internal text structures to organize information
- Write proper in-text citations for a variety of sources.
- Use the APA documentation style to prepare reference lists that highlight materials cited in written work.
- Prepare and use a variety of data collection instruments to collect information.

Suggested Teaching and Learning Activities	Key Skills	Assessment Criteria
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**STUDENTS WILL:**

Using a set of pre-prepared questions as a guide, listen to a resource person (librarian, community elder, teacher, culture officer or agent) give a talk on how an aspect of the Jamaican culture has evolved over time and its implications for the future. Note points highlighted, as well as quotes from resource person.

Conduct/ watch online interviews to get further information on the particular cultural topics explored by the resource person. Prepare reports on information garnered using the appropriate referencing strategies.

- Prepare interview questions
- Listen critically
- Record relevant information
- Write appropriate in – text citations in reports

Guiding questions are able to focus listener on critical aspects of the oral presentation

Highlighted points and quotations are accurately captured

Interview questions are properly constructed and elicit the requisite information

Report is written within an acceptable format and captures relevant points

Format for in-text citations clearly observed in report.

Suggested Teaching and Learning Activities	Key Skills	Assessment Criteria
<p><b>STUDENTS WILL:</b></p> <p>View a multimedia presentation or hand-out with basic tips for APA in- text citation and referencing list for a variety of sources. Use the information to complete worksheets requiring students to accurately cite sources both in-text and in a reference list</p>	<ul style="list-style-type: none"> <li>• Cite sources</li> </ul>	<p>Completed worksheets demonstrate understanding of A.P.A in-text citation and reference listing</p>
<p>In small groups, make corrections to referencing lists which have been incorrectly done. Present corrections and justify changes in a whole class discussion forum.</p>	<ul style="list-style-type: none"> <li>• Collaborate in groups</li> <li>• Edit reference lists</li> <li>• Engage in class discussion</li> </ul>	<p>Reference lists are accurately adjusted</p>
<p>In groups, identify a problem which exists in your school. Construct items for a questionnaire and an interview schedule to be used to obtain information on the following issues:</p> <ul style="list-style-type: none"> <li>o The causes of the problem</li> <li>o The impact of the problem on the various members of the school community e.g. students, teachers, parents, ancillary workers</li> <li>o Ways of alleviating the problem</li> </ul> <p>Vet items as a class and select the best items to be included in the questionnaire and interview schedule.</p>	<ul style="list-style-type: none"> <li>• Collaborate in groups</li> <li>• Construct and edit data collection items</li> <li>• Collate/ organize items</li> <li>• Design a questionnaire</li> </ul>	<p>Students' questionnaires and interview schedules contain relevant and concise items</p>

ATTAINMENT TARGETS	OBJECTIVES
<p><b>LANGUAGE STRUCTURE</b></p> <p>Use and adapt a range of sentence structures according to context, distinguishing between SJE and JC</p> <p>Write sentences which are grammatically accurate and correctly punctuated, using SJE appropriately</p>	<p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>• Use different sentence structures to suit context and purpose.</li> <li>• Use adjectival clauses to extend ideas.</li> <li>• Analyse language errors and make adjustments.</li> <li>• Analyse the impact of using punctuation marks- colon, semi- colon.</li> <li>• Apply the use of punctuation marks in order to add meaning or to create impact</li> <li>• Work cooperatively with others as they analyse texts for elements of grammar and mechanics.</li> </ul>

**ICT ATTAINMENT TARGETS:**

DESIGNING AND PRODUCING - use digital tools to design and develop creative products to demonstrate their learning and understanding of basic technology operations.

**OBJECTIVES:**

- Use appropriate word processing device to create and format grammatical rule book

Suggested Teaching and Learning Activities	Key Skills	Assessment Criteria
<p><b>STUDENTS WILL:</b></p> <p>Read a persuasive speech/extract from a play/ prose that addresses how we should approach the future. Carefully examine how the author uses punctuation to foster understanding of the text. Explain how the punctuation marks identified within the texts enhance meaning.</p>	<ul style="list-style-type: none"> <li>• Read and analyse text</li> </ul>	<p>Explanations about how punctuation marks foster meaning in reading materials are clear and accurate</p>
<p>Examine a given set of sentences related to aspects of the unit theme. Highlight the compound-complex sentences. Use a given set of simple sentences to construct new compound-complex sentences. Make sure to use coordinating conjunctions and subordinating conjunctions in each compound-complex sentence.</p>	<ul style="list-style-type: none"> <li>• Identify compound-complex sentences</li> <li>• Create compound-complex sentences</li> </ul>	<p>Each compound-complex sentence contains</p> <ul style="list-style-type: none"> <li>- Two or more Independent Clauses</li> <li>- One or more Dependent Clauses</li> </ul>
<p>Give depth to stated ideas by composing suitable adjectival clauses to qualify given main clauses with content related to aspects of the unit theme. Check sentences against the definition and function of compound-complex sentences.</p>	<ul style="list-style-type: none"> <li>• Use adjectival clauses</li> </ul>	<p>Adjectival clauses are appropriately constructed and effectively used in sentences</p>
<p>With their writing partners, examine a given set of sentences related to the unit theme and which contain grammatical errors. Spot errors in structure and discuss how these may be corrected with your partner. Create a book of grammatical rules based on the errors observed using appropriate word processing software where available.</p>	<ul style="list-style-type: none"> <li>• Identify errors in sentence structure</li> <li>• Engage in group discussion</li> <li>• Correct grammatical errors</li> <li>• Create grammar rule book</li> <li>• Create and format document</li> </ul>	<p>Grammatical errors accurately determined and corrections made</p> <p>Rule book demonstrates accurate understanding of grammar rules.</p>

## Suggested Teaching and Learning Activities

## Key Skills

## Assessment Criteria

### STUDENTS WILL:

Analyse selected texts for the use of:-

- Colons
- Semi-colons
- Capitals

Explain how the use of the colon/ semi-colon/ capital letter adds meaning to the particular text. Cite examples of the writer's use of the colon, semi-colon and capital letters.

- Analyse texts
- Discuss use of punctuation marks

Meaning/function of colon, semi-colon and capitalization satisfactorily discussed

Compose a creative piece depicting aspects of the Jamaican culture using both SJE and JC registers, in which you effectively use capitalization, the colon and semi-colon to create a specific impact on the reader.

In small groups discuss the meaning capitalization and specific punctuation marks bring to different creative pieces.

- Compose creative pieces
- Apply the use of punctuation marks
- Discuss impact of punctuation marks on meaning

Meaning/function of colon, semi-colon and capitalization satisfactorily discussed

## ATTAINMENT TARGETS

## OBJECTIVES

### COMMUNICATION (WRITING)

Write to narrate, to persuade and for a range of transactional purposes, using SJE and JC appropriately and incorporating multi-media approaches to their writing

Use language and text forms appropriately and with imagination to create vibrant and engaging texts (innuendo & oxymoron)

Write well-constructed paragraphs using linking/transitional words/phrases within and between them

### ICT ATTAINMENT TARGETS:



COMMUNICATION AND COLLABORATION - Use technology to communicate ideas and information, and work collaboratively to support individual needs and contribution to the learning of others.



DIGITAL CITIZENSHIP - Recognise the human, ethical, social, cultural and legal issues and implications surrounding the use of technology and practice online safety and ethical behaviour.

### Students should be able to:

- Compose business letters/emails displaying more sophistication in language style and selecting a range of acceptable formats
- Formulate simple reports giving special attention to critical details, organization and format
- Use figurative devices appropriately to add appeal to texts
- Collaborate with peers to share feedback on written pieces.

### OBJECTIVES:

- Communicate with others using email to invite guest speakers to address audiences at cultural events in their community on National Heroes Day

## Suggested Teaching and Learning Activities

## Key Skills

## Assessment Criteria

### STUDENTS WILL:

Write or email letters to the Managing Directors of their local radio and television stations making a request for more programmes of interest to young people. Suggest what kind of programmes should be introduced. Give reasons why these programmes are requested. Use persuasive language devices and an appropriate business letter format which is appropriate for this context

- Write letters of request
- Include relevant content
- Use appropriate language of persuasion
- Use appropriate format
- Send email with attachments

Procedure for writing letters of request is clearly observed: ( formal layout, valid content, use of persuasive devices)

Compose plays depicting aspects of our culture including folk tales e.g. Anansi stories, Dance Hall culture, festival activities, vending or market scene Pay attention to the use of innuendo, oxymoron and other literary devices to create vibrant and interesting works. Combine both SJE and JC to get desired meaning/ effect.  
Create their own stories using the themes or ideas which emerge from the plays. Post stories to class webpage or blog.

- Synthesize ideas
- Use or apply cultural stimuli
- Combine SJE and JC registers
- Create stories using themes

Plays depict:

- Aspects of Jamaican Culture
- Use of innuendo, oxymoron and other literary devices
- A mixture of SJE and JC registers

Stories include themes and ideas depicted in the plays

Compose formal letters of invitation to be sent by e-mail inviting guest speakers to address audiences at cultural events in their community on National Heroes Day. Be sure to include date and time, venue – an idea of the theme for the event. Use SJE and polite expressions. Use formal layout with:-

- Address of Sender
- Date
- Inside Address
- Salutation ( by name)
- Signature

Edit your email before forwarding

- Write formal letter of invitation
- Use electronic mail (email) effectively
- Communicate using email

Letter format is appropriate based on purpose  
Word choice and tone are satisfactorily formal  
Relevant details are included

Write reports to be published in the printed media, giving information about events they witnessed while celebrating Jamaica Day at their school/ church. Use interesting captions for the reports. Organize in logical sequence, include critical details in and use accurate language structures. Write from an objective perspective. Use suitable software to create reports.

- Write detailed report
- Use interesting captions
- Appropriately organize information
- Use appropriate register (formal language)

Reports are written within a suitable template, have an interesting caption, include relevant and appropriate details , organized in logical sequence and accurately uses language structures and conventions

## Suggested Teaching and Learning Activities

## Key Skills

## Assessment Criteria

### STUDENTS WILL:

Simulate an event such as a wedding, funeral, awards ceremony etc. In groups write the relevant letters/ emails surrounding the event of choice e.g. to caterers, events planner etc. Write a report for your school magazine about the event.

- Write formal letter of invitation
- Write detailed report
- Use appropriate register
- Plan and execute class event

Creativity and innovation demonstrated in planning and executing event.  
Language structures, tone and conventions are appropriately used in the relevant communiqué.

## Learning Outcomes

Students will be able to:

- ✓ Use effective speaking techniques (appropriate eye contact, adequate volume and clear pronunciation) to deliver speeches.
- ✓ Orally express a personal viewpoint with supporting details and recognize that it may differ from that of others; defend personal viewpoint while maintaining respect for the viewpoints of others.
- ✓ Connect themes, characters, and plot in literature with own experiences or other literature
- ✓ Demonstrate an understanding of text structures appropriate to form or genre
- ✓ Select genre or form appropriate to purpose and audience
- ✓ Improve literacy skills and broaden scope of experience in critical analysis of text
- ✓ Compare and contrast information from a variety of sources and determine the validity of sources; begin to identify biases
- ✓ Demonstrate competence in identifying main topics addressed in a selection and distinguish between main ideas and related details
- ✓ Demonstrate detailed understanding of a subject by analysing and combining data from various sources
- ✓ Compose plays and poems depicting aspects of Jamaican culture
- ✓ Demonstrate understanding of the content of various types of formal letters
- ✓ Create stories using knowledge gained from works studied
- ✓ Create and format documents then forwarding documents in email

## Points to Note

Rubric for speech/persuasive writing task should be given and explained to students simultaneously with task.

Give students prompts to guide their interpretation of literary devices and techniques.

## Extended Learning

- Participate in public speaking contest
- Write article to be published in print media
- Conduct interviews demonstrating skills acquired
- Use the APA documentation style to prepare reference lists that highlight materials cited in written work

## Points to Note

Give students prompts to guide their writing of interview questions  
Teacher should ensure that students practise online safety, site sources correctly where technology is available.

## Extended Learning

- Use conversational etiquette such as taking turns, eye contact and using polite jargon
- Use school/ parish library/online source to research topics for school projects
- Edit articles for school magazine/newspapers
- Record appropriately , minutes of meeting of a social club within the community
- Write articles for school magazines, church bulletins, community and national newspapers
- Write articles for printed media, sharing experiences gained from excursions/field trips

### RESOURCES

- Graphic Organizers
- Checklists
- Novels
- Short stories
- Plays
- Editorial text
- Excerpts/ Extracts
- Poems
- Resource Personnel
- Computer, internet

### KEY VOCABULARY

- |                       |                               |
|-----------------------|-------------------------------|
| • Denotative          | • semi- colon                 |
| • Connotative         | • colon                       |
| • in-text citations   | • compound- complex sentences |
| • clauses             | • in- text citation           |
| • genres              | • reference list              |
| • documentation style | • plagiarism                  |
| • innuendo            | • APA style                   |
| • oxymoron            | • questionnaire               |
| • adjectival clause   | • interview schedule          |
| • report              |                               |

## Links to Other Subjects

- Social Studies – Our Cultural Heritage
- History – Jamaica's history
- Civics – National School Celebrations- e.g. Jamaica Day
- Library science -- APA in- text citation and referencing
- Information Technology -- Post stories to class webpage or blog.



### **About the Unit**

#### **The 21st Century Learner**

This unit is developed around the theme “The 21st Century Learner”. It presents a holistic view of 21st century teaching and learning while focusing on 21st century student attainment (a blend of specific skills, expertise and literacies) as well as on innovative support systems which help the learner master the multidimensional abilities required in the 21st century.

This unit provides an opportunity for students to incorporate listening and speaking skills, expository and narrative writing, graphing skills, and survey design as well as practice their internet use, multi-tasking and study skills. Another feature of the unit is its focus on the denotative and connotative meaning of words. This is very important as the ability to communicate in different contexts is learnt and not always acquired. Due to the flexibility and arbitrary nature of language, it is possible to use similar words and expressions in different contexts to convey different meanings.

Students will be given the opportunity to understand and use rhetorical questions and persuasive techniques. The opportunity to compose speeches and other texts for authentic purposes allows students to view writing as a process of creating something great as opposed to just another assignment. The deliberate act of choosing the right words, along with appropriate and effective support for their arguments makes writing a more personal and pleasurable activity.

