

# **NATIONAL STANDARDS CURRICULUM**

## **ENGLISH LANGUAGE/LITERATURE**

### **GRADE 9 TERMS 1-3**

#### **UNITS OF WORK**

## **TERM 1 UNIT 1**

### **Establishing Healthy Relationships**

#### **ABOUT THE UNIT**

The thematic focus of this unit is “Establishing Healthy Relationships”. The theme is particularly relevant for the stage of physical and emotional development of the Grade nine learner. The unit serves a dual role of providing diverse opportunities for students to apply and build on those Language Arts skills learnt in Grades 7 and 8, while positioning the learner to transition to the Caribbean Secondary Examination Council (CSEC) syllabus.

The unit aims to enhance the learner’s language use through exposure to a range of vocabulary and more complex sentence structures. Special focus is given to facilitate students’ mastery of grammatical structures through the application of grammatical rules in a context which is both realistic and engaging. Students are immersed into practical writing tasks geared at developing competence in the narrative, descriptive, persuasive and transactional modes of writing.

The literature focus of the unit facilitates students’ engagement with the various genres of literature with specific focus on the distinct features of each genre. This should serve to position 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 FOR 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 **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

<b>UNIT TITLE: Establishing Healthy Relationships ( 7 WEEKS)</b>	
<b>SPEAKING &amp; LISTENING</b>	
<b>ATTAINMENT TARGETS</b>	<b>OBJECTIVES</b>
<ul style="list-style-type: none"><li>➤ Listen to, recall, understand and respond to speakers' messages, whether implicit or explicit</li><li>➤ Communicate with confidence and competence for different purposes and audiences, using SJE and JC appropriately and creatively</li></ul>	<p>Students should be able to:</p> <ul style="list-style-type: none"><li>• Critique the content and styles of oral presentation</li><li>• Listen and respond to materials, oral presentations, expressing opinion on what has been said</li><li>• Practise strategies for good listening</li><li>• Make notes, outlines or graphic representations of information heard.</li><li>• Listen to and evaluate the effectiveness of the speaker's message</li><li>• Request clarification on ideas, viewpoints and arguments</li><li>• Establish and sustain a logical viewpoint</li><li>• Prepare and deliver speeches (debate, panel discussion) appropriately and creatively using SJE and JC.</li></ul>

<p><b>ICT Attainment target(s):</b></p> <ul style="list-style-type: none"> <li>• COMMUNICATION AND COLLABORATION – Use technology o communicate ideas and information, and work collaboratively to support individual needs and contribution to the learning of others.</li> <li>• 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.</li> <li>• DESIGNING AND PRODUCING – Use digital tools to design and produce creative multimedia products to demonstrate their learning and understanding of basic technology operations</li> <li>• 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</li> </ul>		
<p><b>SUGGESTED TEACHING AND LEARNING ACTIVITIES</b> <b>STUDENTS WILL:</b></p>	<p><b>KEY SKILLS</b></p>	<p><b>ASSESSMENT</b></p>
<p>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. <a href="#">Student record the presentation and playback for class discussion</a> Use any audio device for recording</p>	<ul style="list-style-type: none"> <li>• Collaboration</li> <li>• Role play</li> <li>• Prepare and deliver speech</li> <li>• Ask and answer questions</li> <li>• <a href="#">Make audio recording</a></li> </ul>	<p>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</p>
<p>Use newspaper/magazine articles/ news item clips to stimulate classroom discussion. Engage in follow-up individual or paired research and report the findings.</p>	<ul style="list-style-type: none"> <li>• Listen for information</li> <li>• Discuss current affairs</li> <li>• Research</li> <li>• Report findings</li> </ul>	<p>Students’ discussion reflect evidence of evaluative and critical listening about maintaining healthy relationships.</p>
<p>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</p>	<ul style="list-style-type: none"> <li>• Listen for information</li> <li>• Story telling</li> <li>• Listen critically</li> </ul>	<p>Students’ contribution to the story should reflect careful thought and evidence of keen listening. Students’ assessment of the contribution made by</p>

been said already. The story should be recorded so students can replay and critically assess the contribution of their peers.	<ul style="list-style-type: none"> <li>Discuss findings</li> </ul>	their peers should show critical and evaluative listening
---	--	---

READING WITH FLUENCY & RECOGNITION (WORD RECOGNITION AND VOCABULARY)		
ATTAINMENT TARGETS	OBJECTIVES	
<ul style="list-style-type: none"> <li>Build vocabulary through various strategies</li> </ul>	Students should be able to: <ul style="list-style-type: none"> <li>Recognize words that are spelt alike but have different meanings and sometimes different pronunciations based on context and usage</li> <li>Use context clues to determine the most appropriate definition for words with multiple meanings</li> <li>Use dictionary to aid in word recognition and meaning</li> </ul>	
SUGGESTED TEACHING AND LEARNING ACTIVITIES STUDENTS WILL:	KEY SKILLS	ASSESSMENT
Develop sentences that include two different meanings of the same word (for example: <i>We do not harbour grudges in healthy relationships</i> and The <u>harbour</u> became polluted over time due to the oil spills). Sentences will be read aloud after which they will keep a log that list each word, where they read it or heard it, its meaning, and how it could be used to mean something different.	<ul style="list-style-type: none"> <li>Develop sentences</li> <li>Create learning logs</li> </ul>	Sentences written clearly and demonstrate appropriate use of multiple meaning words according to the context in which they are used.
Read each sentence and determine the meaning of the word using cross sentence clues and their prior knowledge. Explain [on worksheet] what clues in the sentence helped them determine the meaning of the word.	<ul style="list-style-type: none"> <li>Use multiple meaning words appropriately</li> </ul>	Completed context clues worksheet demonstrate understanding of multiple meaning words

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

**ATTAINMENT TARGETS**

- 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 its 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, or 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  
STUDENTS WILL:**

Use Question Answer Relationship (QAR) strategy to formulate questions in setting a purpose to read and extract meaning from text.

**KEY SKILLS**

- Formulate questions
- Extract meaning from text

**ASSESSMENT**

Questions formulated should span all four components of the QAR—right there, think and search, author and you, on your own.

<p>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.</p>	<ul style="list-style-type: none"> <li>Engage in discussions</li> <li>Interact with author or resource person</li> </ul>	<p>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.</p>
<p>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</p>	<ul style="list-style-type: none"> <li>Compose reading guides</li> <li>Monitor own reading</li> <li>identify main idea</li> <li>collaborate with others</li> </ul>	<p>Students responses show connections with information in text and their own understandings and interpretations</p> <p>During reading students utilize comprehension skills in responding to questions (for example, predicting, clarifying, making inference)</p>
<p>Use Double Bubble strategy (graphic organizer) to compare and contrast two stories or two novels or two poems. <a href="#">Use appropriate software</a> or available resources to create graphic organizer. Write reflective analyses of findings in their journals.</p>	<ul style="list-style-type: none"> <li>Compare and contrast texts</li> <li>Create reflective pieces</li> <li>Analyse texts</li> <li><a href="#">Create and format documents</a></li> </ul>	<p>Graphic organizers highlight clear similarities and differences between two texts.</p> <p>Journals reflects analytical reasoning</p>
<p>View, read and perform a variety of poems to explore meanings and develop appreciation.</p>	<ul style="list-style-type: none"> <li>Make connections between voice and meaning</li> <li>Clear pronunciation and enunciation</li> </ul>	<p>Poems appropriate for grade selected, read and performed</p> <p>Poems selected are from multiple genres and eras</p> <p>Relationship between structure and meaning identified</p>
<p>Work in groups to analyse drama excerpts that exemplifies monologue, soliloquy and aside. Discuss and comment on the effect created by the use of each.</p>	<ul style="list-style-type: none"> <li>Identify and discuss elements of drama</li> <li>Collaborate with others</li> </ul>	<p>Comments on the effect created supported by evidence from the text, as well as prior knowledge.</p>

READING FOR INFORMATION (STUDY SKILLS AND RESEARCH)		
ATTAINMENT TARGETS	OBJECTIVES	
<ul style="list-style-type: none"> <li>➤ Identify and use text features to support navigation of texts, retrieving and synthesize information gained from a range of sources</li> <li>➤ Understand the importance of legal and ethical practices in research <b>(APA-books&amp; internet)</b></li> <li>➤ Research activities on issues and interests by generating ideas and exploring texts using a range of strategies</li> </ul>	<p>Students should be able to:</p> <ul style="list-style-type: none"> <li>• Explain/demonstrate the use of text features in synthesizing information from one or more texts</li> <li>• write proper in-text citations for a variety of sources</li> <li>• use the APA documentation style to prepare reference lists that highlight materials cited in written work</li> <li>• prepare and use a variety of data collection instruments to collect information</li> </ul>	
SUGGESTED TEACHING AND LEARNING ACTIVITIES STUDENTS WILL:	KEY SKILLS	ASSESSMENT
Research information on text features using a web quest or handout. Design text feature posters to help identify and utilize the most common features, including table of contents, sub- headings, titles, pictures etc.	<ul style="list-style-type: none"> <li>• Research information</li> <li>• Design posters</li> <li>• <a href="#">Create and format document</a></li> </ul>	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.	<ul style="list-style-type: none"> <li>• Scan for information</li> <li>• Construct survey questions</li> <li>• Reflect</li> <li>• Respond to survey questions</li> </ul>	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 <a href="#">multimedia</a> or other presentation on the APA style in- text citation and reference list. In small groups prepare a class handbook/	<ul style="list-style-type: none"> <li>• View/ listen for information</li> <li>• Collaborate</li> </ul>	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.



<p>brochure with basic guidelines for using in- text citation and reference lists for books and internet sources.</p>	<ul style="list-style-type: none"> <li>• Summarise information</li> <li>• Create and format document</li> </ul>	
<p>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.</p> <p>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.</p>	<ul style="list-style-type: none"> <li>• Read for information</li> <li>• Compile/ create plagiarism cases</li> <li>• Role play</li> <li>• Observe effective and ineffective interview practices</li> <li>• Compare interviews</li> </ul>	<p>Presentation of cases in the simulation exercise should reflect quality preparation/ research on the legal and ethical issues involved in plagiarism.</p> <p>Discussions must be rationalised based on what was seen and heard from the interview sessions.</p>

<b>LANGUAGE STRUCTURE (GRAMMAR AND CONVENTIONS)</b>	
<b>ATTAINMENT TARGETS</b>	<b>OBJECTIVES</b>
<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>Students should be able to:</p> <ul style="list-style-type: none"> <li>• Form more complex sentences by using conjunctions and connectives to extend ideas</li> <li>• Make distinctions between a dependent and an independent clause</li> <li>• Use appropriately, punctuation and capitalization</li> <li>• Use accurate subject/verb agreement</li> <li>• Use correctly, subject and object forms of pronouns</li> <li>• Use articles appropriately to modify nouns and noun phrases</li> <li>• Work cooperatively with others as they analyze texts for elements of grammar and mechanics</li> </ul>

<b>SUGGESTED TEACHING AND LEARNING ACTIVITIES STUDENTS WILL:</b>	<b>KEY SKILLS</b>	<b>ASSESSMENT</b>
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.	<ul style="list-style-type: none"> <li>• Read/ listen to information</li> <li>• Distinguish between dependent and independent clauses</li> <li>• Classify information</li> </ul>	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.	<ul style="list-style-type: none"> <li>• Scan for information</li> <li>• Construct sentences</li> <li>• Make journal entries</li> <li>• Reflect/Discuss choices</li> </ul>	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, Dependent Clause.	<ul style="list-style-type: none"> <li>• Unscramble sentences</li> <li>• Recognize parts of a complex sentence</li> <li>• Categorize sentence parts</li> </ul>	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 impact on the reader. Read amended version to peers to elicit response to changes.	<ul style="list-style-type: none"> <li>• Collaborate</li> <li>• Collate anthology</li> <li>• Punctuate for impact</li> <li>• Respond to poetry</li> </ul>	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.	<ul style="list-style-type: none"> <li>• Construct sentences</li> <li>• Apply relevant grammatical rules</li> </ul>	Reconstructed sentences should reflect application of relevant grammatical rules and the meaning of the original sentences should be maintained.