Students will become aware of the many purposes for which language is used and the diverse forms it can take depending on the requirements of both the speaker and the audience. Students learn to use formal language appropriate for debates and essays, the narrative language of stories, the figurative language of poetry, and technical language for instructions and manuals. They develop an awareness of how language is used in informal and formal situations. In sum, they come to appreciate language both as an important medium for communicating ideas and information and as a source of enjoyment. as well as facilitate creative thinking and their development as autonomous learners.

### **GUIDANCE TO THE TEACHER**

- Emphasis should be placed on the effects of punctuation rather than on its forms.
- Students should be supervised as they use the internet.

**Prior Learning**

Check that students can:

- Use effective speaking techniques (appropriate eye contact, adequate volume and clear pronunciation) to deliver speeches.
- Orally express a personal viewpoint with supporting details and recognize that it may differ from that of others; defend personal viewpoint while maintaining respect for the viewpoints of others.
- Connect themes, characters, and plot in literature with own experiences or other literature
- Demonstrate an understanding of text structures appropriate to form or genre
- Select genre or form appropriate to purpose and audience
- Improve literacy skills and broaden scope of experience in critical analysis of text
- Compare and contrast information from a variety of sources and determine the validity of sources; begin to identify biases
- Demonstrate competence in identifying main topics addressed in a selection and distinguish between main ideas and related details
- Demonstrate detailed understanding of a subject by analysing and combining data from various sources
- Compose plays and poems depicting aspects of Jamaican culture
- Demonstrate understanding of the content for types of formal letters
- Create stories using knowledge gained from works studied

**UNIT TITLE: The Rights and Responsibilities of the Citizen****ATTAINMENT TARGET:**

Communicate with confidence and competence for different purposes and audiences, using SJE and JC appropriately and creatively



Explain and comment on speakers' use of language, including the use of SJE and JC, and their use of vocabulary, grammar and other features.

**Theme: The 21st Century Learner**

**OBJECTIVES:**

- Analyse recorded speeches to determine the effectiveness of persuasive techniques for the targeted audience
- Determine the message being conveyed in a speech
- Deliver speeches to a multi-age audience
- Listen to determine purpose for use of particular language forms
- Use appropriate eye contact and body language during speakers' presentations
- Use language to provide humour or to convey irony
- Demonstrate respect for the views of others by listening critically and providing appropriate feedback
- Create "Vox Pop" with students to get their views on what makes the learning process interesting and meaningful for them.

**ICT ATTAINMENT TARGETS:**

DIGITAL CITIZENSHIP - Recognise the human, ethical, social, cultural and legal issues and implications surrounding the use of technology and practice online safety and ethical behaviour.

**OBJECTIVES:**

Create “Vox Pop” with students to get their views on what makes the learning process interesting and meaningful for them.

Suggested Teaching and Learning Activities	Key Skills	Assessment Criteria
<p><b>STUDENTS WILL:</b></p> <p>Listen to recorded speeches, based on areas of interest (e.g. politics, human rights, environmental conservation, and religion) and note how the speakers use various devices to persuade the audience. Pay attention to target audience, message, effect of techniques and how these are evident.</p>	<ul style="list-style-type: none"> <li>• Determine message being conveyed</li> <li>• Assess effectiveness of technique</li> </ul>	<p>Analysis of speeches highlights the effective and appropriate use of language and techniques</p>
<p>Prepare and deliver speeches to a multi-age student audience on areas linked to 21st century skills such as collaborating with others for success, the impact of technology and time management. The language used in preparing the speeches should pay attention to persuasive techniques and also provide humour by using irony. Speech delivery should be supported with the use of non-verbal expressions.</p>	<ul style="list-style-type: none"> <li>• Prepare and deliver speeches</li> <li>• Use persuasive language</li> </ul>	<p>Speeches incorporate the appropriate use of persuasive language and convey some form of irony and humour.</p> <p>Non-verbal expressions are appropriate and effective during speech delivery</p>
<p>Listen to clips of taped Vox Pop they had conducted in which different students from their school share their views about what makes the learning process interesting and meaningful for them. In pairs, orally identify the particular language forms used in the speech samples, providing specific examples of each and say what purpose is served by the use of the forms identified. Share findings with the whole group.</p>	<ul style="list-style-type: none"> <li>• Identify language forms</li> <li>• Create multimedia products</li> <li>• Listen to determine purpose</li> </ul>	<p>Student notes reflect clear identification of language forms used, appropriate examples of the forms as used in the text which was orally presented and possible reasons for the use of language forms in specific statements</p> <p>Discussion of findings are focused and meaningful</p>

## ATTAINMENT TARGETS

### READING WITH FLUENCY & RECOGNITION (WORD RECOGNITION AND VOCABULARY)

Build vocabulary through various strategies  
(Denotative and connotative meaning of words)

## OBJECTIVES

### Students should be able to:

- Make efficient use of dictionary , thesaurus and other online sources
- Use the connotative meaning of words to infer the implicit messages in text
- Classify words with similar definitions but different connotations
- Work collaboratively with their peers to explore a variety of word recognition strategies to unlock pronunciation and meaning of grade level vocabulary.
- Use appropriate vocabulary to provide adequate and meaningful responses.

## Suggested Teaching and Learning Activities

## Key Skills

## Assessment Criteria

### STUDENTS WILL:

Engage in small group activity in which they use different reference sources – dictionary, thesaurus, on and off-line sources to assist them in interpreting texts on the value of excellent communication skills. The texts will include uncommon vocabulary terms which are both technical (specific to a discipline) and non-technical in nature. Make a list of meanings and synonyms found for new words encountered in the texts

Compare sources used and state which were found to be most useful.

Read several lists of words written in column form. Each word has a different connotation but the same denotation. Decide what the general denotation is for each group. Write their answers on line provided. Then, indicate which words are considered to have positive connotations and those which are seen to have negative connotations. Provide reasons for the rating given to each term and where possible support position with evidence from a credible source. For e.g., the word 'learning' has the following connotations and the following ratings are those assigned by a set of students:

exploring - positive  
analysing - positive  
absorbing- positive  
swotting - negative  
cramming - negative  
memorising- negative

The positive terms, as defined by the dictionary, show that meaningful learning is taking place; students are applying themselves.

The negative terms show that learning is superficial and students are just trying to achieve high scores through short-cut approaches

- Select and use reference materials
- Generate word meanings and synonyms
- Compare reference sources

- Determine denotation of word categories
- Differentiate between positive and negative connotations
- Justify categorization of connotations

Sources selected are useful in aiding students in interpreting unfamiliar or challenging vocabulary/ expressions

Students' feedback reflects understanding of the usefulness of particular sources in aiding with the interpretation of unfamiliar or challenging vocabulary

General denotation of word group accurately determined

Positive/Negative connotation of each word in group is specified and logically defended

## Suggested Teaching and Learning Activities

## Key Skills

## Assessment Criteria

### STUDENTS WILL:

Construct sentences with words that share denotation but not connotation; for example, the denotation 'glamorous' has different connotations in the words - outlandish, enchanting, magnetic, and quaint.

For example, in the following sentences the synonyms for 'glamorous' convey very different connotations.

- Her outlandish attire made me want to avoid her.
- I found her attire so enchanting that I could not leave her side.

- Differentiate between connotation and denotation
- Convey meaning through sentences

Sentences reflect students' ability to differentiate between denotative and connotative meaning

## ATTAINMENT TARGETS

### READING FOR MEANING AND ENJOYMENT (COMPREHENSION AND LITERATURE)

Use deduction and inference to interpret information and ideas and to predict outcomes

Identify and comment on the structure of texts and on the language choices, grammar and techniques writers use to create an impact

Reflect on and critically respond to literature and other texts, on paper and on screen

Connect experiences and ideas in texts to their own lives, other texts and society (text to text and society-themes)

Recognise and comment on the elements of literature in different genres (**Poetry – Rhythm-Meter and iambic Pentameter**)  
(**Drama – Performance Element-Non-verbal expression**)

## OBJECTIVES

### Students should be able to:

- Make predictions using clues conveyed through the technique of foreshadowing
- Determine a writer's point of view / purpose based on ideas/arguments presented
- Use implicit clues to make inferences in relation to text studied
- Make connections of the experiences in contemporary society and their own to the events in texts studied and analysed
- Explain the effectiveness of the writers use of various elements of literature to add meaning to his work

### ICT ATTAINMENT TARGETS:



COMMUNICATION AND COLLABORATION - Use technology to communicate ideas and information, and work collaboratively to support individual needs and contribution to the learning of others.



DESIGNING AND PRODUCING - use digital tools to design and develop creative products to demonstrate their learning and understanding of basic technology operations.



DIGITAL CITIZENSHIP - Recognise the human, ethical, social, cultural and legal issues and implications surrounding the use of technology and practice online safety and ethical behaviour.

### OBJECTIVES:

- Create a character profile for a character under study for a selected social network
- Create comic strips showing their new interpretation of a novel or short story that reflects the theme of change.

Suggested Teaching and Learning Activities	Key Skills	Assessment Criteria
<b>STUDENTS WILL:</b> Watch movies and or read texts where the use of foreshadowing is evident. Work collaboratively to make predictions based on the use of foreshadowing. Write or state what aspects of foreshadowing influenced their predictions.	<ul style="list-style-type: none"><li>• Make predictions</li><li>• Identify flashback technique</li><li>• Work collaboratively</li></ul>	Clues from foreshadowing are used to make predictions
Watch movies and or read texts where the use of foreshadowing is evident. Work collaboratively to make predictions based on the use of foreshadowing. Write or state what aspects of foreshadowing influenced their predictions.	<ul style="list-style-type: none"><li>• Identify point of view</li><li>• Complete checklist</li><li>• Determine intent</li></ul>	Readers' response checklist reflects a range of emotions which are logically linked to stimuli
Read poems that address aspects of 'technology' current or past. Create a three column response journal chart. Label each column with the headings assertions, textual evidence and comments. Work in small groups to complete the comments and textual evidence sections.	<ul style="list-style-type: none"><li>• Create journal</li><li>• Make journal entries</li></ul>	Responses are based on textual evidence and reflect analysis
Create a profile (for a social network page) of a character being studied and make posts on character wall.	<ul style="list-style-type: none"><li>• Create character profile</li><li>• Make posts</li></ul>	Profile reflects knowledge of character and connection with real life experiences

Suggested Teaching and Learning Activities	Key Skills	Assessment Criteria
<p><b>STUDENTS WILL:</b></p> <p>Select two characters from a play or novel currently being studied. Identify three of their most dominant characteristics, using visual mapping. Research animal connotations/symbolism as used in their cultural and other contexts (E.g. the Bible cites Herod as a fox- Luke 13 vs. 32) and create story boards or cartoons which highlight the use of animal words that connote the human characteristics or profiles identified. For example, an evil underhand person could be presented or referred to as a snake in the cartoon and a sly person as a fox.</p>	<ul style="list-style-type: none"> <li>• Use animal connotations</li> </ul>	<p>Visual mapping satisfactorily reflects understanding of characters being studied</p> <p>Storyboards/cartoons demonstrate the effective use of connotations to convey characterization</p>
<p>Create a readers' guide to a given text (e.g., poem play etc.) and provide connotative meaning for various words and phrases from which inferences may be made.</p>	<ul style="list-style-type: none"> <li>• Create readers' guide</li> <li>• Make inferences</li> </ul>	<p>The readers' guide should reflect appropriate use of connotative meanings</p>
<p>Work in groups to read and interpret a novel or short story that reflects the theme of change. Modify the context and setting to reflect a different interpretation. Present the new interpretation in the form of a comic using appropriate software</p>	<ul style="list-style-type: none"> <li>• Interpretation</li> <li>• Create comics</li> </ul>	<p>Elements of both the novel and comic, except for the context and setting, are similar</p>
<p>Listen to and Analyse a podcast that utilizes different rhythm structures. Then work in pairs to identify the poetic feet per line. Engage in teacher led discussions about naming rhythm structures based on the number of poetic feet per line (emphasize the iambic pentameter structure). Recreate the podcast so that each line contains five poetic feet.</p>	<ul style="list-style-type: none"> <li>• Analyse podcast</li> <li>• Create podcast</li> <li>• Name rhythm structures</li> </ul>	<p>Discussions address the link between the number of poetic feet and rhythm structures.</p> <p>Podcasts should contain the five poetic feet per line to create the iambic pentameter rhythm structure.</p>

ATTAINMENT TARGETS	OBJECTIVES
<p><b>READING FOR INFORMATION (STUDY SKILLS AND RESEARCH)</b></p> <p>Identify and use text features to support navigation of texts, retrieving and synthesize information gained from a range of sources (triangulation)</p>	<p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>• Use various types of graphic organizers to show the relationship between ideas and information collected from various sources</li> <li>• Compile own resources to assist peers in understanding how sources may validate each other</li> <li>• Analyse and combine data from various sources to support facts and opinions based on research.</li> <li>• Work cooperatively with peers in order to effectively carry out aspects of the research process</li> </ul>

Suggested Teaching and Learning Activities	Key Skills	Assessment Criteria
<p><b>STUDENTS WILL:</b></p> <p>Use graphic organizer to show how information collected from various sources correlates.</p> <p>Work in three groups to research information on the topic ‘The Social Network and the Teenager’. Group one will prepare an interview schedule to guide interview sessions with users of the internet. Group 2 will prepare an observation checklist to observe internet usage. Group three will make a list of documents they will consult, and a list of questions they will use to guide their perusals.</p> <p>Discuss how information from one source can be used to authenticate data from other sources.</p>	<ul style="list-style-type: none"> <li>• Use graphic organizers to depict relationship</li> <li>• Prepare interview schedules and observation checklist</li> <li>• Write closed and open ended questions to guide research</li> <li>• Triangulate data from various sources</li> </ul>	<p>Graphic organizers include features that allow students to compare and contrast ideas and concepts</p> <p>Interview schedules include a variety of question types and questions must be focused on the topic being studied</p> <p>Observation checklist includes items which address features relevant to the topic under study.</p> <p>The documents and questions listed for perusal contain critical information based on the topic.</p> <p>Discussion addresses the matter of how various data sources help to substantiate the findings of a research</p>
<p>In small groups, conduct search in order to reinforce principles of triangulation; each group will then compile a hand-out which may be used by other students. They will outline in their hand-outs how different sources may be used to validate each other in the research process. Use sub-headings to organize the information so that it is reader-friendly. The information should be written in their own words as far as is possible.</p>	<ul style="list-style-type: none"> <li>• Conduct search on triangulation</li> <li>• Compile hand-out on triangulation</li> <li>• Organize information</li> </ul>	<p>Hand-out is written in straightforward language and captures the essential points of triangulation.</p> <p>Sub-headings are used effectively to organize information</p>

ATTAINMENT TARGETS	OBJECTIVES
<p><b>LANGUAGE STRUCTURE (GRAMMAR &amp; CONVENTIONS)</b></p> <p>Use and adapt a range of sentence structures according to context, distinguishing between SJE and JC (<b>Sentences - Construction shift</b>)</p> <p>Write sentences which are grammatically accurate and correctly punctuated (<b>effects of punctuations</b>) <b>quotation marks, dash</b></p>	<p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>• Use adverbial clauses to extend ideas</li> <li>• Reconstruct sentences by applying relevant grammatical rules</li> <li>• Analyze language errors and make adjustments</li> <li>• Use appropriately, punctuation and capitalization</li> </ul>



## Suggested Teaching and Learning Activities

## Key Skills

## Assessment Criteria

### STUDENTS WILL:

A. Read a dialogue between two persons then add an adverbial clause to the words they say to make the conversation more interesting. For e.g.,

"you did it!" Roxanne said, planting her hands on her hips.

"I did not!" Gregory replied, angrily folding his arms.

"yes you did!" Roxanne cried, glaring fiercely at her brother.

"I did not!" Gregory said, walking away indignantly.

"I saw you do it!" Roxanne screamed, running after him.

B. In small groups, read short passages and add adverbial clauses to make text more interesting.

- Identify and use adverbial clauses

Dialogues should include adverbial clauses.

Collect samples of magazines, newspaper, and prose. Read and identify sentences with adverbial clauses then reconstruct sentences by shifting the adverbial clauses without changing the meaning. Compile original documents with reconstructed documents in a portfolio.

- Identify adverbial clauses
- Reconstruct sentences

Sentences selected must include the adverbial clauses. Sentences reconstructed must maintain original meaning.

Read samples of written work prepared by fellow students of lower and higher grades and analyze language errors evident. Make adjustments to improve quality of the pieces read.

- Analyze language errors

Language errors should be highlighted in written work. The adjusted pieces should reflect the adjustments made.

Write approximately 100 words of dialogue, using quotation marks appropriately as each character speaks and including correct end punctuation and commas where needed.

- Using quotation marks appropriately

Dialogues should reflect the appropriate use of quotation marks.

## ATTAINMENT TARGETS

### COMMUNICATION (WRITING)

Write to narrate, to persuade and for a range of transactional purposes, using SJE and JC appropriately and incorporating multi-media approaches to their writing (**Persuasive- Propaganda Techniques (rhetorical questions, bandwagon appeal, testimonials) Argumentative**)

Use language and text forms appropriately and with imagination to create vibrant and engaging texts (**symbolism, paradox**)

## OBJECTIVES

### Students should be able to:

- Write to persuade, using appropriate techniques such as: rhetorical questions, bandwagon appeal, testimonials.
- Create advertisements, using emotional appeals and persuasive techniques
- Compose speeches, giving attention to diction, persuasive techniques such as repetition, rhetorical questions
- Establish a stance in an argument and develop strong arguments to support a position
- Use figurative devices appropriately to add appeal to texts
- Connect devices used in texts to real-life experiences
- Assist peers with feedback geared at refining their work.

## Suggested Teaching and Learning Activities

## Key Skills

## Assessment Criteria

### STUDENTS WILL:

Review persuasive techniques (rhetorical questions, bandwagon appeal, repetition, citing research findings and testimonials) by viewing a Power Point from an open online source that sets out definitions and examples. Make short notes on new insights gained. Exchange and compare notes.

- Review persuasive techniques

Notes reflect deeper understanding of persuasive techniques

Source and read the lyrics of selected songs –contemporary or classical-(such as ‘I Love You, Hate You’ by Shirley Bases), which contain paradoxical statements or declarations. Extract and outline the examples of paradox. Explain the meaning of the paradoxical statements and write brief narratives on possible experiences that may be linked to these lyrics.

- Identify and explain paradoxical statements
- Connect text to experiences

Paradoxical ideas are accurately identified and explained

Narratives logically connect paradoxes with possible real-life experiences

Read samples of persuasive editorials. Discuss the techniques used by the writers in the mentor texts among peers. Write a persuasive editorial on internet use to a local newspaper focusing on three or more of the techniques (rhetorical questions, bandwagon appeal, testimonials). The following are examples of headings for the editorial

- Create editorial
- Analyse editorials

Editorial reflects appropriate use of persuasive techniques and comprehensive coverage of target topic

- The Growing Social Network: Should Parents be Concerned?
- Internet Access for Schools: Privilege or Necessity?

## Suggested Teaching and Learning Activities

## Key Skills

## Assessment Criteria

### STUDENTS WILL:

Write an article that will be displayed in a real estate brochure that persuades future residents that your school is the best school in your community/parish. Use several of the persuasive techniques learnt.

- Compose article
- Use persuasive techniques

Articles include appropriate use of figurative and persuasive techniques

Review/Analyse advertisements from print, television and internet. Have a class discussion about advertising techniques and the way advertisers target specific groups of people: men, women, teens, senior citizens etc. Name examples of each technique from ads they have seen. Peruse magazines and work in groups to find various examples of advertising and decide which demographic each ad targets and which techniques are used.

- Identify persuasive techniques
- Create advertisements
- Use persuasive techniques

Advertisements reflect the effective use of persuasive techniques

Individually choose an advertising technique that they are not able to find in various sources viewed and create an advertisement that uses this technique and is targeted to a teen audience.

Compose speeches in which they choose a controversial topic such as a 'Standard English is overrated in the 21st century' or 'Teamwork is a cover for incompetence and laziness.' Decide on stance and use arguments and techniques to convince an audience to accept the stance presented in the script.

- Compose speeches

Written speeches indicate a definitive stance, include strong, logical arguments and use different persuasive techniques effectively

Discussions include examples of persuasive techniques and how they are used to appeal to various audiences through various media.

## Learning Outcomes

Students will be able to:

- ✓ Demonstrate detailed understanding of a subject by analysing and combining data from various sources
- ✓ Deliver speeches to a variety of audiences for a variety of purposes
- ✓ Make distinctions between connotative and denotative meaning of words based on context
- ✓ Create expository and narrative pieces demonstrating the appropriate use of persuasive devices
- ✓ Read and comprehend literature, including stories, drama, and poetry independently and proficiently at grade level
- ✓ Use text features to locate information from a variety of sources
- ✓ Compile material that reflects their understanding of triangulation

## Points to Note

- New strategies should be modelled by teacher
- Students should be given prompts to guide their writing of interview questions.

## Extended Learning

- Use study skills to carry out research activities and studies in other subject areas
- The skill of preparing and delivering speeches can be practised regarding a range of settings outside the classroom including funeral services, weddings, church and other social contexts
- Write articles for the daily newspaper, community newsletters etc.
- The skill of preparing interview questions can be extended to practising for their own interviews for enrolment in summer programmes etc.

### RESOURCES

- Internet
- Magazines
- Television
- Podcasts
- Dictionary
- Editorials
- Graphic organizers

### KEY VOCABULARY

- |                     |                               |                    |
|---------------------|-------------------------------|--------------------|
| • Denotative        | • Non-verbal expressions      | • Bandwagon appeal |
| • Connotative       | • Triangulation               | • Testimonials     |
| • foreshadowing     | • Adverbial clause            | • Symbolism        |
| • Implicit clues    | • Sentence Construction shift | • Paradox          |
| • metre             | • Quotation marks             |                    |
| • Iambic pentameter | • Dash                        |                    |
| • Rhythm structure  | • Rhetorical questions        |                    |

## Links to Other Subjects

- Library Science – Study skills (text features, documentation styles)
- Information Technology – internet use (Using and creating Podcasts)

## About the Unit

### Shaping My Destiny

Much of the preparatory work done by teenagers regarding their choice of career actually begins in Grade 9. This is so because at this stage they are expected to make purposeful decisions regarding the subjects they select at the CSEC level. This unit aims to strengthen and build on skills students have developed throughout their education as well as on those more recently acquired in Grade 9. Students will be provided with multiple opportunities to put their analytical and critical thinking skills into practice as they master the CSEC syllabus.

The theme for this unit is “Shaping My Destiny”. Students will develop their understanding and demonstrate their knowledge through meaningful experiences and activities which enable them to make informed decisions. The unit will help to develop students’ listening and speaking skills as they listen to and prepare speeches for a variety of audiences. Students will critique and comment on the techniques employed by speakers attempting to communicate a wide range of ideas and concepts. Students will also be encouraged to pay attention to the use of language used to convey humour and irony.

As students approach the CSEC exam years, they are expected to develop their vocabulary. As such, this unit will focus on patterns of word change and their use employing games and other strategies which facilitate independent word study. Students will be given opportunities to practice unfamiliar, technical vocabulary which they will encounter in their content area. As they explore a variety of reading materials, they will be taught to pay special attention to the connections that exist within texts and relate these to modern society. Students will be encouraged to find creative and innovative ways of presenting or demonstrating these concepts in the classroom setting. This will provide opportunities for understanding and exploring the elements of literature. Students will be required to demonstrate knowledge of all previously learnt elements as well as identify and use the iambic Pentameter rhythm structure to compose vibrant poetry.

As students explore reading and writing as processes that develop simultaneously, they will also learn how to write formal texts such as business and editorial letters. They will learn how to use ellipses, brackets and hyphens as they study the ways in which authors use them to create effects which impact meaning and clarity.

In sum, the unit will engage students as active learners who are able to conduct research in order to construct their own meaning and understanding of particular concepts and ideas. As they engage in research and gather data from various sources, they will be encouraged to use triangulation to cross-check this information. Students will also be cautioned on the implications of plagiarism and the importance of citing sources through the use of the APA documentation style.

## GUIDANCE TO THE TEACHER

- Quick Write Sheets are small sheets of paper that students use to record their ideas and understandings in note form. Students are not required to provide lengthy elaborations as they are expected to note quickly and briefly.
- As students progress through the units, the vocabulary in their word journals should be more complex and sophisticated. These should also include a variety of technical words.

- Simulated journals require that students take on a particular character and prepare journal entries as though they were that person. Special attention is paid to chronological setting – the language used should reflect whether it is a simulation of the past, present or future.
- Data charts are grids that students make to organize information gathered about a topic from various sources. These charts are used on an on-going basis as students collect data about a particular topic, theme or unit of work.
- Multi-genre projects are used to facilitate the study of a particular topic, concept or idea using various genres e.g. advertisements, podcasts, poems, games, scrapbooks, songs, life lines, posters, blogs, web quests, glogs etc. (See below for a definition of “glog”). They allow students to explore several genres by combining reading and writing in meaningful ways. It is the teacher’s role to assist students in identifying a repeated or unifying feature for the project. This will help students to move beyond just remembering facts and think in deeper, more analytical ways. The genres used are dependent on the unifying feature identified with the support of the teacher.
- A glog is a form of social media that allows students and teachers to create interactive posters that may be shared within and among grades, schools etc. It provides an opportunity for students to present their research findings and analysis in an online environment that allows them to design interactive posters that may contain text, images, photos, audio files, videos and special effects in a private virtual, classroom space.

**Prior Learning**

Check that students can:

- Identify codes in speeches and other forms of oral presentation
- Use contexts to determine word meaning and usage
- Use context clues to decipher meaning and apply interpretation
- Employ a range of strategies to read and comprehend grade level texts
- Identify and use poetic feet to determine the rhythm structure of a poem
- and write poems to suit a particular rhythm structure
- Effectively apply the skills of predicting, making inference, clarifying and making connections
- Identify and comment on elements of poetry, prose and drama
- Identify and use language devices to add meaning to texts
- Use the APA documentation style to cite and reference data from various sources
- Use a variety of data collection instruments to carry out research projects
- Identify and use punctuation marks to create desired effects in written and oral presentations
- Identify language errors in written and oral presentations
- Compose friendly / informal letters for a range of purposes

**SPEAKING & LISTENING**
**ATTAINMENT TARGET:**


Explain and comment on speakers' use of language, including the use of SJE and JC, and their use of vocabulary, grammar and other features



Communicate with confidence and competence for different purposes and audiences, using SJE and JC appropriately and creatively

**Theme: Shaping My Destiny**

**OBJECTIVES:**

- Deliver speeches to an audience that spans different age levels
- Use code switching appropriately and effectively to achieve impact in oral presentations.
- Convey feedback respectfully to peers

## ICT ATTAINMENT TARGETS:



**COMMUNICATION AND COLLABORATION** - Use technology to communicate ideas and information, and work collaboratively to support individual needs and contribution to the learning of others.



**RESEARCH, CRITICAL THINKING, PROBLEM-SOLVING AND DECISION MAKING** - use appropriate digital tools and resources to plan and conduct research, aid critical thinking, manage projects, solve problems, and make informed decisions.



**DESIGNING AND PRODUCING** - use digital tools to design and develop creative products to demonstrate their learning and understanding of basic technology operations.



**DIGITAL CITIZENSHIP** - Recognise the human, ethical, social, cultural and legal issues and implications surrounding the use of technology and practice online safety and ethical behaviour.

## Suggested Teaching and Learning Activities

## Key Skills

## Assessment Criteria

### STUDENTS WILL:

In groups, plan and deliver speeches using the theme “Selecting a Career Path” or “Moving Forward with Technology” for a variety of events that will require addressing audiences that consist of varying age groups (graduations, prize giving etc.). use language to provide humour and convey irony

- Deliver speeches to a mixed audience

Speeches and public speaking techniques meaningfully and effectively address the needs and interests of the different age groups in the audience

Listen to an audio or real time debate and prepare Quick Write Sheets to comment on the use of various codes, the purpose they served and the impact they created

- Listen to identify codes
- Comment on the purpose and effectiveness of code-switching
- Identify language forms
- Discuss role of language forms

Each Quick Write Sheet outlines the codes identified, the specific purpose each serves and the impact created

Listen to a recording of a radio broadcast or speech that uses both Standard English and Jamaican Creole. Identify the forms used and discuss what they think is achieved by using each form.