<b>COMMUNICATION (WRITING)</b>	
<b>ATTAINMENT TARGETS</b>	<b>OBJECTIVES</b>

<ul style="list-style-type: none"> <li>➤ 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</li> <li>➤ Use language and text forms appropriately and with imagination to create vibrant and engaging texts (<b>imagery, metaphor-implicit comparison</b>)</li> </ul>	<p>Students should be able to:</p> <ul style="list-style-type: none"> <li>• Compose descriptive texts, giving attention to the uses of sensory details and figurative devices.</li> <li>• Use figurative devices appropriately to add appeal to texts</li> </ul>	
<p><b>SUGGESTED TEACHING AND LEARNING ACTIVITIES</b> <b>STUDENTS WILL:</b></p>	<p><b>KEY SKILLS</b></p>	<p><b>ASSESSMENT</b></p>
<p>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.</p>	<ul style="list-style-type: none"> <li>• Compose descriptive texts</li> <li>• Use figurative language appropriately</li> </ul>	<p>Texts should demonstrate appropriate use of sensory details and figurative devices.</p>
<p>Observe while teacher models using Write Aloud strategy to highlight the use of figurative language in creating descriptive pieces.</p>	<ul style="list-style-type: none"> <li>• Use figurative language appropriately</li> </ul>	<p>Composed texts must include the appropriate use of figurative language.</p>
<p>Use five senses cluster diagram to explore sensory words and images in generating ideas to create descriptive pieces focused on conflicts or conflict resolution.</p>	<ul style="list-style-type: none"> <li>• Generate ideas</li> <li>• Organize ideas based on sensory detail</li> </ul>	<p>Descriptive pieces should reflect the use of sensory word and images.</p>
<p>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.</p>	<ul style="list-style-type: none"> <li>• Compose poems</li> <li>• Use of imagery</li> <li>• Publish finish pieces</li> </ul>	<p>Poems must include the appropriate use of figurative devices</p>

## 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 document](#)

## 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](#)

## 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

## Resources

- Newspaper/magazine articles
- Graphic Organizers
- Web quest work sheets
- Internet

## Key vocabulary

- Multiple meaning words
- Exposition
- Dialogue

<ul style="list-style-type: none"> <li>• Multimedia projector</li> <li>• Scrap books</li> <li>• Journals</li> <li>• Cluster diagrams</li> <li>• <a href="#">Audio recording device</a></li> </ul>	<ul style="list-style-type: none"> <li>• Soliloquy</li> <li>• Aside</li> <li>• Monologue</li> <li>• APA Style</li> <li>• Construction Shift</li> <li>• Subject descriptions</li> <li>• Objective descriptions</li> <li>• Sensory details</li> <li>• Imagery</li> <li>• Plagiarism</li> <li>• Enunciation</li> <li>• Anthology</li> </ul>
<p><b>Links to other subjects</b></p> <ul style="list-style-type: none"> <li>• Guidance and Counselling –personal Relationship</li> <li>• Library Science – Study skills (text features, documentation styles)</li> <li>• Information Technology – internet use</li> <li>• Drama – Role play</li> <li>• Science/HFLE – Personal growth and development</li> </ul>	

**TERM 1 UNIT 2**

**ABOUT THE UNIT**

Many teenagers struggle with their self-esteem and body image as soon as they approach puberty because it's a time when the body goes through many changes. These changes, combined with wanting to feel accepted by their friends, will tempt them 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. These kinds of experiences and behaviours are typical of the Grade 9 student.

In light of the aforementioned and other challenges faced by students at this level, this seven (7) weeks unit will seek to develop language, literature and literacy skills under the sub-theme, “Refining My Character” focusing specifically on issues with personal image, self-esteem and coping with the changes affiliated with

puberty. The unit is expected to afford students the opportunity to speak freely about themselves, using SJE and JC structures appropriately to convey a range of emotions and create specific impact and listen attentively to a speakers' message and identify the appropriate and inappropriate use of various codes then provide constructive feedback.

The unit will also immerse students in reading and writing texts that span a variety of genres while focusing on the use of various literary and structural elements and the effects they create. The focus for poetry is to get students to understand and interpret sonnets and odes and the techniques used in creating same. For prose, focused attention is given to using and interpreting points of view from different perspectives (First Person, Omniscient, Limited) and for drama they will delve in the breadth and depth of using the elements of lighting and sound in creating particular atmosphere and scenes. In addition to using the elements in interpreting and understanding various text forms, students will be exposed to the use of complex sentences, noun clauses, punctuation marks (exclamation, comma, apostrophe) and narrative techniques such as flashback and foreshadowing to create vibrant and engaging texts.

To develop independence in reading and researching, this unit provides opportunities for students to strengthen their ability to make inference and predict outcomes while exploring materials such as newspapers and magazine and preparing and conducting interviews and observations. All this will be done with the support and guidance of the American Psychological Association (APA) documentation style.

As students experience the skills and content outlined throughout the unit, they will be encouraged to use journals and other word study strategies to learn and reinforce new and unfamiliar vocabulary encountered whether through, listening, reading, writing and or researching.

## **GUIDANCE FOR THE TEACHER**

- In order to effectively teach this unit, it is important that students are equipped with the requisite prior knowledge. Where there are gaps, recap and reinforcement should be done.
- Students should be encouraged to use the skills garnered in Unit 1 to support language and literacy teaching and learning 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 suggested 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.
- In looking at the portion of the unit on Reading for Information (Study Skills), students should be encouraged to incorporate the research skills learnt in Unit 1 when conducting their research projects 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 strategies, concept maps and graphic organisers suggested herein are not mandatory. Teacher may choose similar scaffolds that will cater to the specific group of learners they have working with.

### **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

**UNIT TITLE: REFINING MY CHARACTER (7 WEEKS)**

**SPEAKING & LISTENING**

**ATTAINMENT TARGETS**

**OBJECTIVES**

<ul style="list-style-type: none"> <li>➤ Explain and comment on speakers’ use of language, including use of SJE and JC, and their use of vocabulary, grammar and other features</li> <li>➤ Communicate with confidence and competence for different purposes and audiences, using SJE and JC appropriately and creatively</li> </ul>	<p>Students should be able to:</p> <ul style="list-style-type: none"> <li>• Respond to speakers’ use of specific structures and/or vocabulary of SJE/JC</li> <li>• Listen to determine purpose for use of particular language form</li> <li>• Identify examples of code -switching and comment on their purpose and impact</li> <li>• Use language to provide humour or to convey irony</li> <li>• Choose words carefully to convey a range of emotions including shock, outrage and pride</li> <li>• Demonstrate tolerance and respect for the views of others as they share ideas</li> </ul>	
<p><b>ICT Attainment target(s):</b></p> <ul style="list-style-type: none"> <li>📄 COMMUNICATION AND COLLABORATION – Use technology to communicate ideas and information, and work collaboratively to support individual needs and contribution to the learning of others.</li> <li>📄 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.</li> <li>📄 DESIGNING AND PRODUCING – Use digital tools to design and produce creative multimedia products to demonstrate their learning and understanding of basic technology operations</li> <li>📄 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</li> </ul>		
<p><b>SUGGESTED TEACHING AND LEARNING ACTIVITIES</b> <b>STUDENTS WILL:</b></p>	<p><b>KEY SKILLS</b></p>	<p><b>ASSESSMENT</b></p>
<p>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.</p>	<ul style="list-style-type: none"> <li>• Identify codes used by a speaker</li> <li>• Analyse the appropriateness of codes</li> </ul>	<p>Codes used by the speaker. Appropriately</p>



<p>In groups prepare and deliver oral presentation on the theme '<b>Refining my Character</b>' Use a peer review checklist to evaluate / review/ comment on the appropriateness and effectiveness of the SJE and JC structures and vocabulary used.</p>	<ul style="list-style-type: none"> <li>• Comment on the appropriateness and effectiveness of SJE and JC structures</li> </ul>	<p>Speech reflects confidence and fluency using appropriate and effective SJE and JC language structure and vocabulary Checklist effectively used to critique presentation</p>
<p>“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.”</p> <p>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. <a href="#">Use audio/video recording device to record then playback for class discussion.</a></p>	<ul style="list-style-type: none"> <li>• Take on roles</li> <li>• Work in groups</li> <li>• Use language to provide humour and Use language to convey irony and various emotions</li> <li>• Discuss ideas</li> <li>• <a href="#">Make audio/video recording</a></li> </ul>	<p>Language effectively used to provide humour and convey irony</p>

<b>READING WITH FLUENCY &amp; RECOGNITION (WORD RECOGNITION AND VOCABULARY)</b>	
<b>ATTAINMENT TARGETS</b>	<b>OBJECTIVES</b>
<p>➤ Build vocabulary through various strategies</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> <li>• Categorise words according to shades of meaning</li> <li>• Use context clues to decipher meaning and supply omitted information</li> </ul>

	<ul style="list-style-type: none"> <li>Determine the grammatical functions of homographs based on the contexts in which they are used and accurately pronounce them based on the selected functions</li> </ul>													
<b>SUGGESTED TEACHING AND LEARNING ACTIVITIES</b> <b>STUDENTS WILL:</b>	<b>KEY SKILLS</b>	<b>ASSESSMENT</b>												
<p>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)</p> <p>Example of words to be arranged</p> <table border="1" data-bbox="159 594 1100 630"> <tr> <td>depressed</td> <td></td> <td></td> <td></td> <td></td> <td>elated</td> </tr> </table> <p>Word Journal: upset indifferent, glad, happy</p> <table border="1" data-bbox="159 699 1054 735"> <tr> <td>careless</td> <td></td> <td></td> <td></td> <td></td> <td>meticulous</td> </tr> </table> <p>Word Journal careful, haphazard, tidy, casual, careful</p>	depressed					elated	careless					meticulous	<ul style="list-style-type: none"> <li>Categorise words according to their meanings</li> </ul>	<p>Words correctly arranged on a continuum based on their shades of meaning</p> <p>Words correctly used in sentences and paragraphs based on their meanings</p>
depressed					elated									
careless					meticulous									
<p>Use context clues and semantic gradients to complete individual sentences and cloze passages <b>OR</b></p> <p>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.</p>	<ul style="list-style-type: none"> <li>Use context clues</li> <li>Categorise words</li> </ul>	<p>Suitable words selected to complete sentences or cloze passages</p>												
<p>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. Read the sentence aloud, emphasizing the correct pronunciation (accent on appropriate syllable) of the targeted word. Examples of these words are <i>perfect, transfer, conduct, attribute, progress</i> and <i>relapse</i>.</p>	<p>Determine word function</p> <p>Align pronunciation to word function</p>	<p>Grammatical functions of homographs accurately determined based on context.</p> <p>Targeted words accurately pronounced based on the function determined</p>												

READING FOR MEANING AND ENJOYMENT (COMPREHENSION AND LITERATURE)		
ATTAINMENT TARGETS	OBJECTIVES	
<ul style="list-style-type: none"> <li>➤ Read for meaning, fluency and enjoyment of texts, using a variety of clues to gain information and identify ideas and events</li> <li>➤ Use deduction and inference to interpret information and ideas and to predict outcomes</li> <li>➤ Connect experiences and ideas in text to their own lives <b>(text to text-themes and devices)</b></li> <li>➤ Recognize and comment on the elements of literature in its different genre <b>(Poetry-Poetic Forms-Sonnet, Ode) (Prose – Point of View-First Person-Omniscient, Limited) (Drama - Technical Elements – Lighting, Sound)</b></li> </ul>	<p>Students should be able to:</p> <ul style="list-style-type: none"> <li>• Use a variety of strategies to make inferences and get humour from texts</li> <li>• Predict outcomes based on prior events and occurrences in works studied.</li> <li>• 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</li> <li>• 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.</li> <li>• Compare and contrast the thematic concerns in two stories/novels/poems using evidence from the texts.</li> </ul>	
SUGGESTED TEACHING AND LEARNING ACTIVITIES STUDENTS WILL:	KEY SKILLS	ASSESSMENT
<p>Observe and make notes using the Think Aloud process of making inferences which is modelled for them.</p> <p>Collect /create newspaper cartoons <a href="#">using appropriate software</a> (For example, <a href="#">Toondoo</a>, <a href="#">Pixton</a>) 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</p>	<ul style="list-style-type: none"> <li>• Observe demonstration and make notes</li> <li>• Make inferences</li> <li>• Create poster boards</li> </ul> <p><a href="#">Create cartoons</a></p>	<p>Poster boards depict the inferences made in understanding each piece of cartoon strip, as well as the kind of inference that was made</p>

<p>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.</p> <p>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</p>	<ul style="list-style-type: none"> <li>• Read texts independently</li> <li>• Make inferences</li> <li>• Predict outcomes</li> <li>• Compare expressed thoughts and ideas</li> </ul>	<p>Inferences and predictions made substantiated with personal experiences and knowledge along with the information in text</p>
<p>Read and identify the thematic concerns in two proses or 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.</p>	<ul style="list-style-type: none"> <li>• Compare and contrast themes in prose</li> </ul>	<p>Report uses appropriate SJE language structures and vocabulary to present the similarities and differences of thematic concerns in prose</p>
<p>Work in pairs to create a manual explaining and demonstrating two points of view found in prose (First Person-Omniscient and Limited). Provide readers with instructions on how to identify the narrator's perspective. <a href="#">Use suitable software to create manual.</a></p>	<ul style="list-style-type: none"> <li>• Identify narrator's perspective</li> <li>• <a href="#">Create and format document</a></li> </ul>	<p>Manual clearly explains and provides accurate examples supporting the four points of view.</p>
<p>Use the themes '<i>personal image</i>' or '<i>self-esteem</i>' to create four comic strips showing the two narrative viewpoints. Present the comic using technical elements of drama such as lighting, sound and props.</p>	<ul style="list-style-type: none"> <li>• Use narrative points of view to convey message</li> </ul>	<p>Each comic strip accurately reflects one of the four points of view.</p> <p>Use rubric to determine the effectiveness of the technical elements of drama</p>
<p>Review a multimedia presentation or a hand-out to recap octaves, sestets and couplet 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.</p>	<ul style="list-style-type: none"> <li>• Review information already learned</li> <li>• Interpret information presented in a poem</li> <li>• Prepare dramatic reading</li> </ul>	<p>Students revision discussion reveal that octaves contain eight lines introducing a situation/posing a question/posing a problem, the sestet contains six lines commenting on the situation/answering the question/suggesting a solution and couplet</p> <p>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</p>

Present their stanzas through choral speaking.		question or problem and the Sestet presents a solution to the problem posed.
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.	<ul style="list-style-type: none"> <li>• Critically examine poems</li> <li>• Identify similarities and differences in rhyme schemes</li> </ul>	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
In groups, select a rhyme scheme and compose a sonnet to depict the scheme selected. Exchange completed sonnets for dramatic presentations.	<ul style="list-style-type: none"> <li>• Compose and present sonnets</li> </ul>	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
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.  Use reader response journals to explain how the elements of drama are used to create dramatic works.	<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>	Dramatic performances meaningfully compared Effect of lighting and sound on performances satisfactorily explained  Journal entries highlight the effects of using the elements of drama
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. <i>Use audio/video recording device to record then playback for class discussion.</i>	<ul style="list-style-type: none"> <li>• Use dramatic elements</li> <li>• Discuss ideas</li> <li>• <i>Make audio/video recording</i></li> </ul>	Dramatic speeches and elements effectively used to engage audience and to set the atmosphere for the scenes developed

READING FOR INFORMATION (STUDY SKILLS AND RESEARCH)	
ATTAINMENT TARGETS	OBJECTIVES

<ul style="list-style-type: none"> <li>➤ Identify and use text features to support navigation of texts, retrieving and synthesize information gained from a range of sources</li> <li>➤ Understand the importance of legal and ethical practices in research <b>(APA-magazines &amp; newspaper)</b></li> <li>➤ Research activities on issues and interests by generating ideas and exploring texts using a range of strategies <b>(interviews, observations)</b></li> </ul>	<p>Students should be able to:</p> <ul style="list-style-type: none"> <li>● Use 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> <li>● prepare and use a variety of data collection instruments (interview and observations) to collect information</li> </ul>	
<b>SUGGESTED TEACHING AND LEARNING ACTIVITIES</b> <b>STUDENTS WILL:</b>	<b>KEY SKILLS</b>	<b>ASSESSMENT</b>
<p>Work in pairs to cut a part paragraphs from a featureless text provided by the teacher.</p> <p>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.</p>	<ul style="list-style-type: none"> <li>● Use text features to enhance written work</li> <li>● Create appropriate headings and subheadings</li> </ul>	<p>Students' Poster Boards should look attractive and foster easy reading through the use of various text features.</p> <p>Text features appropriately created and used to support the content in the written work</p>
<p>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</p> <p>Collect and take 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 category)</p> <p>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 colour ink (outstanding pieces should be displayed for later reference)</p>	<ul style="list-style-type: none"> <li>● View presentation and extract key information in notes</li> <li>● Peruse newspaper and magazine articles</li> <li>● Write in-text citations</li> <li>● Prepare reference lists</li> </ul>	<p>Students' notes reflect accuracy in content</p> <p>Articles selected are related to the focus topic or topics depending on the directives of the teacher.</p> <p>Students' cards include the proper in-text and reference list citations for newspapers and magazines</p>

<p>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.</p>	<ul style="list-style-type: none"> <li>• Identify errors in in-text and reference list citations</li> <li>•</li> </ul>	<p>Revised projects reflect correct in-text and reference list citations</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. <a href="#">Record interview using a hand held device.</a></p> <p>Write a one-page reflection on how the process progressed. Looking at strengths, weaknesses and suggestions for improvement both in the instruments they used and the process engaged in.</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 persons 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. 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>

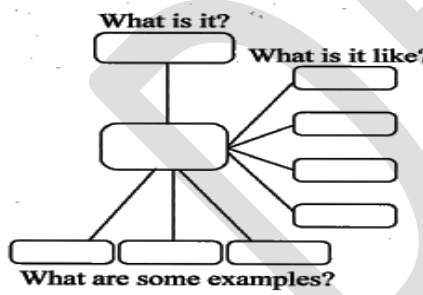
**LANGUAGE STRUCTURE (GRAMMAR AND CONVENTIONS)**

ATTAINMENT TARGETS	OBJECTIVES	
<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 punctuations - Exclamation, comma, Apostrophe)</b> <b>(Sentences - Construction shift)</b></p>	<p>Students should be able to:</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 appropriately, punctuation and capitalization</li> </ul>	
SUGGESTED TEACHING AND LEARNING ACTIVITIES STUDENTS WILL:	KEY SKILLS	ASSESSMENT
<p>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 <b>who she is</b> ..... I don't know <b>her</b>)</p> <p>Be divided into 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.</p> <p>Hunt to find other persons with parts 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.</p>	<ul style="list-style-type: none"> <li>• Identify noun clauses</li> <li>• Substitute noun clauses with nouns and pronouns</li> <li>• Create complex sentences</li> </ul>	<p>Sentences created include an independent clause, a connective/conjunction and a noun clause to form complex sentences</p> <p>Components of sentences accurately identified</p>
<p>Peruse a variety of texts and extract complex sentences with noun clauses. Place extracted sentences in their scrap books that were already established in unit 1. These will serve as reference materials.</p>	<ul style="list-style-type: none"> <li>• Extract complex sentences with noun clauses</li> </ul>	<p>Sentences extracted are complex sentences with noun clauses</p>
<p>Analyse and edit a given piece of text by adding noun clauses, correct language errors and reconstruct sentences to make the piece more sophisticated</p>	<ul style="list-style-type: none"> <li>• Analyse language errors</li> <li>• Edit texts to add sophistication</li> <li>• <a href="#">Format document</a></li> </ul>	<p>Noun clauses are appropriately inserted into revised texts</p>



<p>Peruse their scrapbooks that were established in unit 1 and review samples of sentences that underwent construction shift. Engage in small group discussions and reflections on what was previously learnt.</p>	<ul style="list-style-type: none"> <li>Review sentences that were previously reconstructed</li> </ul>	<p>Discussions and reflections include the processes, skills and rules observed and utilised In doing construction shifts</p>
<p>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.</p>	<ul style="list-style-type: none"> <li>Write instructions and prepare worksheets for sentence construction shift</li> <li>Use grammatical structures appropriately</li> </ul>	<p>Worksheets contain clear and precise instructions, suitable sentences, as well as correct reconstruction options</p> <p>Discussions address the “how to” of doing sentence construction shift</p>
<p>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</p>	<ul style="list-style-type: none"> <li>Analyse the effectiveness of punctuation marks</li> </ul>	<p>Discussions and notes reflect how the punctuation marks are used to add meaning and vibrancy to various texts forms</p>
<p>Conduct a mini-research <a href="#">online/offline</a> on the following punctuations (exclamation, comma, and apostrophe); their usage and the effects they create.</p> <p>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 of their usage to create the specified effects. <a href="#">Use suitable publishing software to create two-fold bookmarkers.</a></p>	<ul style="list-style-type: none"> <li>Identify the effects created by certain punctuation marks</li> <li>Collect or create examples of texts with the effects of the punctuation mark</li> <li><a href="#">Create and format document</a></li> </ul>	<p>Students’ book markers made to specifications and provide accurate information on the use of punctuation marks</p>

<p><b>COMMUNICATION (WRITING)</b></p>	
<p><b>ATTAINMENT TARGETS</b></p>	<p><b>OBJECTIVES</b></p>

<ul style="list-style-type: none"> <li>➤ 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</li> <li>➤ Use language and text forms appropriately and with imagination to create vibrant and engaging texts</li> </ul>	<p>Students should be able to:</p> <ul style="list-style-type: none"> <li>• Use a range of narrative techniques such as flashback, foreshadowing, humour and irony twist to produce engaging stories</li> <li>• Use figurative devices (irony and sarcasm) appropriately to add appeal to texts</li> </ul>	
<p><b>SUGGESTED TEACHING AND LEARNING ACTIVITIES</b> <b>STUDENTS WILL:</b></p>	<p><b>KEY SKILLS</b></p>	<p><b>ASSESSMENT</b></p>
<p>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.</p> <p><b>Concept Definition Map</b></p> 	<ul style="list-style-type: none"> <li>• Define flashback and foreshadowing</li> <li>• Identify examples of flashback and foreshadowing</li> <li>• Use flashback to compose narrative pieces</li> </ul>	<p>Narrative pieces include adequate details and descriptions, appropriate transitions into and out of flash back and reflection</p>
<p>Think of an issue that they are struggling with relating to personal image/development. Use the flash back technique to write in personal journals why the situation occurred and how they are dealing with it in present day</p>	<ul style="list-style-type: none"> <li>• Reflect on personal experiences</li> <li>• Use the flashback technique</li> </ul>	<p>Journal entries portray the use of flashback technique</p>

<p>Use the irony definition chart to identify three types of irony (verbal irony, situational irony &amp; dramatic irony) in cartoons and short stories. Prepare and share using appropriate props a narrative poem that includes the use of at least two types of irony.</p>	<ul style="list-style-type: none"> <li>• Identify types of irony</li> <li>• Create narrative poem using irony</li> </ul>	<p>Irony Definition chart accurately completed Narrative poem includes accurate use of at least two types of irony</p>
<p>Engage in discussion focused on what is 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.</p>	<ul style="list-style-type: none"> <li>• Define sarcasm</li> <li>• Identify examples of sarcasm in written work</li> </ul>	<p>Examples of sarcasm accurately identified</p>
<p>Use the think/pair/share strategy to identify situational irony in their own lives and create narrative pieces (story, poem) reflecting their personal ironic situations and humour.</p>	<ul style="list-style-type: none"> <li>• Create narrative pieces including personal situational irony and humour</li> </ul>	<p>Narrative pieces include accurate use of situational irony and humour.</p>
<p>Compose and share a play or story that highlights the theme 'Refining My Personal Image ' and includes two or more narrative techniques such as flash back, foreshadowing, humour and irony. Ensure the inclusion of sarcasm in presenting the information as well as add humour to the text</p>	<ul style="list-style-type: none"> <li>• Use narrative techniques</li> </ul>	<p>Narrative techniques and figurative devices, such as flash back, foreshadowing, humour, irony and sarcasm are effectively used in created pieces</p>

<p><b>Learning Outcomes</b></p> <p>Students will be able to:</p> <ul style="list-style-type: none"> <li>✓ Speak freely about self, using SJE and JC structures appropriately to convey a range of emotions and create specific impact</li> <li>✓ Listen attentively to a <b>speaker's</b> message and identify the appropriate and inappropriate use of various codes and provide constructive feedback</li> <li>✓ Use a plethora of strategies to unlock the pronunciation and meaning of unfamiliar grade level words</li> <li>✓ 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.</li> <li>✓ Distinguish their own point of view from that of the narrator or those of the characters.</li> <li>✓ 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.</li> <li>✓ Demonstrate detailed understanding of a subject by analysing and combining data from various sources</li> <li>✓ Use the APA documentation style to cite and reference materials found in newspapers and magazines</li> </ul>
---

- ✓ 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 narrative 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	Extended Learning
<ul style="list-style-type: none"> <li>• Select reading materials that are               <ul style="list-style-type: none"> <li>○ at the students' level (developmental and reading)</li> <li>○ comparable with students interests</li> <li>○ related to the theme for the Unit</li> </ul> </li> <li>• All strategies should be modelled by the teacher before independent use by the students</li> <li>• Provide sample of all materials that students will be required to create (e.g. book markers, strategy posters)</li> <li>• Encourage/promote the reading writing connection</li> <li>• <b>Teacher should ensure that students practice online safety</b></li> </ul>	<ul style="list-style-type: none"> <li>• Create an advice column about teen problems for your school/community newsletter</li> <li>• 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.)</li> <li>• 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</li> <li>• Use language to convey humour in personal leisure time activities and during social interactions with peers</li> <li>• Use knowledge of dramatic elements to prepare and present dramatic presentations at youth clubs, church, school and other social settings</li> <li>• Use knowledge of punctuation and capitalisation to enhance all written work</li> <li>• Compose and share narratives and poems in school/community newsletters, bulletin boards etc.</li> </ul>
<p><b>Resources</b></p> <ul style="list-style-type: none"> <li>• Graphic Organisers</li> <li>• Song               <ul style="list-style-type: none"> <li>○ Ironic by Alanis Morissette</li> </ul> </li> <li>• Poems               <ul style="list-style-type: none"> <li>○ Dreams and A Dream Deferred by Langston Hughes</li> <li>○ Sonnets</li> <li>○ Odes</li> </ul> </li> <li>• Sticky note pads</li> <li>• Poster Boards</li> <li>• News Print Sheets</li> <li>• Teacher Prepared PowerPoint Presentations/hand-outs</li> <li>• Texts from different genres</li> </ul>	<p><b>Key vocabulary</b></p> <ul style="list-style-type: none"> <li>• Sentence construction shift</li> <li>• Code-switching</li> <li>• Inferences</li> <li>• Thematic concerns</li> <li>• Figurative language</li> <li>• Descriptions</li> <li>• Symbolism</li> <li>• Octave</li> <li>• Sestets</li> <li>• Sonnets</li> <li>• Odes</li> </ul>

- Irony Definition Chart
- Personal Journals
- Concept Definition Map
- Featureless texts
- Multi-media projector
- Sample book markers
- [Computer , internet](#)

- Rhyme schemes
- Lighting
- Sound
- Props
- Scenery
- Interview schedules
- Observation checklists
- Citation
- Reference list
- America 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](#)

## **TERM 2 -UNIT 1**

### **Connecting with the Past, Present & Future+**

#### **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 the Unit is to be sensitive to the value of language as a communicative tool (thinking and expression) as students build proficiency in using textual evidence to support ideas and organise them into coherent structure including layout, sections and paragraphs in and their writing. The Unit also reinforces the development of students active listening as well as appropriate listening skills learnt in earlier years so that they can share ideas through participation in discussion with peers and facilitators. Students will write well- constructed paragraphs, linking sentences. They will also use a variety of sentence types, vary sentence lengths, and explore different forms of punctuation, in order to negotiate meaning, add impact to their writing and produce a range of engaging pieces that evoke emotions and create the appropriate atmosphere. The application of these combined skills will enable them to achieve coherence, clarity, and good expression in their writing.