Excerpts from the debate are used to support the comments made.  
Language forms accurately identified and satisfactory comments made on the purpose served by each in the recording



## ATTAINMENT TARGETS

### READING WITH FLUENCY & RECOGNITION (WORD RECOGNITION AND VOCABULARY)

Build vocabulary through various strategies

## OBJECTIVES

### Students should be able to:

- Work collaboratively with peers to explore a variety of word recognition strategies to unlock pronunciation and meaning of grade level vocabulary.
- Use appropriate vocabulary to provide adequate and meaningful responses.
- Recognise pattern of word changes, (analyse, analysis, analytic, analytical), and use appropriately
- Design and use various vocabulary games and activities for word study

## Suggested Teaching and Learning Activities

### STUDENTS WILL:

Work in pairs to research online or offline a variety of games and activities that may be tweaked for word study

Design a variety of games and activities on paper or on screen (hopscotch, Wordo, Scrabble, Word Dominoes, Word Bingo etc.) to be used for studying vocabulary from their word journals.

Games and activities will be exchanged and used for word study within the class or grade

Rewrite an extract by appropriately substituting words that reflect changes which match the construction shift of the sentences (e.g. John made an analysis of the situation Change to John analysed the situation)

## Key Skills

- Search for word games and activities
- Design vocabulary games and activities

- Do construction shifts

## Assessment Criteria

Word games researched and designed must require conceptual study and not simple recognition of technical and specific vocabulary in students' word journals.

I.e. games and activities must solicit knowledge of usage and function of words in written and spoken language.

Word changes are appropriately done to match the construction shifts in sentences

## Suggested Teaching and Learning Activities

## Key Skills

## Assessment Criteria

### STUDENTS WILL:

Prepare a list of words with similar patterns, the function/meaning of each and sample sentence in a tabular format.

- Identify and use pattern of word changes in a variety of contexts

Tables should contain a variety of words with similar patterns along with their meaning and use in sample sentences. Words used must be age and grade level appropriate.

Base word	Pattern of Word Change	Meaning	Sentence
analyse	Analysis	•An examination of something	John Made an analysis of the situation.
	Analyst	•Person who conducts an analysis	John is an analyst

## ATTAINMENT TARGETS

### READING WITH FLUENCY & RECOGNITION (WORD RECOGNITION AND VOCABULARY)

Literature

Identify and comment on the structure of texts and on the language choices, grammar and techniques writers use to create an impact

Reflect on and critically respond to literature and other texts, on paper and on screen

Connect experiences and ideas in texts to their own lives, other texts and society (text to text and society-themes)

## OBJECTIVES

### Students should be able to:

- Comment on the impact of the use of grammar in regard to characterisation
- Examine relationships between the themes arising from texts studied to situations in modern society and comment on how the devices create an impact on the events portrayed
- Explain the effects of language devices used in prose, poetry and drama and how these devices add to the meaning, themes, setting and atmosphere of the works presented
- Recap the elements of different genres of text, including poetry, narrative and drama

## ATTAINMENT TARGETS

Recognise and comment on the elements of literature in different genres (Poetry- Rhythm- Meter, Iambic Pentameter)

## OBJECTIVES

- Explain the effectiveness of the writer's use of various elements of literature
- Provide meaningful feedback to peers as they review different elements of literature

## Suggested Teaching and Learning Activities

## Key Skills

## Assessment Criteria

### STUDENTS WILL:

Peruse a variety of literary texts being studied and use a three-column response sheet to comment on the function of the use of grammar in speech in regard to characterisation. Use the following headings - Grammatical Element, Example(s) in Text, and Function in Text.

- Assess impact of grammar in literature

Responses reflect clear understanding of how grammar functions in speech to impact characterization

Create simulated journals to reflect on and compare the experiences and themes in texts studied to those in modern society.

- Compare experience and themes

Students' journal entries demonstrate clear linkages between the themes in text to those in society

In small groups, review the effectiveness of literary devices in literature by exploring these devices in poetry, prose and drama currently being studied.

- Review information already learned
- Comment on the effectiveness of language devices in text

Charts/Booklets clearly indicate texts, devices and the impact of devices on specific elements of literature.

Indicate the texts used, the devices targeted, the pages on which each device is found and the comments regarding the impact of the device on any element of the genre of literature. Following peer review, present work as charts or mini-booklets and display in class.

Using appropriate software, work in small groups to create strategy posters for the elements of drama, poetry and prose that were formally studied in terms 1 and 2 (plot, setting, character, theme, point of view, conflict, tone, figurative language, symbolism, style, etc.)

- Create strategy poster to guide the use of elements of literature

Strategy posters clearly outline the elements of different genres of literature

Assess their posters using a checklist focused on the elements of poetry, prose and drama.

Mount their strategy posters in the class for further study.

Suggested Teaching and Learning Activities	Key Skills	Assessment Criteria
<b>STUDENTS WILL:</b> Review a multimedia presentation or hand-out focused on rhythm in poetry with specific focus on identifying poetic feet per line and the iambic Pentameter pattern. Discuss the information presented and scan two poems to determine their basic rhythm and to consider the relevance of that rhythm to the meaning of the poem.	<ul style="list-style-type: none"> <li>Discuss rhythm and its relevance to the meaning of poems</li> <li>Determine the rhythm structure utilised in poems</li> </ul>	Discussion satisfactorily addresses the concept of rhythm in poetry, how these rhythms are identified, how they are used to create specified effects and how they contribute to meaning
Use the knowledge garnered from multimedia / hand-out to write poems that utilise the iambic Pentameter rhythm structure. The poems should focus on career paths, technological advancement or making choices	<ul style="list-style-type: none"> <li>Compose poems utilising iambic Pentameter</li> </ul>	Poems contain five poetic feet per line to create the iambic Pentameter rhythm pattern
Collect samples of literature that span poetry, prose and drama. Use sticky note pads to mark portions of the literature where various elements of the selected genre were utilised. On the note itself, write the element used and comment briefly on its effectiveness as used in the text.	<ul style="list-style-type: none"> <li>Identify the elements of drama, prose and poetry</li> </ul>	<p>Elements of different genres of literature are accurately identified</p> <p>Effectiveness of each element used in the literature is satisfactorily assessed</p>

ATTAINMENT TARGETS	OBJECTIVES
<b>READING FOR INFORMATION (STUDY SKILLS AND RESEARCH)</b>  Identify and use text features to support navigation of texts, retrieving and synthesizing information gained from a range of sources (Triangulation)  Understand the importance of legal and ethical practices in research (APA documentation style)	<b>Students should be able to:</b> <ul style="list-style-type: none"> <li>Convert graphic research data into narratives.</li> <li>Compare narrative research details with related graphic presentations to determine alignment.</li> <li>Cite and reference data collected from various sources</li> </ul>

## Suggested Teaching and Learning Activities

## Key Skills

## Assessment Criteria

### STUDENTS WILL:

Conduct research on/offline or view a presentation or online video on analysing and combining data from various sources. Highlight the possible benefits of and challenges associated with triangulating data.

- Conduct research/ review presentation on triangulation
- note benefits and challenges of triangulation
- Navigate digital content on website
- Conduct electronic search for kinds of information

Research / Presentation highlights the importance of triangulation processes involved and the benefits and challenges

Work with their peers to develop appropriate software data charts which they will use to record data collected about a variety of professions, the impact of technology in the 21st century or Vision 2030 (the Jamaican National Development Plan ) and its implications. Collect data from various sources studied earlier in terms 1 and 2 (observation, interview, document perusal)

Use the data collected and recorded on data chart to create multi-genre research projects or online blogs that constitute both textual (charts, diagrams etc. and visual genres (video presentations, pictures, multi-media projectors etc.)

Arrange research presentation stations in the classroom, library or main hall to showcase and explain their multi-genre projects to a variety of audiences (parents, fellow students, community members, teachers etc.)

- use data charts to record data
- create multi-genre projects
- analyse data collected
- explain research carried out and data gathered

Data charts show data collected from various sources

Multi-genre projects include data collected from multiple sources (interview, observation, book research, pictures, drawings etc.) and presented in a variety of ways (pictures, charts, diagrams, stories, poems, songs, videos, slides etc.)

Presentation sessions should be vibrant and engaging. Students should outline clearly the processes engaged in to collect and present the data as well as their own understanding of the topic covered.

Construct and use an APA checklist to rate the correctness and effectiveness of in-text citations and reference lists in each other's written work.

- Construct referencing checklists
- Evaluate accuracy in citation

Checklists should cover citation for a range of data sources including those studied in terms 1 and 2 and should be based on the APA documentation style

## ATTAINMENT TARGETS

## OBJECTIVES

### Comprehension

Read for meaning, fluency and enjoyment of texts, using a variety of clues to gain information and identify ideas and events

Use deduction and inference to interpret information and ideas and to predict outcomes

- Distinguish between statements which are fact and those which are opinion
- Identify a writer's point of view based on ideas/arguments presented
- Determine a writer's purpose based on different passages presented
- Determine writer's attitude based on choice of words, literary devices and other techniques
- Work cooperatively in groups to extract and discuss information

## Suggested Teaching and Learning Activities

## Key Skills

## Assessment Criteria

### STUDENTS WILL:

In pairs, read hand-out on the writer's purpose and share their thoughts on what they understand by the term.

Do a quick-write of the following:

- Synonyms which may be used for writer's purpose such as writer's objective, intention, what the writer sets out to achieve, etc.
- Clues which may be used to determine the writer's purpose – e.g. type of writing (descriptive, informative, persuasive/argumentative, narrative), vocabulary, literary devices, certain explicit statements

- Define 'writer's purpose'
- Identify synonyms for writer's purpose
- Specify clues

Writer's purpose accurately defined

Synonyms for writer's purpose are acceptable

Clues for determining writer's purpose are appropriately specified

Read single paragraph about aspects of career planning or other appropriate theme and determine the writer's purpose. Use one of these sentence starters or frames to indicate responses

In this paragraph, the writer's purpose is to -----

The writer's objective in this paragraph is to -----

The writer sets out to ----- in this paragraph.

The writer's aim in this paragraph is to -----

- Determine writer's purpose
- Use sentence starters/ frames

Statements about writer's purpose are satisfactorily formulated using sentence starters/ frames

Read full – length passages and poems related to aspects of the theme "Shaping My Destiny" and determine the writer's purpose. Indicate the purpose both orally and in writing.

- Determine Writer's purpose

Writer's purpose in poems and passages are accurately determined and communicated both orally and in writing.

Suggested Teaching and Learning Activities	Key Skills	Assessment Criteria
<p><b>STUDENTS WILL:</b></p> <p>Read information on writer's attitude from written or online sources. Create notes on the following:</p> <ul style="list-style-type: none"> <li>• Definition of 'writer's attitude'</li> <li>• Three broad types of attitudes- i.e. positive, negative, neutral</li> <li>• Specific types of attitudes which may fall under these general categories.</li> </ul>	<ul style="list-style-type: none"> <li>• Define writer's attitude</li> <li>• Describe writer's attitude</li> </ul>	<p>Notes are reflective of a clear definition of writer's attitude, broad description of the attitude and specific ways in which the attitude may be described.</p>
<p>In pairs, read newspaper articles, passages and poems and determine the attitude that is being conveyed by the writer. Support responses with evidence from the text such as choice of words/phrases</p>	<ul style="list-style-type: none"> <li>• Determine writer's attitude</li> <li>• Supply evidence</li> </ul>	<p>Writer's attitude is accurately determined and satisfactory evidence used to substantiate the attitude described</p>
<p>View a Power Point on Fact versus Opinion and create notes on the definition of the terms, as well as examples of each. Participate in a class discussion in regard to the distinction between the two concepts.</p>	<ul style="list-style-type: none"> <li>• Distinguish between fact and opinion</li> </ul>	<p>Notes prepared highlight the distinction between a fact and an opinion</p>
<p>In small groups, read a variety of texts – articles, passages and advertisements which address the theme of "Shaping my Destiny" and extract statements of facts and opinions. Discuss within groups, why particular statements are placed in a particular category.</p>	<ul style="list-style-type: none"> <li>• Extract facts and opinions</li> <li>• Support selection of fact/opinion</li> </ul>	<p>Facts and opinions are accurately extracted from texts Supporting arguments for selection of facts and opinions are appropriate</p>

ATTAINMENT TARGETS	OBJECTIVES
<p><b>LANGUAGE STRUCTURE (GRAMMAR AND CONVENTIONS)</b></p> <p>Use and adapt a range of sentence structures according to context, distinguishing between SJE and JC</p> <p>Write sentences which are grammatically accurate and correctly punctuated (effects of punctuations - ellipsis, brackets, hyphen</p>	<p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>• Analyse language errors and make adjustments</li> <li>• Use appropriately, punctuation and capitalization to satisfy conventions of writing</li> <li>• Analyse the effects created by the presence or absence of various punctuations</li> <li>• Share feedback appropriately with peers in regard to grammar and mechanics</li> </ul>

## Suggested Teaching and Learning Activities

## Key Skills

## Assessment Criteria

### STUDENTS WILL:

Work in groups to review previously learnt information regarding clauses and sentence types and reconstruction; then, complete a worksheet assessing their knowledge of the different types of clauses and sentences (complex, compound complex) and practice sentence construction shift

- Review content previously learned
- Reconstruct sentences

Detailed revision of the concepts is addressed in discussion and practice exercises.  
Accuracy in completing worksheets is demonstrated.

Edit a variety of on aspects of shaping one's destiny such as goal-setting, and exploring contemporary career types, by inserting punctuation and capitalization correctly.

- Use punctuation and capitalisation appropriately

Revised texts are adjusted to reflect the appropriate use of punctuation and capitalisation to enhance meaning, readability and presentation

In pairs, read an extract of a drama presentation where the ellipsis is used to highlight pauses or a character trailing off. The student who is listening will not be seeing the document but should be able to tell where the ellipsis is used based on how the extract is read.

- Determine presence of ellipsis

Presence of ellipsis accurately determined based on how statements are read

In pairs, read a detailed news item report. Rewrite the news item, deleting unnecessary details and inserting ellipses where quotations are particularly long in order to improve clarity and focus. Present both pieces to the class for discussion

- Use ellipses in written work

The amended news item report effectively uses ellipses to replace unnecessary details which were in the original report.

Analyse language errors and make adjustments using Retrospective Miscue Analysis. Read verbatim on a tape storage device their own writing with language errors then discuss the miscues with their peers. Determine whether or not they may be considered good or bad miscues as well as adjustments needed or strategies for improvement. Record the details in a table

- Identify and analyse language errors/miscues
- Adjust language errors to improve written work

Completed table gives a clear indication of the errors identified, the analysis applied and the suggestion for improvement

Language Errors/Miscues	Analysis	Adjustments/Suggestions for Improvement

Work in pairs to research information online or offline on the seven uses of the hyphen in the English Language. Prepare book markers to depict the effects of the hyphen when used in written work.