Students will be exposed to the different genres of literature and also exposed to literature of Jamaican Culture as this should help them understand the important connections with our music, folktale, literary heritage, home language (JC) and SJE which are components of our Jamaican Heritage. Thus this correlates with the aforementioned theme “Connecting with The Past, Present and Future “ - which incorporates themes from History , Social Studies and Literature to support potential interdisciplinary connections to this compelling content. These connections will allow students to acquire appropriate language skills through research, inquiry, evaluation and creative thinking in an effort to develop autonomous learners.

#### **GUIDANCE FOR 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 encouraged in teaching/ learning activities where students are asked to listen/ observe with a view to evaluate, they should be provided with checklists/ focus questions to direct their focus to the relevant instructional concerns.

- It is important for teachers to remember that the writing process should be used to guide students when they engage in 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 dictionary and 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

<b>THEME: Connecting with the Past, Present and Future</b>	
<b>UNIT TITLE: : Appreciating Our Heritage ( 7 WEEKS)</b>	
<b>SPEAKING &amp; LISTENING</b>	
<b>ATTAINMENT TARGETS</b>	<b>OBJECTIVES</b>
<p>➤ Explain and comment on speaker’s use of language, including use of SJE and JC, and their use of vocabulary ,grammar and other features</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> <li>• Listen effectively in a variety of situations for a variety of purposes.</li> <li>• Analyse and comment on the effectiveness of the language devices/ techniques used by the speaker.</li> <li>• Speak fluently in a variety of situations for a variety of purposes and audiences.</li> <li>• Demonstrate tolerance and respect for the views of others as they share ideas</li> </ul>
<p><b>ICT Attainment target(s):</b></p> <ul style="list-style-type: none"> <li>🖥️ <b>COMMUNICATION AND COLLABORATION</b> – Use technology to communicate ideas and information, and work collaboratively to support individual needs and contribution to the learning of others.</li> <li>🖥️ <b>DESIGNING AND PRODUCING</b> – Use digital tools to design and produce creative multimedia products to demonstrate their learning and understanding of basic technology operations</li> </ul>	<ul style="list-style-type: none"> <li>• Use digital device to capture audio recording of speech for class discussion and critique.</li> </ul>



<b>SUGGESTED TEACHING AND LEARNING ACTIVITIES STUDENTS WILL:</b>	<b>KEY SKILLS</b>	<b>ASSESSMENT</b>
<p>Listen to the recording / live speech of resource personnel e.g. Jamaican cultural icon on the topic: <b>Preservation of Our Jamaican Heritage</b>. 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.</p>	<ul style="list-style-type: none"> <li>• Listen for information</li> <li>• Speak fluently and confidently using SJE</li> <li>• Take turns in discussion</li> </ul>	<p>Use of appropriate language structures, language and speech fluency</p>
<p>Participate in the activity titled <b>“Think On Your Feet”</b>. 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 <b>This speech can be recorded and played for class discussion and critique.</b> Use checklist to evaluate presentations and work with teacher on an evaluation panel to guide and give constructive criticism.</p>	<ul style="list-style-type: none"> <li>• Use appropriate language devices and techniques</li> <li>• Speak fluently confidently</li> <li>• Critique oral presentations</li> <li>• <b>Capture audio</b></li> </ul>	<p>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</p>
<p>Listen keenly to a variety of persuasive articles about the value of connecting with our past read aloud or <b>recorded as podcast</b>. 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</p>	<ul style="list-style-type: none"> <li>• Listen for information</li> <li>• Assess the effectiveness of devices</li> </ul>	<p>Language techniques accurately identified and their effectiveness meaningfully explored</p>

**READING WITH FLUENCY & RECOGNITION (WORD RECOGNITION AND VOCABULARY)**

ATTAINMENT TARGETS	OBJECTIVES	
<ul style="list-style-type: none"> <li>Build vocabulary through various strategies</li> </ul>	Students should be able to: <ul style="list-style-type: none"> <li>Make efficient use of dictionary and thesaurus and other online sources to build active vocabulary.</li> <li>Use the connotative meaning of words to infer the implicit messages in text.</li> <li>Examine the impact of the use of the connotative meaning of words on the reader.</li> <li>Use appropriate vocabulary to provide adequate and meaningful responses</li> </ul>	
<b>ICT Attainment Targets</b> <ul style="list-style-type: none"> <li><b>RESEARCH, CRITICAL THINKING, PROBLEM SOLVING AND DECISION MAKING</b> - use technology to develop a logical process for decision making and problem solving.</li> </ul>	<ul style="list-style-type: none"> <li>Use online resources such as a dictionary to assist with editing</li> </ul>	
SUGGESTED TEACHING AND LEARNING ACTIVITIES STUDENTS WILL:	KEY SKILLS	ASSESSMENT
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.	<ul style="list-style-type: none"> <li>Read and critique text</li> <li>Deduce meaning based on contextual usage</li> </ul>	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.	<ul style="list-style-type: none"> <li>Supply denotative and connotative meanings</li> <li>Use the dictionary and thesaurus effectively</li> </ul>	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	<ul style="list-style-type: none"> <li>Determine message and attitude implicit in text</li> </ul>	Overall message/attitude of text accurately determined Word set that conveys attitude is satisfactorily selected

<p>word set <i>enlightenment, renewal, emancipation, release, regeneration</i> 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.</p>	<ul style="list-style-type: none"> <li>• Select word set that connotes the attitude implied</li> </ul>	<p>Discussion addresses how connotative meaning may be conveyed through a word set</p>
<p>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 <a href="#">dictionary and other online reference source to assist with editing before you publish the report.</a></p>	<ul style="list-style-type: none"> <li>• Revise and edit written expression</li> <li>• <a href="#">Navigate digital content</a></li> </ul>	<p>Errors in article are accurately identified and corrected</p>

<b>READING FOR MEANING AND ENJOYMENT (COMPREHENSION AND LITERATURE)</b>	
<b>ATTAINMENT TARGETS</b>	<b>OBJECTIVES</b>
<ul style="list-style-type: none"> <li>➤ Read for meaning, fluency and enjoyment of texts, using a variety of clues to gain information and identify ideas and events</li> <li>➤ Connect experiences and ideas in text to their own lives, other texts and society (text to text – themes and devices)</li> <li>➤ Recognize and comment on the elements of literature in its different genres ( Poetry- Rhyme Scheme- Internal and alternative) ( Drama- Performance Elements-verbal)</li> </ul>	<p>Students should be able to:</p> <ul style="list-style-type: none"> <li>• Use various strategies to extract meaning from texts e.g. paraphrasing, re-reading, linking ideas, connecting events.</li> <li>• Give attention to punctuation as a means of facilitating clarity and meaning.</li> <li>• Use implicit clues to make inferences in relation to texts studied.</li> <li>• Identify the elements of different genres of text, namely poetry, prose and drama.</li> <li>• Explain the effectiveness of a writer’s use of various elements of literature to add meaning to his work.</li> <li>• Compare thematic content of two stories/novels/poems and analyse for similarities and differences in each.</li> <li>• Explain the effectiveness of language devices used in prose, poetry and drama</li> </ul>

<p><b>ICT Attainment Targets</b></p> <ul style="list-style-type: none"> <li>• <b>DESIGNING AND PRODUCING</b> – use technology to design and produce multimedia presentations to demonstrate their creative thinking.</li> <li>• <b>RESEARCH, CRITICAL THINKING, PROBLEM SOLVING AND DECISION MAKING</b> - use technology to develop a logical process for decision making and problem solving.</li> <li>• <b>DIGITAL CITIZENSHIP</b> - Use technology to design and produce multimedia products to demonstrate their creative thinking.</li> </ul>	<ul style="list-style-type: none"> <li>• Create multimedia presentations to reflect features of heroism that they could connect to in their own life experience.</li> <li>• Use digital devices to obtain information about poets and poems to further their understanding.</li> </ul>	
<p><b>SUGGESTED TEACHING AND LEARNING ACTIVITIES</b> <b>STUDENTS WILL:</b></p>	<p><b>KEY SKILLS</b></p>	<p><b>ASSESSMENT</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</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 mark 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 analyze 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> <ol style="list-style-type: none"> <li>How appropriate is ...</li> <li>Write a word or phrase ...</li> <li>Explain the meaning of ...</li> <li>How does the writer...</li> <li>To what extent does ...</li> <li>Why do you think ...</li> </ol>	<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 :          What inspired you to write this poem?          What message did you intend to convey to your audience?          Research <a href="#">using online/offline resources</a> the relevant poets and try 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>• <a href="#">Conduct electronic search</a></li> <li>• <a href="#">Create and format document</a></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>									
<p>In groups <a href="#">use digital/non-digital device to</a> 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.</p>	<ul style="list-style-type: none"> <li>• Reconstruct poems</li> <li>• Locate information</li> <li>• Collaborate in groups</li> <li>• <a href="#">Conduct electronic search</a></li> </ul>	<p>Selected poems reflect the use of the alternate rhyme scheme</p> <p>Poem segments accurately reassembled to reflect their original sequence of ideas.</p>									
<p>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.</p>	<ul style="list-style-type: none"> <li>• Create original poems</li> <li>• Apply knowledge of internal rhyme</li> <li>• Use writing frames</li> </ul>	<p>Students’ poems reflect application of the knowledge of internal rhymes.</p>									
<p>Create a literary glossary of elements that are distinct to poetry, prose and drama. Construct a visual representation (table, Venn diagram, concept maps) to show the different elements: for eg:</p> <table border="1" data-bbox="113 1159 873 1360"> <thead> <tr> <th><u>Poetry</u></th> <th><u>Narrative</u></th> <th><u>Drama</u></th> </tr> </thead> <tbody> <tr> <td>Rhyme scheme</td> <td>paragraphs</td> <td>Dialogue</td> </tr> <tr> <td>stanzas</td> <td>setting</td> <td>actors</td> </tr> </tbody> </table>	<u>Poetry</u>	<u>Narrative</u>	<u>Drama</u>	Rhyme scheme	paragraphs	Dialogue	stanzas	setting	actors	<ul style="list-style-type: none"> <li>• Search for information</li> <li>• Compare/contrast elements</li> <li>• Organize information</li> <li>• Create and format document</li> </ul>	<p>Concepts accurately defined and organized in a way which clearly demonstrates those elements distinct to the different genres</p>
<u>Poetry</u>	<u>Narrative</u>	<u>Drama</u>									
Rhyme scheme	paragraphs	Dialogue									
stanzas	setting	actors									

<p>couplets</p> <p>figurative language</p>	<p>Characters</p> <p>conflict</p> <p>crisis</p> <p>climax</p>	<p>stage direction</p> <p>lighting/props</p> <p>costume</p>			
<p>Read different genres of texts and then use a checklist to evaluate how the writers uses 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.</p>				<ul style="list-style-type: none"> <li>• Prepare checklist</li> <li>• Read texts</li> <li>• Evaluate use of literary elements</li> </ul>	<p>Writers' use of various literary elements is meaningfully analysed</p>
<p>Study a novel/short story/poem with the theme "Heroism". Record the acts of heroism which are implicit in the text. <a href="#">Using appropriate software</a>, prepare a digital story/ school magazine article highlighting the features of heroism that you could connect to your own life experience.</p>				<ul style="list-style-type: none"> <li>• Examine literature themes in texts</li> <li>• Connect themes to life experiences</li> <li>• <a href="#">Create and format multimedia presentation</a></li> </ul>	<p>Implicit acts of heroism are accurately determined</p> <p>Text-to - self connections meaningfully made through digital story/magazine</p>
<p>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. <a href="#">The dramatic scene can be captured using a recording device and played back for class discussion and critique.</a></p>				<ul style="list-style-type: none"> <li>• Prepare dramatic presentations</li> <li>• Use drama elements</li> <li>• Record presentation</li> <li>• Critique ideas</li> </ul>	<p>Presentations demonstrate understanding of key dramatic elements</p> <p>Discussion and critique provide meaningful feedback on the inclusion and effect of specific dramatic elements in presentations</p>