- Comment on the effectiveness of the hyphen
- Use search engine safely to perform single topic searches

Book markers clearly outline the effects of the hyphen in writing.



## Suggested Teaching and Learning Activities

## Key Skills

## Assessment Criteria

### STUDENTS WILL:

In groups, compose and present texts which address the functions of the hyphen in written work (different groups will be assigned different functions). Explain interpretations based on how the hyphen is used. For example, re-sign (as in to sign again, not resign or quit)

- Explain the uses and effect of hyphens
- Compose texts that utilise the hyphen

Texts composed and presented correctly use the hyphen to create desired functions and effects in order to achieve clarity and avoid confusion and misreading.

Review a section of text written by peers or extracted from some other source on the topic "One action I will take immediately to begin to reshape my destiny," applying the use of brackets to clarify/explain concepts and ideas and making the text more accessible to a reader of a lower grade level.

- Use brackets appropriately

Brackets incorporated in the revised text serve to clarify, break down or further explain preceding concepts

## ATTAINMENT TARGETS

## OBJECTIVES

### COMMUNICATION (WRITING)

Write to narrate, to persuade and for a range of transactional purposes, using SJE and JC appropriately and incorporating multi-media approaches to their writing (**Letters- Editorial and applications – print and online**)

Use language and text forms appropriately and with imagination to create vibrant and engaging texts (**Euphemisms**)

### Students should be able to:

- Compose business letters/emails displaying more sophistication in language and style
- Select from a range of acceptable formats to prepare business letters
- Use figurative devices(euphemisms) appropriately to add appeal to texts
- Give meaningful feedback to peers using the Sandwich Technique

### ICT ATTAINMENT TARGETS:



COMMUNICATION AND COLLABORATION - Use technology to communicate ideas and information, and work collaboratively to support individual needs and contribution to the learning of others.



RESEARCH, CRITICAL THINKING, PROBLEM-SOLVING AND DECISION MAKING - use appropriate digital tools and resources to plan and conduct research, aid critical thinking, manage projects, solve problems, and make informed decisions.



DESIGNING AND PRODUCING - use digital tools to design and develop creative products to demonstrate their learning and understanding of basic technology operations.



DIGITAL CITIZENSHIP - Recognise the human, ethical, social, cultural and legal issues and implications surrounding the use of technology and practice online safety and ethical behaviour.

## Suggested Teaching and Learning Activities

## Key Skills

## Assessment Criteria

### STUDENTS WILL:

Work in groups to review the elements of business letters from print and online sources. Assess a variety of application letters (acceptable / unacceptable) provided by the teacher and create two posters – one with the “Do’s” and the other with the “Don’ts” of writing an application letter. Use suitable appropriate software to create posters.

- Review elements of the business letter
- Critique business letters
- Create posters
- create and format document

Posters include the “Do’s” and “Don’ts” in composing application letters. These speak to format, structure, language, tone, content etc.

Select a company or institution in their community (school or home) and compose an application letter) seeking employment for summer, weekend or part-time engagement.

- Compose application letters

Application letters are constructed using the guidelines outlined on the posters created.

Research on the internet and other sources or compose sample rubrics for assessing business letters (application) then select one of these to assess each other’s application letters. Use sticky note pads to write comments

- Compose rubrics
- Critique letters

Rubrics cover all critical elements to be considered when writing a business letter, along with elements specific to writing application letters. Comments highlight ways of improving application letters or commend a specific aspect of the work

Review persuasive techniques by viewing Power Point and taking additional notes, as necessary. Raise points for clarification by their peers (and teacher if needed)

- Review persuasive techniques

Notes on persuasive techniques are appropriately extended/adjusted as required. Clarifications regarding specific persuasive techniques are satisfactorily made

Read online/offline local and or international newspapers to extract samples of articles and letters to the editor. Read the letters and articles to identify and discuss with their peers, the techniques used, their effectiveness and KEY tips to be considered when writing.

- Select articles/letters
- Discuss tips for writing articles/ letters to the editor

Techniques for writing articles and letters to the editor, the effectiveness of these techniques and tips to be included in the writing are satisfactorily discussed

Use a graphic organizer to record issues in the home, school or community that are of personal concern, state their opinion on the matter and at least three points to support either positions. Comment on how they would use leads to convince their readers.

- Use graphic organizers to plan
- Incorporate the use of leads in their writing

Graphic organizers clearly outline the stance students take on the issue, the arguments for and against and how they will use various leads to appeal to their readers

## Suggested Teaching and Learning Activities

## Key Skills

## Assessment Criteria

### STUDENTS WILL:

Identify current issues which are negatively impacting the future of young people in their country. Prepare persuasive articles or letters to the editor of their school magazines or local newspapers in which they outline their concerns and their proposed solutions. Use online or other templates to assist them in formatting their pieces.

- Prepare articles/letters
- Create and format document

Articles/Letters are prepared with careful attention to the effective use of persuasive techniques and the use of appropriate business letter formats.

## Learning Outcomes

Students will be able to:

- ✓ Listen to explore, extend, clarify and reflect on their thoughts, ideas, feelings and experiences
- ✓ Speak and write comprehensibly using an adequate range of grammatical structures and vocabulary
- ✓ Examine the ideas of others in discussion to clarify and extend their own understanding
- ✓ Demonstrate respect for the views of others as they process texts and develop language products
- ✓ Articulate their own interpretations of written work with an awareness and curiosity for other perspectives while comparing what exists in texts with modern society.
- ✓ Analyse the impact of grammar on characterization
- ✓ Demonstrate detailed understanding of a subject by analysing, combining and triangulating data collected from various sources.
- ✓ Analyse the effects of punctuation marks (ellipsis, brackets, hyphen) in written work
- ✓ Use the ellipsis, bracket and hyphen to avoid misreading and achieve clarity in their written work
- ✓ Compose and evaluate editorial and application letters for a range of transactional purposes
- ✓ Engage other writers' ideas as they explore and develop their own written work and demonstrate an awareness of and confidence in their own voice as a writer
- ✓ Research, create and format documents

## Points to Note

- Where possible, demo videos/presentations may be downloaded from the internet or other search engines or even prepared by students
- Students' efforts to develop and use checklists, strategy posters should be facilitated by the teacher
- Students' written work must be incorporated into the reading process and where possible used to teach strategies for reading for meaning

## Extended Learning

- Prepare and deliver speeches at school and community level functions including prize giving ceremony, club leadership elections and awards ceremony etc.
- Use a variety of vocabulary words to learn and study unfamiliar technical and specific vocabularies
- Use knowledge of the elements of literature in developing personal poems, prose and drama pieces. Use learnt presentation techniques to present these.

## Points to Note

- Where samples of literature are required, students may be asked to collect these
- All activities that are internet and computer based are not mandatory and so they apply to schools with the requisite facilities
- Teachers should ensure that students practice online safety and cite sources correctly

## Extended Learning

- Conduct mini research activities to respond to essay and debate competitions at school, church or community/youth clubs.
- Write application letters to be submitted to the National Youth Service for summer employment programme
- Write editorial letters to local newspapers based on issues related to public debates and concern

### RESOURCES

- Recorded debates
- Quick Write Sheets
- Multi-media projectors
- Computers/internet
- Vocabulary games and activities
- Sample poetry, prose and drama texts
- Poster boards
- Literary elements checklists
- Sample editorial letters
- Sample application letters
- Local newspapers and magazines
- Graphic organizers
- Teacher Prepared PowerPoint presentations and hand-outs
- Sample news item reports
- Writing leads

### KEY VOCABULARY

- Debates
- Codes
- Code-switching
- Pattern of word changes
- Rhythm
- Meter
- Iambic Pentameter
- Poetic feet
- Themes
- Triangulation
- American Psychological Association (APA)
- Data charts
- Multi-genre projects
- Ellipsis
- Brackets
- parenthesis
- Hyphen
- Editorial letters
- Application letters
- Writing leads

## Links to Other Subjects

- Guidance and Counselling – Selecting a Career Path
- Information Technology – Using technology to access information in the 21st century
- Library Skills – Utilising research skills (data collection instruments & citing Sources) to conduct in-depth studies
- Drama - Studying and utilising elements of drama, prose and poetry to plan and execute productions





# APPENDICES

## SUBJECT GLOSSARY

TERMS	DEFINITIONS/MEANINGS
Affix	An affix is a morpheme that is attached to a word stem to form a new word
Analysing	Examine (something) methodically and in detail in order to explain and interpret it.
Checklist	A tool that state specific criteria and allow teachers and students to gather information to make judgements about what students know and can do in relation to the outcomes.
Chunking	A method of presenting information which splits concepts (words, sentences etc.) into small pieces or “chunks” of information to make reading and understanding faster and easier.
Comment	Examine how the writer uses different elements (for example, literary device, stage props) to create effect and meaning. The overall effect on the piece of work must also be provided. The effect must take into account the writers purpose, and other elements of the piece of work, for example, theme, structure, diction and tone. For example: Comment on the shifts of mood in the scene in which Lady Macduff appears.
Compare	Examine the similarities as well as differences to reach a general conclusion. For example: Compare the ways in which the two parents in the poems “Ana” and “Little Boy Crying” demonstrate their love for the children
Compare and Contrast	Examine the similarities, as well as differences to reach a general conclusion. For example: Compare the ways in which the two parents in “Ana” and “Little Boy Crying” demonstrate their love for the children. It must be noted that the word “compare” used by itself takes into consideration both similarities and differences. However, the word contrast used by itself indicates that only the differences must be provided. For example: Discuss TWO ways in which Lady Macduff is contrasted with Lady Macbeth.
Compound predicate	Two or more verbs or verb phrases that share the same subject and are joined by a conjunction.
Compound sentences	A sentence that has at least two independent clauses joined by a comma, semicolon or conjunction.

TERMS	DEFINITIONS/MEANINGS
Compound subjects	Made up of two or more simple subjects that are joined by a coordinating conjunction (such as and or or) and have the same predicate.
Convert	Change or translate to something else as into a different language or language form For example: convert JC false homophones heard in speech to appropriate SJE vocabulary
Culture Capsule	A teaching methodology that affords students the opportunity to research a particular culture and compare and contrast the information garnered with their own culture.
Decoding	Translating written words into the sounds and meanings of spoken words
Deduction	The process of reaching a decision or answer by thinking about the stated or implied facts based on information read or heard.
Describe	Provide a detailed account, including significant characteristics or traits of the issue in question. For example: Describe Macbeth's conflicting thoughts and feelings as he contemplates the murder.
Discuss	Provide an extended answer exploring related concepts and issues using detailed examples but not necessarily drawing a conclusion. For example: Discuss the importance of Katherina's final speech in <i>The Taming of the Shrew</i>
Distinguish between	Clearly determine and explain/describe main differences between ideas, concepts, persons or things For example: Distinguish between abstract and concrete nouns
Encoding	Translating spoken words into a sequence of characters (letters) to spell written words
Enunciation	The act of pronouncing words.
Explain	Focus on what, how and why something occurred. State the reasons or justifications, interpretation of results and causes. For example: Explain the dramatic significance of this scene.
Explicit	

## SUBJECT GLOSSARY

TERMS	DEFINITIONS/MEANINGS
Expository texts	Texts that presents factual information to the reader
Extend	Make more detailed by adding certain structural elements or parts of speech For Example: Extend ideas using subordinate and main clauses
Fiction, non-fiction	
Identify	Extract the relevant information from the stimulus without explanation. For example: Identify TWO phrases in the last four lines that create the atmosphere of abandonment.
Illustrate	Provide examples to demonstrate or prove the subject of the question. For example: Identify the character traits that can be seen in Amanda from the beginning of the play to this point. Illustrate EACH of the character traits you have identified.
Implicit ideas	Implied rather than expressly stated.
Inference	The act or process of reaching a conclusion about something from known facts or evidence.
Inflectional endings	An inflectional ending is a group of letters added to the end of a word to change its meaning (es, ing etc).
List	Itemise the requested information. Details are not required. For example: List the main points of the opening speech.
Mnemonic devices	Mnemonic devices are techniques a person can use to help them improve their ability to remember something. In other words, it's a memory technique to help your brain better encode and recall important information.
Narrative texts	Texts that tell a story with the aim to
Onsets	An onset is the part of the syllable that comes before the vowel of the syllable (e.g. c in cat).
Outline	Show or trace the development of something from the point of origin to that specified in the question. For example: Briefly outline what happens in the poems "Richard Cory" and "God's Work".



TERMS	DEFINITIONS/MEANINGS
Phonetic rules	The rules that help children make connections between written letters, letter combinations and word sounds.
Predict outcome	Thinking ahead while reading and anticipating information and events in the text.
Prefix	A letter or group of letters added to the beginning of a word to make a new word
Pronunciation	An accepted standard of the sound and stress patterns of a syllable, word, phrase, etc.
Reader's Theatre	A strategy that combines reading practice and performing to enhance students' reading skills and confidence by having them practice reading with a purpose
Reflexive Pronouns	
Rhymes	A repetition of similar sounds (or the same sound) in two or more words, most often in the final syllables of lines in poems and songs.
Rimes	A rime is the part of a syllable which consists of its vowel and any final consonant sounds that come after it.
Semantic Feature Analysis	A strategy that uses a grid to help children explore how sets of things are related to one another. By completing and analysing the grid, students are able to see connections, make predictions and master important concepts.
Simple sentences	A sentence consisting of only one clause, with a single subject and predicate. E.g. Susan runs to school.
State	Provide short concise answer without explanation. For example: State TWO factors which the fitness proponents recommend that society should emphasise more.
Story grammar	A technique which classifies the components of a story and specifies relationships among its parts.
Structural analysis	Structural analysis is dividing words into parts to aid pronunciation and discover what an unknown word means.

## SUBJECT GLOSSARY

TERMS	DEFINITIONS/MEANINGS
Structural clues	Word structure describes how words can be broken into parts (roots, prefixes and suffixes, compound words etc.) to help students decode and decipher meaning of an unfamiliar word.
Suffix	A letter or a group of letters added to the end of a word to change its meaning (ter, ly, ness)
Summarise	Present the main points, ideas or concepts in your own words as far as possible.
Syllabication	The act, process, or method of forming or dividing words
Text features	Text features include all the components of a story or article that are not the main body of text ( table of contents, index, glossary, headings, bold words, sidebars, pictures and captions, and labelled diagrams)
Text structure	Text structure refers to the ways that authors organize information in text.
Transitional words	Words or phrases link sentences and paragraphs together smoothly so that there are no abrupt jumps or breaks between ideas
Visualize	Form a mental image of; imagine, make (something) visible to the eye.
Writing Process	This is an approach to writing that entails the recursive phases of pre-writing, drafting, revising, editing, and publishing.

### References

Definitions and some examples used with the permission of CXC - Western Zone Office- February 2015

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## ALTERNATIVE PATHWAYS TO SECONDARY EDUCATION (APSE)

The 21st century is a time of rapid technological growth and social change. The school curriculum must, therefore, ensure that young people are well prepared for the challenges and opportunities that they will meet as adults in this century. The MoEYI is making every effort to provide for the multiple intelligences of our children and cater to their diverse needs in order to fully maximize their capabilities. Hence, the MoEYI has created alternative pathways to receiving an education at the secondary level.

Providing alternative pathways will be far-reaching in carrying out the Ministry's mantra, "Every child can learn....every child must learn". Learning pathways will allow for an inclusive approach in which instruction is based on tailored curricula, enabling each learner to perform to his/her fullest potential based on aptitude, interest and ability. Alternative Pathways represent a new approach to secondary education. Secondary education in Jamaica is being reframed and re-positioned as customised, diverse, relevant, equitable, outcomes-based, and inclusive; and significantly, this approach will signal the introduction of a seven year (Grades 7-13) period of instruction for students on all secondary pathways.

### Goals of the APSE

- Design the school system to offer differentiated instructional programmes, informed by the National Standards Curriculum (NSC).
- Develop individualized intervention/learning plans based on students' performance profile.
- Provide special educators as Pathway Coaches to support subject teachers of students on Secondary Pathways II and III in the delivery of instruction.
- Facilitate a functional academic approach at the secondary level characterised by response to intervention (RtI) methodology, interactive, learner-centred, project-based and problem-based learning, reflection and alternative forms of assessment.
- Foster a system for ALL students to exit the secondary level with the knowledge, skills, competences and attitudes which will have them ready for the world of work or to access tertiary level education.

### Secondary Pathways I, II & III (SP I, II & III)

All students will access secondary education via the prevailing Grade Six examination. The exit examination will provide individual profiles to inform decisions for pathway access and standards for differentiation.

**SPI** is a 7-year programme with a curriculum based on the constructivist approach. At Grades 7-9 students will access the National Standards Curriculum (NSC), and at Grades 10, 11, 12 & 13, they will access the curricula/syllabi of the examining body.

**SP II** is a 2-year transitional programme with a curriculum based on the constructivist approach. Special educators/pathway coaches will work with teachers and students on this pathway. Students will be provided the required intervention and support to allow for transition. At the end of Grade 8 students will be re-evaluated through psycho-educational evaluation to determine their readiness for crossing over into either SP I or SP III.

**SP III** is a 7-year programme with a curriculum based on the constructivist approach. At Grades 7-9 students will access the National Standards Curriculum (NSC), and at Grades 10 & 11, they will access the curricula/syllabi of the examining body. At the end of Grade 11 SP III students will transition into the Career Advancement Programme.

At Grades 7-9 the NSC, will be modified to meet the needs of the SP III students. Students in SP III will be instructed through a functional academics curriculum in the core subjects- Mathematics, English Language, Communication, Social Studies and Science. Their instruction will be further enriched with Personal Empowerment, Technical and Vocational instruction, as well as the performing and creative arts. Pathway Coaches will collaborate with subject teachers to prepare content, ensuring differentiation in instruction for students on

SP II and III. These students will also be supported through use of the Response to Intervention (RtI) methodology.

### PERSPECTIVES OF SCIENCE, TECHNOLOGY, ENGINEERING, MATHEMATICS & THE AESTHETICS (STEM/STEAM) IN RELATION TO THE NATIONAL STANDARD CURRICULUM (NSC)

#### INTRODUCTION & BACKGROUND

The integration of theoretical principles that relate to STEM/STEAM Education in the NSC began in June 2014. This move was influenced by recommendations of the STEM Steering Committee that emphasized the need to develop learners who are not just productive, but who would also be innovative Jamaicans. STEM integration was also regarded as one of the strategic long term means of addressing the economic challenges being faced by Jamaica using education as a primary vehicle for the implied transformational change to happen, beginning from short term efforts.

Initial discussions and deliberations promoted an emphasis on STEM rather than STEAM Education. However, critical analysis of the conversations conveyed the perspective of STEM as a collection of related disciplines that all learners should have the opportunity of pursuing, to develop the competencies they offer and as a consequence be able to gain employment or become employers in STEM related areas. As stakeholders from different backgrounds processed their understanding of STEM, new meanings of the concept emerged from the discussions. One was the perspective of STEM as a methodology. There was, however, concern about the exclusion of “A” in STEM. This “A” component however, brought to the discussion, multiple meanings. In some Aesthetics as a field and was considered an important component to be included if educators are serious about issues of discrimination, holistic learning and current research on the iterative function of the brain that warrants attention to brain based learning and the role of the Arts in promoting knowledge integration to cater to multiple domains of learning. There was also discontent about neglecting the Performing Arts when related creative industries contribute significantly to economic development. The concern was that the role of the Arts to economic development was being trivialized.

The call for the integration of the Aesthetics or Art forms became more pronounced as STEM took on more national significance. This was supported by research that indicates the importance of the Aesthetics in developing values and attitudes, in promoting holistic learning and in serving as drivers of innovations. By integrating principles from STEM with those from the Arts/Aesthetics, the approach to problem solving would encourage greater appreciation for and reliance on the interdependent nature of knowledge when science and arts intersect. Additionally, STEAM as a methodology encourages the harmonizing of the cognitive and the emotional domains in the problem-solving process.

The concept of STEAM was adopted in 2015, as an integrative approach to education and a methodology that pays attention to the benefits to be derived from the inclusion of the Arts or Aesthetics with STEM related principles. These collective benefits are supported by Jolly (2014), Sousa and Pilecki (2013) and include divergent thinking; differentiated learning; Arts integration; focus on intrinsic motivation and informed decision-making.

## **PERSPECTIVES OF STEM/STEAM IN THE CONTEXT OF THE NSC**

In the context of the NSC, STEM/STEAM is used in a number of ways. These include:

STEM/STEAM as an integrative learning approach and methodology in facilitating learning. This perspective places emphasis on STEM/STEAM as a means of helping learners become creative or innovative problem solvers and lifelong learners who rely on scientific principles (laws and theories) to address issues/concerns or to deal with observed phenomenon that are puzzling for them or that inspire interest. As an approach, the focus is on solving problems based on principles. As methodology, the focus is on the system of practical procedures to be used to translate principles into the problem - solving processes or to choose from available problem- solving models.

STEM/STEAM as an Experiential-Vocational Learning Framework that is based on problem solving through the project-based approach. Emphasis is placed on solving real life problems in a context that requires learners and their facilitators to observe work-based principles. The primary purpose for this focus is for learners to: (i) become employable (ii) prepare for further education and/or for occupational or work readiness.

STEM as types of institutions in which learning is organized as a meta-discipline as described by Morrison and Bartlett (2009). Based on this perspective, STEM facilitates the demonstration of knowledge in a manner that removes the boundaries of each discipline for application to problem as would be practised in the real world.

## **IMPLICATIONS OF PERSPECTIVES OF STEM/STEAM IN LIGHT OF THE NSC**

Since the NSC is based on Constructivism principles, STEM/STEAM as an approach and methodology, has to be established on post-positivistic thinking. From this position, STEM/STEAM influences the kind of practice that promotes collaboration, negotiation of meaning and openness to scrutiny.

The NSC developers selected a Constructivist approach that included the deliberation, designing and development stages of the curriculum process. Evidence of the influence of Constructivism can be seen the NSC Framework Document that conveys the following emphasis:

- (i) **The element of objectives** is presented in two forms; firstly as **Learning Objectives** to focus attention on process and experience rather than product. Secondly as Learning Outcomes that serve as some of the outputs of the process. They include the basic understandings, skills and dispositions anticipated from learners' engagement in the planned experiences.
- (ii) **The element of content** is treated as contexts for learners to think critically, solve problems creatively while developing their identity as Jamaicans. Content is not expected to be treated as disciplines to be mastered but as areas that contribute knowledge, skill sets and attitudes that form the composite of competencies to be acquired from their integration in the learning situations.
- (iii) **The element of learning experiences (method)** is presented as a set of learning activities that serves as a source of problems to be addressed as a part of the learning process. These real-life activities provide the scope of knowledge, skills and required dispositions or character traits for learners to make sense of that aspect of life or the world that they represent. They are the threads that connect all the other elements of the curriculum and allow for the integration of STEM/STEAM in the following ways:
  - Identification of activities that are presented as problems to be solved using the STEM/STEAM approach based on contextual factors that include the profile of the learner, the learning conditions and the anticipated impact.
  - Integrating activities to form a real problem to be solved as a short, medium or long term project to which the project based learning would be applied.
  - The examination of learning activities by learners and teachers as co-learners through multiple lenses using content of science, technology, mathematics and the humanities that they have already explored to engage in the problem identification and definition processes.
  - Extending learning in the formal setting to the informal by connecting co-curricular initiatives that are STEM/STEAM based that learners are undertaking at the institutional level through clubs and societies, as whole school projects or in partnership with external stakeholders.
  - Using the learning activities to review STEM/STEAM initiatives that form a part of the informal curriculum to and for reflection on action.

- Using activities as springboards for reflecting on career or occupational interest in STEM/STEAM related areas.
- (iv) The element of evaluation is communicated in two major ways; firstly as prior learning which serves diagnostic purpose and secondly as an on-going developmental process. This formative focus is indicated by the inclusion of explicitly stated assessment criteria that are to be used alongside the learning activities. The use of assessment criteria as counterparts of the learning activities also indicates that assessment is learner centred since it is serving developmental rather than promotional purpose and as a consequence, allows learners to self-correct as they use feedback to develop feed-forward capabilities. Evidence of learning, based on the learning outcomes, can be collected from various types of assessment methods that emphasize the learner centred constructivist orientation. This brings to the fore the need for serious consideration to be given to differentiation in assessment for fairness and credibility of claims about learners' capabilities and to inform decisions that will impact their educational journey.

In general, this integrated approach, which is the context of STEAM, is aimed at improving the quality of the educational experience for learners while influencing the achievement of the aims of education that relate to productivity and creativity as part of the profile of the Jamaican learner.

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### The 5Es Overview: “The 5E Learning Cycle”

What is a 5E Learning Cycle?

This model describes an approach for facilitating learning that can be used for entire programmes, specific units and individual lessons. The NSC supports the 5E constructivist learning cycle, as it places emphasis on the processes that may be used to help students to be personally involved in the learning situation as they are guided to build their own understandings from experiences and new ideas.

### 5E Instructional Model

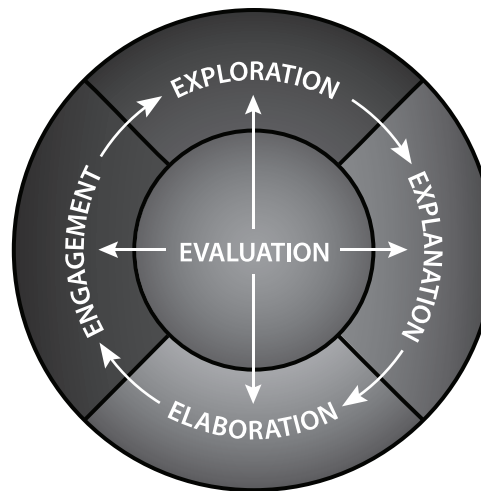


Figure 1. Illustrating one version of the 5E model that conveys the role of valuation as an interconnecting process that is at the core of the learning experience.



Figure 2, illustrating a cyclical perspective of the model with each process being given similar emphasis in contributing to the learning experience on a whole.

## EXPLANATION OF THE INSTRUCTIONAL MODEL

What are the 5Es?

The 5Es represent five key interrelated processes that provide the kind of learning experiences for learners to experience the curriculum or planned learning episodes: Engage, Explore, Explain, Extend (or Elaborate), and **Evaluate**.

**ENGAGE:** The purpose of the ENGAGEMENT dimension is to help students to be ready intellectually, socially, emotionally etc. for the session. Attention is given to the students' interests and to getting them personally involved in the lesson, while pre-assessing prior understandings, attitudes and/or skills. During the experience, students first encounter and identify the instructional task and their roles and responsibilities. During the ENGAGEMENT activity, students make connections between past and present learning experiences, setting the organizational groundwork for upcoming activities. The engagement activity may be used to (a) help student unearth prior knowledge (b) arouse their curiosity (c) encourage students to ask questions as a sign that they have wonderments or are puzzled.

**EXPLORE:** The purpose of the **EXPLORATION** dimension is to get students involved in solving a real problem that is based on a selected context. **EXPLORATION** provides them with a chance to build their own understanding of the phenomenon being investigated and the attitude and skills involved for arriving at a workable solution. In exploring the students have the opportunity to get directly involved with the phenomenon and materials. As they work together in learning teams or independently, the need to share and communicate becomes necessary from the experiences. The teacher functions as a facilitator, providing materials, guarding against obstacles to learning and guiding the students to operate based on agreements. The students become inquirers and co-owners of the learning process. In exploring, they also ask questions, formulate hypothesis, search for answers or information/ data, reflect with others, test their own predictions and draw conclusions.

**EXPLAIN:** The purpose of the **EXPLANATORY** dimension is to provide students with an opportunity to assess their thinking and to use intellectual standards as critical thinkers to communicate their perspectives and/or the meaning of the experiences. They rely on communication tools and their skills as Language users to: (a) organize their thoughts so that they are clear, relevant, significant, fair, accurate etc. (b) validate or affirm others (c) self-motivate. Reflection also occurs during the process and may cause students to adjust their perspective or justify their claims and summarise the lessons being learned. Providing explanations contributes to vocabulary building and self-corrective actions to deal with misconceptions that they become aware of from feedback of their peers and/or their facilitator.

**EXTEND:** The purpose of this dimension is to allow students to use their new knowledge and continue to explore its significance and implications. Students work independently or with others to expand on the concepts and principles they have learned, make connections to other related concepts and principles within and/or across disciplines, and apply their understandings in new ways to unfamiliar situations.