<b>READING FOR INFORMATION (STUDY SKILLS AND RESEARCH)</b>		
<b>ATTAINMENT TARGETS</b>	<b>OBJECTIVES</b>	
<p>Identify and use text features to support navigation of texts, retrieving and synthesize 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 ( interviews, observation)</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> <li>• Write proper in-text citations for a variety of sources.</li> <li>• Use the APA documentation style to prepare reference lists that highlight materials cited in written work.</li> <li>• Prepare and use a variety of data collection instruments to collect information.</li> </ul>	
<b>SUGGESTED TEACHING AND LEARNING ACTIVITIES STUDENTS WILL:</b>	<b>KEY SKILLS</b>	<b>ASSESSMENT</b>
<p>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 the implications for the future. Note points highlighted, as well as quotes from resource person.</p> <p>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.</p>	<ul style="list-style-type: none"> <li>• Prepare interview questions</li> <li>• Listen critically</li> <li>• Record relevant information</li> <li>• Write appropriate in – text citations in reports</li> </ul>	<p>Guiding questions are able to focus listener on critical aspects of the oral presentation</p> <p>Highlighted points and quotations are accurately captured</p> <p>Interview questions are properly constructed and are able to elicit the requisite information</p> <p>Report is written within acceptable format and capture relevant points</p> <p>Format for in-text citations clearly observed in report.</p>
<p>View a <a href="#">multimedia</a> 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 them 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>• 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>○ The causes of the problem</li> <li>○ The impact of the problem on the various members of the school community e.g. students, teachers, parents, ancillary workers</li> <li>○ 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> </ul>	<p>Students' questionnaires and interview schedules contain relevant and concise items</p>
--	--	--

<b>LANGUAGE STRUCTURE</b>		
<b>ATTAINMENT TARGETS</b>	<b>OBJECTIVES</b>	
<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>Students should be able to:</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>● Analyze language errors and make adjustments.</li> <li>● Analyze 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> </ul>	
<p><b>ICT Attainment Targets</b></p> <ul style="list-style-type: none"> <li>● <b>DESIGNING AND PRODUCING</b> – use technology to design and produce multimedia presentations to demonstrate their creative thinking.</li> </ul>	<ul style="list-style-type: none"> <li>● Use appropriate word processing device to create and format grammatical rule book</li> </ul>	
<b>SUGGESTED TEACHING AND LEARNING ACTIVITIES STUDENTS WILL:</b>	<b>KEY SKILLS</b>	<b>ASSESSMENT</b>
<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</p>	<ul style="list-style-type: none"> <li>● Identify compound-complex sentences</li> </ul>	<p>Each compound-complex sentence contains</p>



<p>compound-complex sentences. Make sure to use co-ordinating conjunctions and subordinating conjunctions in each of the compound-complex sentence.</p>	<ul style="list-style-type: none"> <li>• Create compound-complex sentences</li> </ul>	<ul style="list-style-type: none"> <li>- Two or more Independent Clauses</li> <li>- One or more Dependent Clause</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.</p> <p>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.</p> <p>Create a book of grammatical rules based on the errors observed <a href="#">using appropriate word processing software where available.</a></p>	<ul style="list-style-type: none"> <li>• Identify errors in sentence structure</li> <li>• Group discussion</li> <li>• Correct grammatical errors</li> <li>• Create grammar rule book</li> <li>• <a href="#">Create and format document</a></li> </ul>	<p>Grammatical errors accurately determined and corrections made</p> <p>Rule book demonstrate accurate understanding of grammar rules.</p>
<p>Analyse selected texts for the use of:-</p> <ul style="list-style-type: none"> <li>- Colon</li> <li>- Semi-colon</li> <li>- Capitals</li> </ul> <p>Explain how the use of colon/ semi-colon/ capital add meaning to the particular text.</p> <p>Cite examples of the writer’s use of the colon, semi-colon and capital letters.</p>	<ul style="list-style-type: none"> <li>• Analyse texts</li> <li>• Discuss use of punctuation marks</li> </ul>	<p>Meaning function of colon, semi-colon and capitalization satisfactorily discussed</p>
<p>Compose a creative piece depicting aspects of the Jamaican culture using both SJE and JC registers, in which you effectively use capitalization, colon and semi-colon to create specific impact on the reader.</p> <p>In small groups discuss the meaning capitalization and specific punctuation marks bring to different creative pieces.</p>	<ul style="list-style-type: none"> <li>• Compose creative pieces</li> <li>• Apply the use of punctuation marks</li> <li>• Discuss impact of punctuation mark on meaning</li> </ul>	<p>Punctuation marks used effectively add impact to creative pieces</p> <p>Discussions reflect clear understanding of the meaning/impact created through the use of specific punctuation marks</p>

COMMUNICATION (WRITING)		
ATTAINMENT TARGETS	OBJECTIVES	
<ul style="list-style-type: none"> <li>➤ 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</li> <li>➤ Use language and text forms appropriately and with imagination to create vibrant and engaging texts (<b>innuendo &amp; oxymoron</b>)</li> <li>➤ Write well-constructed paragraphs using linking/transitional words/phrases within and between them</li> </ul>	<p>Students should be able to:</p> <ul style="list-style-type: none"> <li>• Compose business letters/emails displaying more sophistication in language style and selecting a range of acceptable formats</li> <li>• Formulate simple reports giving special attention to critical details, organization and format</li> <li>• Use figurative devices appropriately to add appeal to texts</li> </ul>	
<p><b>ICT Attainment Targets</b></p> <ul style="list-style-type: none"> <li>• <b>COMMUNICATION AND COLLABORATION</b> – Use technology to communicate ideas, information and understandings for a variety of purposes.</li> <li>• <b>DIGITAL CITIZENSHIP - Digital Rights &amp; Responsibilities</b> - Recognise the ethical, social, cultural and legal issues and implications surrounding the use of technology and practice online safety and ethical behaviour.</li> </ul>	<ul style="list-style-type: none"> <li>• Communicate with others using email to invite guest speakers to address audiences at cultural events in their community on National Heroes Day</li> </ul>	
SUGGESTED TEACHING AND LEARNING ACTIVITIES STUDENTS WILL:	KEY SKILLS	ASSESSMENT
<p>Write or <b>email</b> letters to the Managing Directors of their local radio and television stations making 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 are appropriate for this context</p>	<ul style="list-style-type: none"> <li>• Write letters of request</li> <li>• Include relevant content</li> <li>• Use appropriate language of persuasion</li> <li>• Use appropriate format</li> </ul>	<p>Procedure for writing letters of request is clearly observed: ( formal layout, valid content, use of persuasive devices)</p>

	<ul style="list-style-type: none"> <li>• <a href="#">Send email with attachments</a></li> </ul>	
<p>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.</p> <p>Create their own stories using the themes or ideas which emerge from the plays. <a href="#">Post stories to class webpage or blog.</a></p>	<ul style="list-style-type: none"> <li>• Synthesize ideas</li> <li>• Use or apply cultural stimuli</li> <li>• Combine SJE and JC registers</li> <li>• Create stories using themes</li> </ul>	<p>Plays depict:</p> <ul style="list-style-type: none"> <li>- Aspects of the Jamaican Culture</li> <li>- Use of innuendos, oxymoron and other literary devices</li> <li>- A mixture of SJE and JC registers</li> </ul> <p>Stories include the use of themes and ideas depicted in the plays</p>
<p>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:-</p> <ul style="list-style-type: none"> <li>- Address of Sender</li> <li>- Date</li> <li>- Inside Address</li> <li>- Salutation ( by name)</li> <li>- Signature</li> </ul> <p>Edit your email before forwarding</p>	<ul style="list-style-type: none"> <li>• Write formal letter of invitation</li> <li>• Use electronic mail (email) effectively</li> <li>• <a href="#">Communicate using email</a></li> </ul>	<p>Letter format is appropriate based on purpose</p> <p>Word choice and tone are satisfactorily formal</p> <p>Relevant details are included</p>
<p>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. <a href="#">Use suitable software to create reports.</a></p>	<ul style="list-style-type: none"> <li>• Write detailed report</li> <li>• Use interesting captions</li> <li>• Appropriately organize information</li> <li>• Use appropriate register (formal language)</li> </ul>	<p>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</p>
<p>Simulate an event such as, wedding, funeral, awards ceremony etc. In groups write the relevant letters/ emails surrounding the event of choice e.g. to</p>	<ul style="list-style-type: none"> <li>• Write formal letter of invitation</li> <li>• Write detailed report</li> </ul>	<p>Creativity and innovation demonstrated in planning and executing event.</p> <p>Language structures, tone and conventions are appropriately used in the relevant communiqué.</p>

caterers, events planner etc. Write a report for your school magazine about the event.	<ul style="list-style-type: none"> <li>• Use appropriate register</li> <li>• Plan and execute class event</li> </ul>	
--	--	--

<p><b>Learning Outcomes</b></p> <p>Students will be able to:</p> <ul style="list-style-type: none"> <li>✓ Use effective speaking techniques (appropriate eye contact, adequate volume and clear pronunciation) to deliver speeches.</li> <li>✓ 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.</li> <li>✓ Connect themes, characters, and plot in literature with own experiences or other literature</li> <li>✓ Demonstrate an understanding of text structures appropriate to form or genre</li> <li>✓ Select genre or form appropriate to purpose and audience</li> <li>✓ Improve literacy skills and broaden scope of experience in critical analysis of text</li> <li>✓ Compare and contrast information from a variety of sources and determine the validity of sources; begin to identify biases</li> <li>✓ Demonstrate competence in identifying main topics addressed in a selection and distinguish between main ideas and related details</li> <li>✓ Demonstrate detailed understanding of a subject by analysing and combining data from various sources</li> <li>✓ Compose plays and poems depicting aspects of Jamaican culture</li> <li>✓ Demonstrate understanding of the content for types of formal letters</li> <li>✓ Create stories using knowledge gained from works studied</li> <li>✓ <a href="#">Create and format documents then forwarding documents in email</a></li> </ul>	
--	--

<b>Points to Note</b>	<b>Extended Learning</b>
<p>Rubric for speech/persuasive writing task should be given and explained to students simultaneously with task.</p> <p>Give students prompts to guide their interpretation of literary devices and techniques.</p> <p>Give students prompts to guide their writing of interview questions</p>	<ul style="list-style-type: none"> <li>• Participate in public speaking contest</li> <li>• Write article to be published in print media</li> <li>• Conduct interviews demonstrating skills acquired</li> <li>• Use the APA documentation style to prepare reference lists that highlight materials cited in written work</li> <li>• Use conversational etiquette such as taking turns, eye contact and using polite jargon</li> </ul>

<p>Teacher should ensure that students practise online safety, site sources correctly where technology is available.</p>	<ul style="list-style-type: none"> <li>• Use school/ parish library/online source to research topics for school projects</li> <li>• Edit articles for school magazine/newspapers</li> <li>• Record appropriately , minutes of meeting of a social club within the community</li> <li>• Write articles for school magazines, church bulletins, community and national newspapers</li> <li>• Write articles for printed media, sharing experiences gained from excursions/field trips</li> </ul>
<p><b>Resources</b></p> <p>Graphic Organisers Checklists Novels Short stories Plays Editorial text Excerpts/ Extracts Poems Resource Personnel Computer, internet</p>	<p><b>Key vocabulary</b></p> <p>Denotative Connotative in-text citations clauses genres documentation style innuendo oxymoron adjectival clause report semi- colon colon compound- complex sentences in- text citation reference list plagiarism APA style Questionnaire interview schedule</p>
<p><b>Links to other subjects</b></p> <ul style="list-style-type: none"> <li>• Social Studies – Our Cultural Heritage</li> <li>• History – Jamaica’s history</li> <li>• Civics – National School Celebrations- e.g. Jamaica Day</li> </ul>	

- Library science -- APA in- text citation and referencing
- Information Technology -- Post stories to class webpage or blog.

## **LANGUAGE & LITERATURE UNIT**

### **TERM 2 UNIT 2**

#### **The 21<sup>st</sup> Century Learner**

#### **ABOUT THE UNIT**

This unit is developed around the theme “The 21<sup>st</sup> Century Learner”. It presents a holistic view of 21<sup>st</sup> century teaching and learning that combines a discrete focus on 21<sup>st</sup> century student outcomes (a blending of specific skills, expertise and literacies) with innovative support systems to help the learner master the multidimensional abilities required of them in the 21<sup>st</sup> century.