**EVALUATE:** The purpose of the **EVALUATION** dimension is for both students and facilitator to determine progress being made or the extent to which learning has taken place based on the stated objectives or emergent objectives. **EVALUATION** is treated primarily as an on-going diagnostic and developmental process that allows the learner to become aware of gaps to be treated and progress made from their efforts to acquire the competencies that were the focus of the session. Examples of competencies include understanding of concepts, principles and processes and demonstrating various skills. Evaluation and assessment can occur at different points during the learning episode. Some of the tools that assist in this diagnostic and formative process include rubrics, teacher observation log, self-inventories, peer critique, student interviews, reflective presentations, displays/expositions,

portfolios, performances, project and problem-based learning products. Analysis of reflections, video recordings are useful in helping students to determine the depth of their thinking and understanding and the objectives they have or have not achieved.

### **Who developed the 5E model?**

The Biological Science Curriculum Study (BSCS), a team led by Principal Investigator Roger Bybee, developed the instructional model for constructivism, called the “Five Es”.

### **The Link between the 5E model and Types of Learning Activities**

The five (5) types of Learning Activities purported by Yelon (1996) can be integrated with the 5E’s so as to enrich the teaching and learning process. He noted that every instructional plan should include the following learning activities

1. Motivation Activities: Intended to help learners to be ready for the session
2. Orientation Activities: Inform students of their roles and responsibilities based the purpose or objectives of a learning episode.
3. Information Activities: Allow students to manipulate current knowledge, access/retrieve and generate new ideas
4. Application Activities: Allow for the use of knowledge and skills in novel situations
5. Evaluation Activities: Allow for reflection, corrective actions and sourcing of evidence to confirm/refute claims about learning.

These activities can be planned to serve one of the purposes of each dimension of the 5E model. For example, ENGAGEMENT may be comprised a Motivation Activity and an Orientation Activity. EXPLORATION and EXPLANATION require an Information Activity, while EXTEND requires an Application Activity. EVALUATION requires the kind of activity that will contribute to the collection of data for assessing and arriving at a conclusion about performance based on stated or expected purpose for which learning is being facilitated.

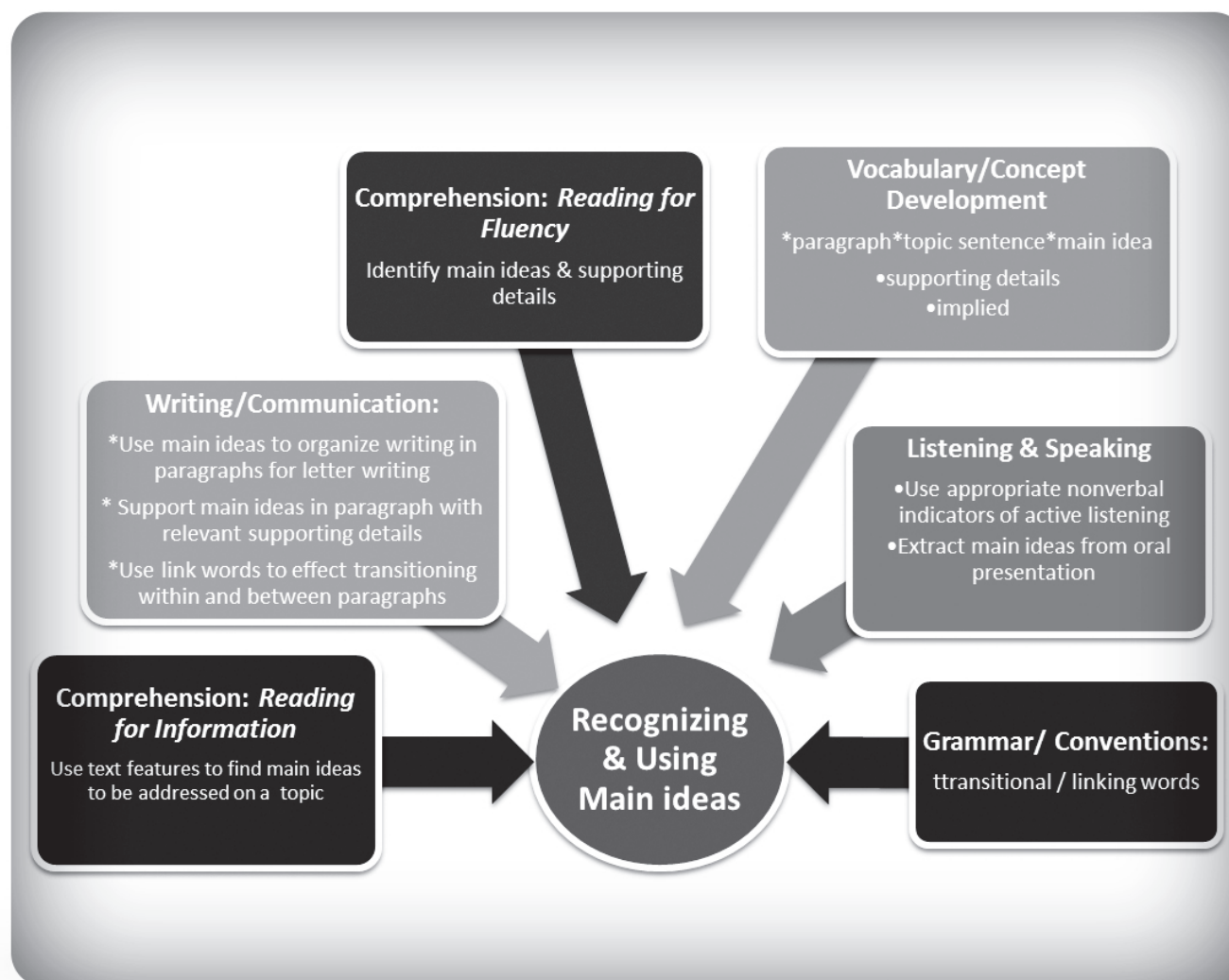
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# Grade 7

## UNIT PLAN

### RECOGNISING & USING MAIN IDEAS MAIN IDEAS



## LESSON PLANS

<b><sup>1</sup>UNIT TITLE:</b>	Our Personal Identity
<b>GRADE:</b>	7
<b>LESSON DURATION:</b>	1 hour
<b>DATE:</b>	July 25, 2014
<b>FOCUS AREA:</b>	Comprehension
<b>TOPIC:</b>	Identifying & Using Main ideas

<sup>2</sup> Learning Objectives:

By the end of the lesson, students will be able to:

- Identify the main ideas communicated in a speech , presentation or broadcast on aspects of personal identity
- Extract main ideas and supporting details in prose, poetry and excerpts from printed media on aspects of personal identity
- Describe the steps involved in extracting main ideas
- Read specialized content area vocabulary in context
- Demonstrate the use of appropriate nonverbal indicators of active listening, including maintaining eye contact, and nodding as they engage in discussions about main ideas
- Demonstrate respect for the views of others as they engage in activities related to the identification and use of main ideas

## PRIOR LEARNING

Students have already been exposed at the primary level to the skill of extracting main ideas (explicit and implied) from speech and writing. They are now expected to revise and extend this skill by interacting with more complex texts.

### ACTIVITY HIGHLIGHTS

#### Engagement

<sup>3</sup> In small groups, students respond to a short clip or an audio presentation on teenage growth and development by extracting the main points or ideas.

### EXPLORATION

Students review definition of a main idea

#### MAIN IDEA

- **The overall idea of a paragraph, or section of a text**
- **The most important or big points which are communicated in a speech**

- Students will be provided with texts at their different reading levels which address aspects of teenage development.
- They read these texts and use graphic organizers to help them extract main ideas.  
Teacher observes their use of previewing, text features, topic sentences, and re-reading to help them identify main ideas.  
Where skills/strategies are not modelled by students, teacher guides students in the use of these skills/strategies.
- In small groups, students develop and simulate radio programmes, advertisements etc. about teenage growth and development and career paths while classmates listen to presentations and note main ideas. Demonstrate non-verbal indicators of active listening while their classmates present their pieces.

### **EXPLANATION**

- Using Power Points or bulleted points on flip chart paper, students share the main ideas extracted from presentations with classmates.
- Students share ideas with class on the steps they employed in extracting the main ideas

### **EXTENSION/ELABORATION**

<sup>4</sup> Students compile hand-outs to be used by other students on how main ideas may be extracted from speech and written pieces. Consider hand-outs to be a commercial product and therefore use text features and design skills to make hand-outs user-friendly and appealing.

### **EVALUATION**

Students and teacher assess demonstration of students' knowledge, skills, using observation and students' responses to the following:

- Definition/Understanding of a paragraph, topic sentence, explicit main idea, and implied main idea
- Steps involved in extracting main idea

Additionally, they assess students' demonstrated respect for the views of others in regard to the kind of tone and responses given and the body language communicated.

### **KEY**

- 1 - Unit Title from curriculum
- 2 - Objectives from curriculum (may be modified)
- 3 - Curriculum Activities (may be adjusted in some way)
- 4 - STEM integration

## LESSON PLANS

<b>GRADE:</b>	7
<b>LESSON DURATION:</b>	1 hour (Plus out of -class time)
<b>DATE:</b>	July 25, 2016
<b>FOCUS AREA:</b>	Communication (Writing)
<b>TOPIC:</b>	Using Main Ideas/Topic Sentences to Construct Paragraphs

## PRIOR LEARNING

Students are already familiar with the business letter format and other conventions associated with this type of letter.

### OBJECTIVES

By the end of the lesson, students should be able to:

- Construct suitable paragraphs around main ideas on aspects of personal identity
- Use linking /transitional words to signal transition in their writing
- Commence first drafts of business letters as a means of giving attention to appropriate paragraph development
- Apply appropriate conventions of the business letter
- Give meaningful feedback to peers in a respectful manner

### ENGAGEMENT

- Do news presentation titled 'Last Week's Big story' in which four (4) student reporters representing different groups, recap the lessons learnt/reviewed about the extraction of main ideas on Day 1 in two minute slots. Students may use capturing (electronic) devices to record themselves for the presentation.

### EXPLORATION

In pairs, students review the use of main ideas to develop paragraphs.

Using the topic of the article –In a Teenager's World – students explore the topic sentence extracted from one of the paragraphs from the article-

- Present students with the topic of an article – In a Teenager's World', then have them examine the topic sentence of a related paragraph - **'Many teenagers do not love themselves.'**
- As a whole class, use concept map to generate sentences/details to support this main idea.
- Discuss how the generated details support the topic sentence or main idea to create a paragraph



## LESSON PLANS

Students examine and discuss how the details support the main idea in the paragraph below:

In a Teenager's World

### Topic sentence/Main Idea



Many teens do not love themselves. They are either too skinny or too fat .They have pimped faces. They are not as popular as the girl on the track team or the boy that plays on the school band. Their siblings get far more attention than they do. Nobody likes them. To make matters worse, teachers pick on them every day and parents are constantly pointing out their failures.

- In groups, develop one paragraph each with a clear topic sentence and supporting details on the topic 'Loving Myself'.  
Teacher provides support to groups who need assistance in generating ideas and linking these ideas meaningfully together.
- Share paragraphs among the groups and provide feedback.

### Explanation

Review with students, the idea that not all paragraphs have a topic sentence.

#### NO TOPIC SENTENCE

We can know what is the main idea of a paragraph by reading all the details and asking ourselves what is mainly about.

A paragraph without a topic sentence usually has an implied main idea.

Examine and discuss the following paragraph:

**What is the entire paragraph about? (Main Idea)**  
**Look at the details**

It is not just that teenagers are pathetic losers. One researcher, Edmond 2014, thinks that a teenager's brain has not been fully developed to process information and make the right choices. According to Edmond, scientists believe that the prefrontal cortex of the brain, which is the section that controls judgments and emotions, is not fully developed in teenagers. Are teenagers therefore seeing the world through the wrong lenses?

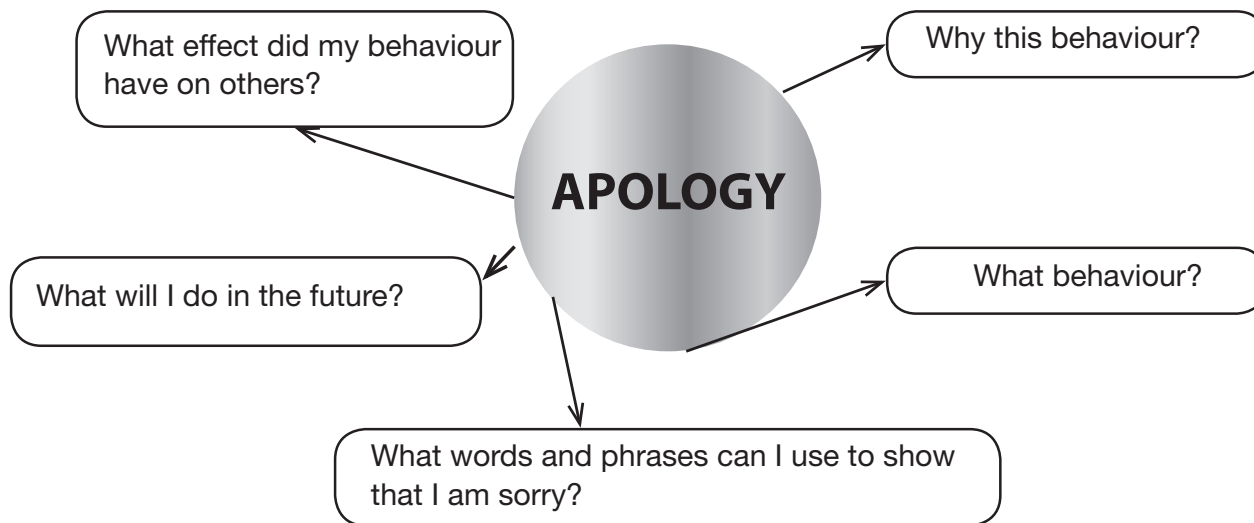
## LESSON PLANS

### Extension/Elaboration

Using an annotated sample letter of apology as a guide, students begin to develop a first draft of a letter of apology to a principal. In this letter they apologize for unacceptable behaviour displayed at a school function based on a misunderstanding about something an adult did or said.

### Guidelines

- Remember to use the steps in the writing process to write your letter
- Develop at least three (3) paragraphs in the letter.
- At least one paragraph should not have a topic sentence. However, remember that all the details should be linked to one unwritten idea which is the implied main idea.
- Ensure that there is smooth transition from one paragraph to the next- use transitional words/phrases
- Remember to use the business letter format/conventions – two addresses, formal greeting, and closing, formal tone
- Use the concept map below to help you come up with some ideas for your paragraphs.