This unit provides an opportunity for students to incorporate listening and speaking skills, expository and narrative writing, graphing skills, and surveys to learn about a variety of content area topics such as internet use, multi-tasking and study skills. Another feature of the unit is its focus on denotative and connotative meaning of words. This is very important as the ability to communicate with each other in different contextual situations is learnt and not always acquired. Due to the flexibility and arbitrariness of language, people might use similar words and expressions in different contextual situations 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 piece of assignment. The deliberate act of choosing the right words, along with appropriate and concrete 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 to appropriately serve particular purposes and audiences. They learn to use the formal language appropriate for debates and essays, the narrative language of stories, the figurative language of poetry, the

technical language of 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.

## GUIDANCE FOR THE TEACHER

- Emphasis should be placed on the effects of punctuation and not on the types.
- 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 21 <sup>st</sup> Century Learner( 7 WEEKS)		
SPEAKING & LISTENING		
ATTAINMENT TARGETS	OBJECTIVES	
<ul style="list-style-type: none"> <li>Communicate with confidence and competence for different purposes and audiences, using SJE and JC appropriately and creatively</li> <li>Explain and comment on speakers' use of language, including the use of SJE and JC, and their use of vocabulary, grammar and other features.</li> </ul>	<p>Students should be able to:</p> <ul style="list-style-type: none"> <li>Analyse recorded speeches to determine the effectiveness of persuasive techniques for the targeted audience</li> <li>Determine the message being conveyed in a speech</li> <li>Deliver speeches to a multi-age audience</li> <li>Listen to determine purpose for use of particular language forms</li> <li>Use appropriate eye contact and body language during speakers' presentations</li> <li>Use language to provide humour or to convey irony</li> <li>Demonstrate respect for the views of others by listening critically and providing appropriate feedback</li> </ul>	
<p><b>ICT Attainment Targets</b></p> <ul style="list-style-type: none"> <li><b>DESIGNING AND PRODUCING</b> – use technology to design and produce multimedia presentations to demonstrate their creative thinking.</li> </ul>	<ul style="list-style-type: none"> <li>Create Vox Pop with students to get their views on what makes the learning process interesting and meaningful for them.</li> </ul>	
SUGGESTED TEACHING AND LEARNING ACTIVITIES STUDENTS WILL:	KEY SKILLS	ASSESSMENT
Listen to recorded speeches, based on areas of interests (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	<ul style="list-style-type: none"> <li>Determine message being conveyed</li> <li>Assess effectiveness of technique</li> </ul>	Analysis of speeches highlight the effective and appropriate use of techniques



audience, message, effect of techniques and how these are evident.		
Prepare and deliver speeches to a multi-age student audience on areas linked to 21 <sup>st</sup> 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 to convey irony. Speech delivery should be supported with the use of non-verbal expressions.	<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 humour and irony.</p> <p>Non-verbal expressions are appropriate and effective during speech delivery</p>
<p><a href="#">Listen to clips of taped Vox Pop they had conducted</a> 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>• <a href="#">Create multimedia products</a></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 orally presented and possible reasons for the use of the language forms in specific statements</p> <p>Discussion of findings are focused and meaningful</p>
<b>READING WITH FLUENCY &amp; RECOGNITION (WORD RECOGNITION AND VOCABULARY)</b>		
<b>ATTAINMENT TARGETS</b>	<b>OBJECTIVES</b>	

<p>➤ Build vocabulary through various strategies <b>(Denotative and connotative meaning of words)</b></p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> <li>➤ Make efficient use of dictionary and thesaurus and other online sources</li> <li>➤ Use the connotative meaning of words to infer the implicit messages in text</li> <li>➤ Classify words with similar definitions but different connotations</li> </ul>	
<p><b>SUGGESTED TEACHING AND LEARNING ACTIVITIES</b> <b>STUDENTS WILL:</b></p>	<p><b>KEY SKILLS</b></p>	<p><b>ASSESSMENT</b></p>
<p>Engage in small group activity in which they are using different reference sources – dictionary, thesaurus, online and non-online 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</p> <p>Compare sources used and state which were found to be most useful.</p>	<ul style="list-style-type: none"> <li>• Select and use reference materials</li> <li>• Generate word meanings and synonyms</li> <li>• Compare reference sources</li> </ul>	<p>Sources selected are useful in aiding students in interpreting unfamiliar or challenging vocabulary/expressions Students’ feedback reflect understanding of the usefulness of particular sources in aiding with the interpretation of unfamiliar or challenging vocabulary</p>
<p>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:</p>	<ul style="list-style-type: none"> <li>• Determine denotation of word categories</li> <li>• Differentiate between positive and negative connotations</li> <li>• Justify categorization of connotations</li> </ul>	<p>General denotation of word group accurately determined Positive/Negative connotation of each word in group is specified and logically defended</p>

<p>exploring - <u>positive</u>          analysing - <u>positive</u>          absorbing- <u>positive</u>          swotting - <u>negative</u>          cramming - <u>negative</u>          memorising- <u>negative</u></p> <p>The positive terms, as defined by the dictionary, show that meaningful learning is taking place; students are applying themselves.</p> <p>The negative terms show that learning is superficial and students are just trying to score big through short-cut approaches</p>		
<p>Construct sentences with words that share denotation but not connotation; for example, the denotation 'glamorous' has different connotations in the words - <i>outlandish, enchanting, magnetic, and quaint</i>.</p> <p>For example, in the following sentences the synonyms for 'glamorous' convey very different connotations.</p> <ul style="list-style-type: none"> <li>• Her <u>outlandish</u> attire made me want to avoid her.</li> <li>• I found her attire so <u>enchanting</u> that I could not leave her side.</li> </ul>	<ul style="list-style-type: none"> <li>• Differentiate between connotation and denotation</li> <li>• Convey meaning through sentences</li> </ul>	<p>Sentences reflect students' ability to differentiate between denotative and connotative meaning</p>
<p><b>READING FOR MEANING AND ENJOYMENT (COMPREHENSION AND LITERATURE)</b></p>		
<p>➤ Use deduction and inference to interpret information and ideas and to predict outcomes</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> <li>➤ Make predictions using clues conveyed through the technique of foreshadowing</li> <li>➤ Determine a writer's point of view / purpose based on ideas/arguments presented</li> </ul>	

<ul style="list-style-type: none"> <li>➤ Identify and comment on the structure of texts and on the language choices, grammar and techniques writers use to create an impact</li> <li>➤ Reflect on and critically respond to literature and other texts, on paper and on screen</li> <li>➤ Connect experiences and ideas in texts to their own lives, other texts and society (text to text and society-themes)</li> <li>➤ Recognise and comment on the elements of literature in different genres <b>(Poetry – Rhythm-Meter and iambic Pentameter)</b></li> </ul> <p><b>(Drama – Performance Element-Non-verbal expression)</b></p>	<ul style="list-style-type: none"> <li>➤ Use implicit clues to make inferences in relation to text studied</li> <li>➤ Make connections of the experiences in contemporary society and their own to the events in texts studied and analysed</li> <li>➤ Identify the elements of different genres of text, including poetry, narrative and drama</li> <li>➤ Explain the effectiveness of the writers use of various elements of literature to add meaning to his work</li> </ul>	
<p><b>ICT Attainment Targets</b></p> <ul style="list-style-type: none"> <li>• <b>COMMUNICATION AND COLLABORATION</b> - Use technology to communicate ideas, information and understandings for a variety of purposes.</li> <li>• <b>DESIGNING AND PRODUCING</b> – use technology to design and produce multimedia presentations to demonstrate their creative thinking.</li> <li>• <b>DIGITAL CITIZENSHIP</b> - Use technology to design and produce multimedia products to demonstrate their creative thinking.</li> </ul>	<ul style="list-style-type: none"> <li>• Create a character profile for a character under study selected social network</li> <li>• Create comic strips showing their new interpretation of a novel or short story that reflects the theme of change.</li> </ul>	
<p><b>SUGGESTED TEACHING AND LEARNING ACTIVITIES STUDENTS WILL:</b></p>	<p><b>KEY SKILLS</b></p>	<p><b>ASSESSMENT</b></p>
<p>Watch movies and or read texts where the use of foreshadowing is evident. Work collaboratively to make predictions based on the use of the</p>	<ul style="list-style-type: none"> <li>• Make predictions</li> <li>• Identify flashback technique</li> <li>• Work collaboratively</li> </ul>	<p>Clues from foreshadowing are used to make predictions</p>

foreshadowing. Write or state what aspects of foreshadowing influenced their predictions.		
Read lyrics to calypso/dancehall songs, short narratives, or expository pieces and do a readers' response checklist of a range of emotions. Discuss the emotions evident and state which response the writer wants the audience to have.	<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
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 (For 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.	<ul style="list-style-type: none"> <li>• Use animal connotations</li> </ul>	Visual mapping satisfactorily reflects understanding of characters being studied Storyboards/cartoons demonstrate the effective use of connotations to convey characterization
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.	<ul style="list-style-type: none"> <li>• Create readers' guide</li> <li>• Make inferences</li> </ul>	The readers' guide should reflect appropriate use of connotative meanings
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	<ul style="list-style-type: none"> <li>• Interpretation</li> <li>• Create comics</li> </ul>	Elements of both the novel and comic, excepting for the context and setting, are similar

<p>Listen to and analyze 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>Analyze 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. Podcasts should contain the five poetic feet per line to create the iambic pentameter rhythm structure.</p>
<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 <b>(triangulation)</b></p>	<p>Students should be able to:</p> <p>use various graphic organisers to show the relationship between ideas and information collected from various sources</p> <p>Compile own resources to assist peers in understanding how sources may validate each other</p> <p>Discuss the main principles of basic triangulation based on findings of research exercise</p> <p>Work cooperatively with peers in order to effectively carry out aspects of the research process</p>	
<p><b>SUGGESTED TEACHING AND LEARNING ACTIVITIES STUDENTS WILL:</b></p>	<p>Key Skills</p>	<p>Assessment</p>
<p>Use graphic organizer to show how information collected from various sources correlate.</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</p>	<ul style="list-style-type: none"> <li>Use graphic organisers 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 organisers 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>Graphic organisers include features that allow students to compare and contrast ideas and concepts</p>

<p>to observe internet usage. Group three will make a list of documents that they will consult, and a list of questions that 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>		<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. 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 and then compile a hand-out each, 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>• Organise information</li> </ul>	<p>Hand-out is written in straightforward language and captures the essential points of triangulation. Sub-headings are used effectively to organize information</p>
<b>COMMUNICATION (WRITING)</b>		
<b>ATTAINMENT TARGETS</b>	<b>OBJECTIVES</b>	
<p>➤ Write to narrate, to persuade and for a range of transactional purposes, using SJE and JC appropriately and incorporating multi-media</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> <li>• Write to persuade, using appropriate techniques such as: rhetorical questions, bandwagon appeal, testimonials.</li> </ul>	

<p>approaches to their writing (<b>Persuasive-Propaganda Techniques (rhetorical questions, bandwagon appeal, testimonials) Argumentative</b>)</p> <p>➤ Use language and text forms appropriately and with imagination to create vibrant and engaging texts (<b>symbolism, paradox</b>)</p>	<ul style="list-style-type: none"> <li>• Create advertisements, using emotional appeals and persuasive techniques</li> <li>• Compose speeches, giving attention to diction, persuasive techniques such as repetition , rhetorical questions</li> <li>• Establish a stance in an argument and develop strong arguments to support a position</li> <li>• Use figurative devices appropriately to add appeal to texts</li> <li>• Connect devices used in texts to real-life experiences</li> </ul>	
<b>SUGGESTED TEACHING AND LEARNING ACTIVITIES STUDENTS WILL:</b>	<b>KEY SKILLS</b>	<b>ASSESSMENT</b>
<p>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.</p>	<p>Review persuasive techniques</p>	<p>Notes reflect deeper understanding of persuasive techniques</p>
<p>Source and read the lyrics of selected songs – contemporary or classical- such as ‘I Love You, Hate You’ by Shirley Bassey, 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.</p>	<p>Identify and explain paradoxical statements Connect text to experiences</p>	<p>Paradoxical ideas are accurately identified and explained</p> <p>Narratives logically connect paradoxes with possible real-life experiences</p>
<p>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</p>	<ul style="list-style-type: none"> <li>• Create editorial</li> <li>• Analyze editorials</li> </ul>	<p>Editorial reflects appropriate use of persuasive techniques and comprehensive coverage of target topic</p>



<ul style="list-style-type: none"> <li>➤ The Growing Social Network: Should Parents be Concerned?</li> <li>➤ Internet Access for Schools: Privilege or Necessity?</li> </ul>		
<p>Write an article that will be displayed in your school district real estate brochure that persuades s future residents that your school is the best school in your community/parish. Use several of the persuasive techniques learnt.</p>	<ul style="list-style-type: none"> <li>• Compose article</li> <li>• Use persuasive techniques</li> </ul>	<p>Articles include appropriate use of figurative and persuasive techniques</p>
<p>Review/analyze 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.</p> <p>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.</p>	<ul style="list-style-type: none"> <li>• Identify persuasive techniques</li> <li>• Create advertisements</li> <li>• Use persuasive techniques</li> </ul>	<p>Advertisements reflect the effective use of persuasive techniques</p>
<p>Compose speeches in which they choose a controversial topic such as a ‘Standard English is overrated in the 21<sup>st</sup> 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.</p>	<ul style="list-style-type: none"> <li>• Compose speeches</li> </ul>	<p>Written speeches indicate a definitive stance, include strong logical arguments and the effective use of different persuasive techniques</p> <p>Discussions include examples of persuasive techniques and how they are used to appeal to various audiences through various media.</p>

<p><b>Learning Outcomes</b></p> <p>Students will be able to:</p> <ul style="list-style-type: none"> <li>✓ Demonstrate detailed understanding of a subject by analysing and combining data from various sources</li> <li>✓ Deliver speeches to a variety of audiences for a variety of purposes</li> <li>✓ Make distinctions between connotative and denotative meaning of words based on context</li> <li>✓ Create expository and narrative pieces demonstrating the appropriate use of persuasive devices</li> <li>✓ Read and comprehend literature, including stories, drama, and poetry independently and proficiently at grade level</li> <li>✓ Use text features to locate information from a variety of sources</li> <li>✓ Compile material that reflects their understanding of triangulation</li> </ul>	
<p><b>Points to Note</b></p> <ul style="list-style-type: none"> <li>• New strategies should be modelled by teacher</li> <li>• Students should be given prompts to guide their writing of interview questions.</li> </ul>	<p><b>Extended Learning</b></p> <ul style="list-style-type: none"> <li>• Use study skills to carry out research activities and studies in other subject areas</li> <li>• 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</li> <li>• Write articles for the daily newspaper, community newsletters etc.</li> <li>• The skill of preparing interview questions can be useful when practising for their own interviews for enrolment in summer programmes etc.</li> </ul>
<p><b>Resources</b></p> <ul style="list-style-type: none"> <li>• Internet</li> <li>• Magazines</li> <li>• Television</li> <li>• Podcast</li> <li>• Dictionary</li> <li>• Editorials</li> <li>• Graphic organizers</li> </ul>	<p><b>Key vocabulary</b></p> <ul style="list-style-type: none"> <li>• Denotative</li> <li>• Connotative</li> <li>• foreshadowing</li> <li>• Implicit clues</li> <li>• metre</li> <li>• iambic pentameter</li> <li>• Rhythm structure</li> <li>• Non-verbal expressions</li> <li>• Triangulation</li> <li>• Adverbial clause</li> <li>• Sentence Construction shift</li> </ul>

- Quotation marks
- Dash
- Rhetorical questions
- Bandwagon appeal
- Testimonials
- Symbolism
- Paradox

**Links to other subjects**

- Library Science – Study skills (text features, documentation styles)
- Information Technology – internet use (Using and creating Pod Casts)

**TERM 3**

**Shaping My Destiny**

**ABOUT THE UNIT**

Much of the career preparatory work that teenagers engage in actually commences at the Grade nine (9) level. This is so as at this stage, they are expected to make conscious decisions about the fields they wish to pursue so as to properly select the subjects they intend to focus on for CSEC. This unit aims to strengthen and build on the skills that students have been developing since September of entering in Grade 9 as well as those developed in earlier years. Additionally, students will be provided with multiple opportunities to put these skills in practice in authentic contexts as well as prepare to use them in a more critical and analytical fashion as they pursue to access and master the Caribbean Secondary Examination Council (CSEC) syllabus.

Students will be exposed to the content under the theme “Shaping My Destiny” They will be given numerous opportunities to develop understanding and demonstrate their knowledge through authentic experiences and activities that they will encounter while shaping their future as teenagers who need to make conscious decisions. The unit will facilitate the development of students listening and speaking skills through the preparation of speeches that will cater to a variety of audiences and the immersion in listening to critique and comment on the techniques employed by speakers when attempting to communicate various ideas, concepts and or understandings. These will be done while paying attention to the use of language to provide humour and convey irony. As students approach the CSEC exam years, they are expected to develop and have a wider store of words in their vocabulary. As such, this unit will focus their attention on patterns of word change and their usage as well as strategies, games and activities that will facilitate independent word study and practice of unfamiliar technical and specific vocabulary that they will encounter while exploring increasingly difficult content area material. As students explore a variety of texts at or above grade level, they will be guided in paying special attention to the connections that exists within texts and how they are evident in the modern society then find creative and innovative ways of presenting or demonstrating same in the context of the classroom. This will provide opportunities for students to be immersed in understanding and exploring the elements of literature. Students will be required to incorporate knowledge of all previously learnt elements as well as add to their understanding while conceptually identifying and using the Iambic Pentameter rhythm structure to compose vibrant poems.

As students explore reading and writing as processes that develop simultaneously, they will be guided in focusing on completing writing assignments that are categorised as formal writing (business and editorial letters). Students will explore and write editorial and application letters for authentic purposes within authentic contexts. Subsumed in this, is the extension of knowledge on the effects created by use of the ellipsis, bracket and hyphen in all written work. These will be explored through their personal writing experiences as well as how other author’s use them to create desired effects and impact meaning and clarity.

In sum, the unit will engage students as constructive learners who are constantly conducting research and experiments in order to construct their own meanings and understandings of particular concepts and ideas. As they explore the world of research and seek to gather data from various sources, the unit will immerse them in using triangulation to cross-check data collected from various sources, through various media and at various times while cautioning them on the implications for plagiarism and the importance of citing sources and giving credit through the use of the APA documentation style.

#### **GUIDANCE FOR THE TEACHER**

- Quick Write Sheets are small sheets of paper that students use to record their ideas and understandings in note forms. Students are not required to provide lengthy elaborations as they are expected to note **quickly and briefly**.
- As students progressed through the units, the words in their word journals should appear more complex and with sophistication. These should also include a variety of technical and specific vocabulary.

- Simulated journals require that students take on a particular character and prepare journal entries as though they were that person. Special attention is also paid to timing and language used whether it is a simulation of the past, present or future.
- Data charts are grids that students make to organise the information they're gathering about a topic from various sources. These charts are used on an on-going basis as students work through collecting/gathering 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 (advertisements, podcasts, poems, games, scrapbooks, songs life lines, posters, blogs, web quests, Glogs etc.). They allow students to explore several genres through 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 but to think deeper and more analytical. The genres used are dependent on that unifying feature that has been identified with the support of the teacher.
- Glogs are a form of social media network that allows students and teachers to create interactive posters that may be shared within and among grades, schools etc. They provide 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, 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 presentations
- 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 comments 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

DRAFT

**UNIT TITLE: Shaping My Destiny (9 WEEKS)**

**SPEAKING & LISTENING**

ATTAINMENT TARGETS	OBJECTIVES	
<ul style="list-style-type: none"> <li>➤ Explain and comment on speakers’ use of language, including the use of SJE and JC, and their use of vocabulary, grammar and other features</li> <li>➤ Communicate with confidence and competence for different purposes and audiences, using SJE and JC appropriately and creatively</li> </ul>	<p>Students should be able to:</p> <ul style="list-style-type: none"> <li>• Deliver speeches to an audience that spans different age levels</li> <li>• Listen to determine purpose for use of particular language forms</li> <li>• Identify examples of code -switching and comment on their purpose and impact</li> <li>• Use language to provide humour or to convey irony</li> <li>• Convey feedback respectfully to peers</li> </ul>	
<p><b>ICT Attainment target(s):</b></p> <ul style="list-style-type: none"> <li>🖥️ <b>COMMUNICATION AND COLLABORATION</b> – Use technology to communicate ideas and information, and work collaboratively to support individual needs and contribution to the learning of others.</li> <li>🖥️ <b>RESEARCH, CRITICAL THINKING, PROBLEM SOLVING AND DECISION MAKING</b> - Use appropriate digital tools and resources to plan and conduct research, aid critical thinking, manage projects, solve problems and make informed decisions.</li> <li>🖥️ <b>DESIGNING AND PRODUCING</b> – Use digital tools to design and produce creative multimedia products to demonstrate their learning and understanding of basic technology operations</li> <li>🖥️ <b>DIGITAL CITIZENSHIP</b> -Recognise the human, ethical, social, cultural and legal issues and implications surrounding the use of technology and practice online safety and ethical behaviour</li> </ul>		
<b>SUGGESTED TEACHING AND LEARNING ACTIVITIES STUDENTS WILL:</b>	<b>KEY SKILLS</b>	<b>ASSESSMENT</b>
<p>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 consists of varying age groups (graduations, prize giving etc.). use language to provide humour and convey irony in the speech</p>	<ul style="list-style-type: none"> <li>• Deliver speeches to a mixed audience</li> </ul>	<p>Speeches and public speaking techniques meaningfully and effectively address the needs and interests of the different age groups in the audience</p>

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	<ul style="list-style-type: none"> <li>• Listen to identify codes</li> <li>• Comment on the purpose and effectiveness of code-switching</li> </ul>	<p>Each Quick Write Sheet outlines the codes identified, the specific purpose each serves and the impact created</p> <p>Excerpts from the debate are used to support the comments made.</p>
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.	<ul style="list-style-type: none"> <li>• Identify language forms</li> <li>• Discuss role of language forms</li> </ul>	Language forms accurately identified and satisfactory comments made on the purpose served by each in the recording

READING WITH FLUENCY & RECOGNITION (WORD RECOGNITION AND VOCABULARY)		
ATTAINMENT TARGETS	OBJECTIVES	
➤ Build vocabulary through various strategies	Students should be able to: <ul style="list-style-type: none"> <li>• Recognise and use appropriately pattern of word changes (analyse, analysis, analytic, analytical)</li> <li>• Design and use various vocabulary games and activities for word study</li> </ul>	
SUGGESTED TEACHING AND LEARNING ACTIVITIES STUDENTS WILL:	KEY SKILLS	ASSESSMENT
Work in pairs to research <a href="#">online</a> or <a href="#">offline</a> 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 Domino, <a href="#">Word Bingo</a> etc.) that they will use to study the words from their word journals. Games and activities will be exchanged and used for word study within the class or grade	<ul style="list-style-type: none"> <li>• Search for word games and activities</li> <li>• Design vocabulary games and activities</li> </ul>	Word games researched and designed must require conceptual study and not simple recognition of the technical and specific vocabulary words in students' word journals. That is, games and activities must solicit knowledge of usage and function of the words in written work and spoken language.
Rewrite a piece of text by substituting appropriately, words that reflect changes which match the construction shift of the sentences (e.g. <i>John made an analysis of the situation</i> <b>Change to</b> <i>John analysed the situation</i> )	<ul style="list-style-type: none"> <li>• Do construction shifts</li> </ul>	Word changes are appropriately done to match the construction shifts in sentences



Prepare a list of words with similar patterns, the function/meaning of each and sample sentence in a tabular format.				<ul style="list-style-type: none"> <li>Identify and use pattern of word changes in a variety of contexts</li> </ul>	Tables should contain a variety of words with similar patterns along with their meaning and usage in sample sentences. Words used must be age and grade level appropriate.
Base word	Pattern of Word Change	Meaning	Sentence		
analyse	Analysis	<ul style="list-style-type: none"> <li>An examination of something</li> </ul>	John Made an analysis of the situation.		
	Analyst	<ul style="list-style-type: none"> <li>Person who conducts an analysis</li> </ul>	John is an analyst.		

READING FOR MEANING AND ENJOYMENT (COMPREHENSION AND LITERATURE)		
ATTAINMENT TARGETS	OBJECTIVES	
<p><u>Literature</u></p> <ul style="list-style-type: none"> <li>➤ Identify and comment on the structure of texts and on the language choices, grammar and techniques <b>writers</b> use to create an impact</li> <li>➤ Reflect on and critically respond to literature and other texts, on paper and on screen</li> <li>➤ Connect experiences and ideas in texts to their own lives, other texts and society (<b>text to text and society-themes</b>)</li> <li>➤ Recognise and comment on the elements of literature in different genres (<b>Poetry- Rhythm- Meter, Iambic Penta meter</b>)</li> </ul>	<p>Students should be able to:</p> <ul style="list-style-type: none"> <li>• Comment on the impact of the use of grammar in regard to characterisation</li> <li>• 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</li> <li>• 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</li> <li>• Recap the elements of different genres of text, including poetry, narrative and drama</li> <li>• Explain the effectiveness of the writer's use of various elements of literature</li> <li>• Provide meaningful feedback to peers as they review different elements of literature</li> </ul>	
<b>SUGGESTED TEACHING AND LEARNING ACTIVITIES</b> <b>STUDENTS WILL:</b>	<b>KEY SKILLS</b>	<b>ASSESSMENT</b>