## LESSON PLANS

### **Out of Class Assignment**

Complete the first draft of the letter, revise and edit for presentation.

### **In class Follow-up**

Post letters on-line or display in classroom. Give feedback to peers on how main ideas are reflected in the paragraphs.

### **Evaluation**

Assess students' knowledge, skills, using observation and students' responses and to the following:

- Definition/Understanding of a paragraph, topic sentence, explicit main idea, and implied main idea
- Use of transitional words & phrases
- Steps involved in using main ideas to compose well-developed paragraphs
- Application of conventions of the business letter
- Ability to provide meaningful feedback in respectful manner

### **Overall Evaluation of the Lesson**

## LESSON PLANS

<b>SUBJECT:</b>	English Literature
<b>UNIT:</b>	Term 1- Unit 1
<b>THEME:</b>	Health & Nutrition
<b>GRADE:</b>	8
<b>TIME:</b>	1 hour
<b>FOCUS STRAND/SUB-STRAND:</b>	Reading for Meaning and Enjoyment (Literature)
<b>TOPIC:</b>	Elements of Literature
<b>SUB-TOPIC:</b>	Point of View & Characterization

## PRIOR LEARNING

### ATTAINMENT TARGET:

Recognize and comment on the elements of literature in its different genres

### OBJECTIVES

By the end of the lesson, students should be able to:

1. Review different types of point of view through movement strategy
2. Infer point of view by exploring and analyzing prose
3. Explain how point- of view impacts characterization
4. Work collaboratively with peers to analyze, share and respond to information on point of view and characterization

**Previous Knowledge:** Students already know the definition of Point View, as well as types of Point of View

**Resources:** ball, short passage Point of View Power Point, Short Story “The Luncheon” by William Somerset Maugham, flip chart paper, sticky note paper, markers, taped music

### ENGAGEMENT

Activity- Pass the Ball

Review point of view by playing Pass the Ball game. Each group is given a snippet of a narrative on a sheet to read for three minutes. The ball will be thrown randomly to different students within the groups who will be required to read aloud the extract and say from which point of view it is written. The targeted student should throw the ball back to the facilitator after answering or failing to answer.

## LESSON PLANS

### Exploration

In groups (which include leader/coordinator, reader, recorder and other participant (s)), students will read the short story - the Luncheon by William Somerset Maugham and do the following:

- Decide on the point of view used in the narrative
- Identify the main characters in the story
- Discuss how the point of view helps them to learn about the main character(s)
- Identify some of what is revealed about the main character(s)
- Discuss the level of objectivity which is reflected through this point of view
- Discuss how the main characters may have been portrayed differently had the point of view been different

Teacher will work directly with groups that need step by step support, as well as assist those who request assistance throughout this segment of the lesson.

### Explanation

- Record responses to the task under the Exploration segment on flip chart paper and post around classroom in designated corners. Do Gallery Walk and respond to the ideas posted by peers on the story read. Leave a quick written feedback on each presentation - a commendation or query in the form of sticky notes.

### Extension

- View Power point to clarify knowledge about Point of View and characterization
- Participate in whole group discussion of same and extract notes as necessary.
- Make journal entries about the link between point of view and characterization that was garnered in this lesson

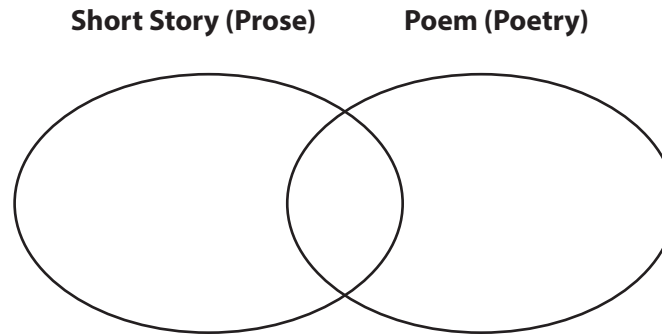
### Explanation

Activity -Tell Someone

Students move around room to music being played. They may walk, dance, run or skip. When the music stops, each student should face the person closest to him/her to form a pair. If a student is left without a partner, he/she must partner with the teacher. The pairs will explain to each other what they learnt about point of view and characterization.

### Out of Class Assignment

- Read poem- the Ballad of the Glutton by Norman Roland Gale
- o identify point of view and to say how the character is revealed through the point of view and comment on the objectivity of the perspective
- o Compare/Contrast how point of view impacts characterization in the short story – The Luncheon (narrative) and the poem (poetry) by using Venn Diagram Strategy



### Evaluation (Assessment)

Students and teacher will evaluate the following elements as lesson progresses:

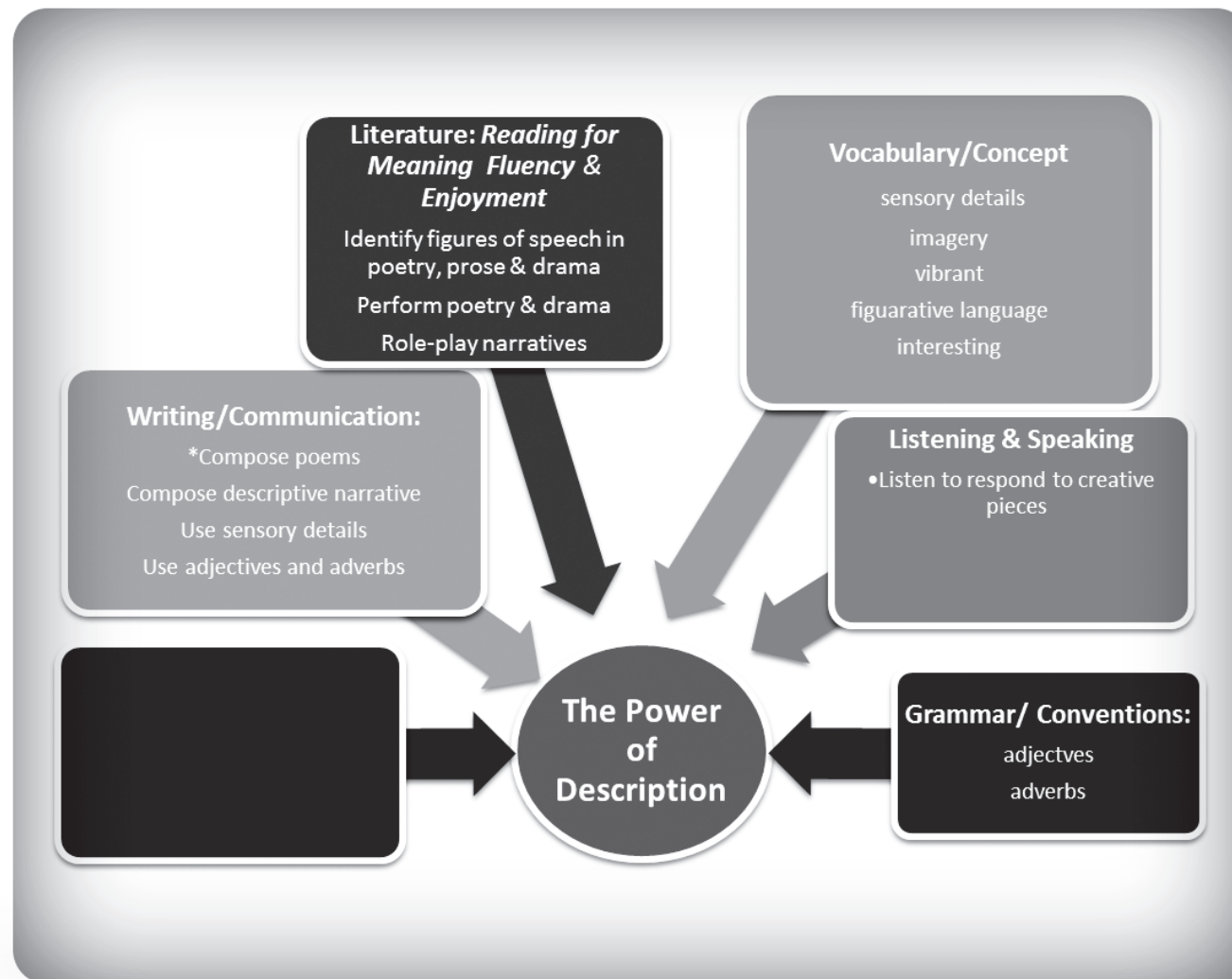
- Accurate concept of point of view communicated throughout activities
- Accurate and adequate understanding of types of Point of View
- Adequate understanding of how Point of View may determine portrayal of characters
- Ability to work cooperatively with peers in analyzing and sharing information
- Ability to provide meaningful feedback to peers

### Overall Evaluation of Lesson:

# Grade 9

## UNIT PLAN

### RECOGNISING AND USING DESCRIPTIVE LANGUAGE



## LESSON PLANS

<b>UNIT TITLE:</b>	Establishing Healthy Relationships
<b>GRADE:</b>	9
<b>LESSON DURATION:</b>	1 hour
<b>DATE:</b>	July 24, 2016
<b>FOCUS:</b>	Literature
<b>TOPIC:</b>	Recognizing Sensory Details- Poetry

## PRIOR LEARNING

### LEARNING OBJECTIVES:

By the end of the lesson, students will be able to:

- Define sensory details
- Identify sensory details in poetry about different aspects of healthy relationships
- Respond to sensory details used in the poetry
- Identify figures of speech through which sensory details are conveyed
- Describe the connections that are made through the use of different figures of speech
- Demonstrate appreciation for the creative efforts of others by providing constructive feedback using the 'Sandwich Feedback Technique'

### ACTIVITY HIGHLIGHTS

#### ENGAGEMENT

Listen to/View a poem titled 'Hope' by Alina Cristea <http://www.youtube.com/watch?v=zbCo1UkBvRQ>

#### EXPLORATION

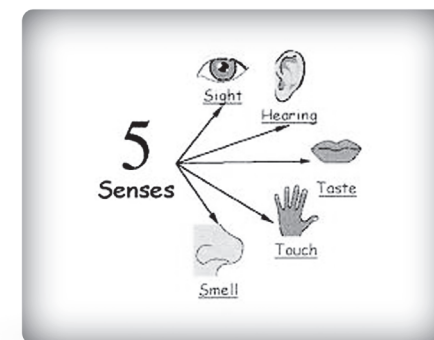
Discuss the poem 'Hope' just viewed. What was the main technique used by the poet to engage her readers in the poem?

Introduce the term 'sensory details'. Link the meaning of the concept to aspects of students' responses.

### SENSORY DETAILS

The term is used to describe bits of information or descriptions which relate to the different senses.

- ✓ These details allow us to better engage with a piece of writing. We can clearly visualize, hear, smell and taste based on the descriptions and figurative language used.
- ✓ Sensory details are sometimes communicated through figures of speech
- ✓ Sensory details also allow us to make meaningful connections; for example, we may link friendship with warmth.





View/Listen to the poem again and write down some of the sensory details. Say which sense is being appealed to in each example found. Identify the main figure of speech through which the writer conveys the sensory details in the following examples:

1. Hope feels like the sunrise after a long moonless night
2. Hope is as pure as angels' wings
3. It tastes like chocolate after a stressful day

In small groups read poems about aspects of healthy relationships (honesty, friendship, etc.) and

- Identify sensory details
- Identify the sense or senses being appealed to in each detail
- Identify the figure(s) of speech, if any, through which the sensory details are conveyed
- Say which connections, if any are being made

Poems assigned will be differentiated according to comprehension levels. Teacher will rotate among the groups to provide support.

### **Explanation**

Students share their responses to the poems with the whole class.

### **Extension**

Perform one of the poems read or create a short video or Power Point of the poem and present it to the class.

### **Evaluation**

Assess students' knowledge, skills, using observation and students' responses to the following:

- Definition/Understanding of term 'sensory details'
- Identification of sensory details
- Ability to make connections based on the details given
- Ability to provide constructive feedback

## LESSON PLANS

## DAY 2

<b>DATE:</b>	JULY 25, 2016
<b>UNIT TITLE:</b>	ESTABLISHING HEALTHY RELATIONSHIPS
<b>FOCUS STRAND:</b>	WRITING/COMMUNICATION
<b>TOPIC:</b>	WRITING POETRY – USING SENSORY DETAILS

## PRIOR LEARNING

### PRIOR LEARNING

**STUDENTS SHOULD BE FAMILIAR WITH THE MORE COMMON FIGURES OF SPEECH SUCH AS THE SIMILE, METAPHOR AND PERSONIFICATION WHICH WOULD HAVE BEEN ADDRESSED AT THE UPPER PRIMARY GRADES**

### OBJECTIVES:

By the end of the lesson, students should be able to:

- Compose poems on aspects of healthy relationships, giving attention to the uses of sensory details and figurative devices.
- Use figurative devices appropriately to add appeal to texts
- Demonstrate appreciation for the work of others by providing constructive feedback using the ‘Sandwich Feedback Technique’

### ENGAGEMENT:

Have students engage in Modified Chalk-Talk activity. On flip chart paper placed around the class room children will write words and phrases related to sensory details.

### EXPLORATION

Using information written by students in Modified Chalk Talk activity as the springboard, teacher will recap the main points of Day 1 and set focus for today’s lesson.

Students will look back briefly at some of the poems done on day 1 and show how they reflect themes/ideas related to aspects of healthy relationships.

They will compose poems individually, in pairs or in groups under one of the following headings/themes.

1. Friendship
2. Forgiveness
3. Honesty
4. Sharing & Working Together

Their poems should clearly reflect the effective use of

- Sensory details
- Figures of speech

Teacher will work to support individuals/pairs/group requiring special support.

### **Explanation**

Students will present their poems and talk about the sensory details and figures of speech which they have included. Use one of the following media to make their presentations to the class:

- Illustrated Charts
- Power Point
- Short video
- Audio recording supported by written poem

Students will be supported by the ICT Specialist in developing electronic material, where this support is necessary.

### **Extension/Elaboration**

Students will start a Poetry Corner in which they will display and make available, samples of their poetry in the different formats. They will begin to analyze the pieces mounted by their peers, paying special attention to the sensory details included and their impact.

### **Evaluation:**

Assess students' ability to

- Compose meaningful poems which incorporate sensory details
- Present their poems effectively to the class and explain their use of sensory details
- Provide meaningful feedback to peers on their products which include the use of sensory details
- Show appreciation for the efforts which have been made by others