<p>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.</p>	<ul style="list-style-type: none"> <li>Assess impact of grammar in literature</li> </ul>	<p>Responses reflect clear understanding of how grammar functions in speech to impact characterization</p>
<p>Create simulated journals to reflect on and compare the experiences and themes in texts studied to those in modern society.</p>	<ul style="list-style-type: none"> <li>Compare experience and themes</li> </ul>	<p>Students' journal entries demonstrate clear linkages between the themes in text to those in society</p>
<p>In small groups, review the effectiveness of literary devices in literature by exploring these devices in poetry, prose and drama currently being studied. 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.</p>	<ul style="list-style-type: none"> <li>Review information already learned</li> <li>Comment on the effectiveness of language devices in text</li> </ul>	<p>Charts/Booklets clearly indicate texts, devices and the impact of devices on specific elements of literature.</p>
<p>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.)</p> <p>Assess their posters using a checklist focused on the elements of poetry, prose and drama.</p> <p>Mount their strategy posters in the class for further study.</p>	<ul style="list-style-type: none"> <li>Create strategy poster to guide the use of elements of literature</li> </ul>	<p>Strategy posters clearly outline the elements of different genres of literature</p>
<p>Review a <a href="#">multimedia</a> presentation or hand-out focused on rhythm in poetry with specific focus on identifying poetic feet per line and the Iambic Pentametre 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.</p>	<ul style="list-style-type: none"> <li>Discuss rhythm and their relevance to the meaning of poems</li> <li>Determine the rhythm structure utilised in poems</li> </ul>	<p>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</p>

Use the knowledge garnered from <a href="#">multimedia</a> / hand-out to write poems that utilises the Iambic Pentametre 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 Pentametre</li> </ul>	Poems contain five poetic feet per line to create the Iambic Pentametre 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 each 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>	Elements of different genre of literature are accurately identified Effectiveness of each element used in the literature is satisfactorily addressed

READING FOR INFORMATION (STUDY SKILLS AND RESEARCH)		
ATTAINMENT TARGETS	OBJECTIVES	
<ul style="list-style-type: none"> <li>➤ Identify and use text features to support navigation of texts, retrieving and synthesizing information gained from a range of sources (<b>Triangulation</b>)</li> <li>➤ Understand the importance of legal and ethical practices in research (<b>APA documentation style</b>)</li> </ul>	Students should be able to: <ul style="list-style-type: none"> <li>• analyse and combine data from various sources to support facts and opinions based on research</li> <li>• cite and reference data collected from various sources</li> </ul>	
SUGGESTED TEACHING AND LEARNING ACTIVITIES STUDENTS WILL:	KEY SKILLS	ASSESSMENT
Conduct research <a href="#">online/offline</a> on 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.	<ul style="list-style-type: none"> <li>• Conduct research/review presentation on triangulation</li> <li>• note benefits and challenges of triangulation</li> <li>• <a href="#">Navigate digital content on website</a></li> </ul>	Research / Presentation highlights the importance of triangulation, processes involved and the benefits and challenges

	<ul style="list-style-type: none"> <li>Conduct electronic search for kinds of information</li> </ul>	
<p>Work with their peers to develop using appropriate software data charts that they will use to capture data collected about a variety of professions, the impact of technology in the 21<sup>st</sup> century or Vision 2030 and its implications. Collect data from various sources studied earlier in terms 1 and 2 (observation, interview, document perusal)</p> <p>Use the data collected and recorded on data chart to create multi-genre research projects or online blogs that constitutes both textual (charts, diagrams etc. and visual genres (video presentations, pictures, multi-media projectors etc.)</p> <p>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.)</p>	<ul style="list-style-type: none"> <li>use data charts to record data</li> <li>create multi-genre projects</li> <li>analyse data collected</li> <li>explain research carried out and data gathered</li> </ul>	<p>Data charts include data collected from various sources</p> <p>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.)</p> <p>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.</p>
<p>Construct and use an APA checklists to rate the correctness and effectiveness of in-text citations and reference lists in each other's written work.</p>	<ul style="list-style-type: none"> <li>Construct referencing checklists</li> <li>Evaluate accuracy in citation</li> </ul>	<p>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</p>
	<ul style="list-style-type: none"> <li></li> </ul>	
<p>Comprehension</p> <ul style="list-style-type: none"> <li>Read for meaning, fluency and enjoyment of texts, using a variety of clues to gain information and identify ideas and events</li> <li>Use deduction and inference to interpret information and ideas and to predict outcomes</li> </ul>	<ul style="list-style-type: none"> <li>Distinguish between statements which are fact and those which are opinion</li> <li>Identify a writer's point of view based on ideas/arguments presented</li> <li>Determine a writer's purpose based on different passages presented</li> <li>Determine writer's attitude based on choice of words, literary devices and other techniques</li> <li>Work cooperatively in groups to extract and discuss information</li> </ul>	

Suggested Teaching and Learning Activities Students will:	Key Skills	Assessment
<p>In pairs, read hand-out on what is a writer’s purpose and share their thoughts on what they understand by the term. Do a quick-write of the following:</p> <ul style="list-style-type: none"> <li>• synonyms which may be used for writer’s purpose such as writer’s objective, intention, what the writer sets out to achieve, etc.</li> <li>• 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</li> </ul>	<ul style="list-style-type: none"> <li>▪ Define ‘writer’s purpose’</li> <li>▪ Identify synonyms for writer’s purpose</li> <li>▪ Specify clues</li> </ul>	<ul style="list-style-type: none"> <li>▪ Writer’s purpose accurately defined</li> <li>▪ Synonyms for writer’s purpose are acceptable</li> <li>▪ Clues for determining writer’s purpose are appropriately specified</li> </ul>
<p>Read single paragraph about aspects of career planning or ----- 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 -----</p>	<ul style="list-style-type: none"> <li>• Determine writer’s purpose</li> <li>• Use sentence starters/frames</li> </ul>	<p>Statements about writer’s purpose are satisfactorily formulated using sentence starters/frames</p>
<p>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.</p>	<ul style="list-style-type: none"> <li>• Determine Writer’s purpose</li> </ul>	<p>Writer’s purpose in poems and passages are accurately determined and communicated both orally and in writing.</p>
<p>Read information on writer’s attitude from written or online sources. Extract 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> </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</p>

<ul style="list-style-type: none"> <li>Specific types of attitudes which may fall under the three general categories- e.g.</li> </ul>		specific ways in which the attitude may be described.
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	<ul style="list-style-type: none"> <li>Determine writer's attitude</li> <li>Supply evidence</li> </ul>	Writer's attitude is accurately determined and satisfactory evidence used to substantiate the attitude described
View a Power Point on Fact versus Opinion and extract 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.	<ul style="list-style-type: none"> <li>Distinguish between fact and opinion</li> </ul>	Distinction between a fact and an opinion is clearly made
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.	<ul style="list-style-type: none"> <li>Extract facts and opinions</li> <li>Support selection of fact/opinion</li> </ul>	Facts and opinions are accurately extracted from texts  Supporting arguments for selection of facts and opinions are appropriate

<b>READING FOR INFORMATION (STUDY SKILLS AND RESEARCH)</b>		
<b>ATTAINMENT TARGETS</b>	<b>OBJECTIVES</b>	
<ul style="list-style-type: none"> <li>➤ Identify and use text features to support navigation of texts, retrieving and synthesizing information gained from a range of sources (<b>Triangulation</b>)</li> <li>➤ Understand the importance of legal and ethical practices in research (<b>APA documentation style</b>)</li> </ul>	Students should be able to: <ul style="list-style-type: none"> <li>analyse and combine data from various sources to support facts and opinions based on research</li> <li>cite and reference data collected from various sources</li> </ul>	
<b>SUGGESTED TEACHING AND LEARNING ACTIVITIES STUDENTS WILL:</b>	<b>KEY SKILLS</b>	<b>ASSESSMENT</b>

<p>Conduct research <a href="#">online/offline</a> on 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</p>	<ul style="list-style-type: none"> <li>• Conduct research/review presentation on triangulation</li> <li>• note benefits and challenges of triangulation</li> <li>• <a href="#">Navigate digital content on website</a></li> <li>• <a href="#">Conduct electronic search for kinds of information</a></li> </ul>	<p>Research / Presentation highlights the importance of triangulation, processes involved and the benefits and challenges</p>
<p>Work with their teacher to develop <a href="#">using appropriate software</a> data charts that they will use to capture data collected about a variety of professions, the impact of technology in the 21<sup>st</sup> century or Vision 2030 and its implications. Collect data from various sources studied earlier in terms 1 and 2 (observation, interview, document perusal)</p> <p>Use the data collected and recorded on data chart to create multi-genre research projects or online blogs that constitutes both textual (charts, diagrams etc. and visual genres (video presentations, pictures, multi-media projectors etc.)</p> <p>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.)</p>	<ul style="list-style-type: none"> <li>• use data charts to record data</li> <li>• create multi-genre projects</li> <li>• analyse data collected</li> <li>• explain research carried out and data gathered</li> </ul>	<p>Data charts include data collected from various sources</p> <p>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.)</p> <p>Presentation sessions are vibrant and engaging. Processes used to collect and present the data, as well as their own understanding of the topic covered, are clearly explained</p>
<p>Construct and use an APA checklists to rate the correctness and effectiveness of in-text citations and reference lists in each other's written work.</p>	<ul style="list-style-type: none"> <li>• Construct referencing checklists</li> <li>• Evaluate accuracy in citation</li> </ul>	<p>Checklists cover citations for a range of data sources including those studied in terms 1 and 2 and are based on the APA documentation style</p>

<b>LANGUAGE STRUCTURE (GRAMMAR AND CONVENTIONS)</b>		
<b>ATTAINMENT TARGETS</b>	<b>OBJECTIVES</b>	
<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 <b>(effects of punctuations - ellipsis, brackets, hyphen</b></li> </ul>	Students should be able to: <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>	
<b>SUGGESTED TEACHING AND LEARNING ACTIVITIES</b> <b>STUDENTS WILL:</b>	<b>KEY SKILLS</b>	<b>ASSESSMENT</b>
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	<ul style="list-style-type: none"> <li>• Review content previously learned</li> <li>• Reconstruct sentences</li> </ul>	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.	<ul style="list-style-type: none"> <li>• Use punctuation and capitalisation appropriately</li> </ul>	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	<ul style="list-style-type: none"> <li>• Determine presence of ellipsis</li> </ul>	Presence of ellipsis accurately determined based on how statements are read



document but should be able to tell where the ellipsis is used based on how the extract is 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	<ul style="list-style-type: none"> <li>• Use ellipses to focus written work</li> </ul>	The amended news item report effectively uses ellipses to replace unnecessary details which were in the original report.						
<p>Analyse language errors and make adjustments using Retrospective Miscue Analysis. Read verbatim on a tape <a href="#">storage device</a> 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</p> <table border="1" data-bbox="159 623 1100 719"> <thead> <tr> <th data-bbox="159 623 470 678">Language Errors/Miscues</th> <th data-bbox="470 623 785 678">Analysis</th> <th data-bbox="785 623 1100 678">Adjustments/Suggestions for Improvement</th> </tr> </thead> <tbody> <tr> <td data-bbox="159 678 470 719"></td> <td data-bbox="470 678 785 719"></td> <td data-bbox="785 678 1100 719"></td> </tr> </tbody> </table>	Language Errors/Miscues	Analysis	Adjustments/Suggestions for Improvement				<ul style="list-style-type: none"> <li>• Identify and analyse language errors/miscues</li> <li>• Adjust language errors to improve written work</li> </ul>	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 <a href="#">online or offline</a> 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.	<ul style="list-style-type: none"> <li>• Comment on the effectiveness of the hyphen</li> <li>• <a href="#">Use search engine safely to perform single topic searches</a></li> </ul>	Book markers clearly outline the effects of the hyphen in writing.						
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)	<ul style="list-style-type: none"> <li>• Explain the uses and effect of hyphens</li> <li>• Compose texts that utilises the hyphen</li> </ul>	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 piece 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.	<ul style="list-style-type: none"> <li>• Use brackets appropriately</li> </ul>	Brackets incorporated in the revised text serve to clarify, break down or further explain preceding concepts						

COMMUNICATION (WRITING)		
ATTAINMENT TARGETS	OBJECTIVES	
<ul style="list-style-type: none"> <li>➤ 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 (<b>Letters- Editorial and applications – print and online</b>)</li> <li>➤ Use language and text forms appropriately and with imagination to create vibrant and engaging texts (<b>Euphemism</b>)</li> </ul>	<p>Students should be able to:</p> <ul style="list-style-type: none"> <li>• Compose business letters/emails displaying more sophistication in language and style</li> <li>• Select from a range of acceptable formats to prepare business letters</li> <li>• Use figurative devices(euphemism) appropriately to add appeal to texts</li> <li>• Give meaningful feedback to peers using the Sandwich Technique</li> </ul>	
<p><b>ICT Attainment target(s):</b></p> <ul style="list-style-type: none"> <li>📄 COMMUNICATION AND COLLABORATION – Use technology to communicate ideas and information, and work collaboratively to support individual needs and contribution to the learning of others.</li> <li>📄 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.</li> <li>📄 DESIGNING AND PRODUCING – Use digital tools to design and produce creative multimedia products to demonstrate their learning and understanding of basic technology operations</li> <li>📄 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</li> </ul>		
SUGGESTED TEACHING AND LEARNING ACTIVITIES STUDENTS WILL:	KEY SKILLS	ASSESSMENT
<p>Work in groups to review the elements of a business letters from print and online sources. Assess a variety of application letters (acceptable / unacceptable)</p>	<ul style="list-style-type: none"> <li>• Review elements of the business letter</li> </ul>	<p>Posters include the Do’s and Don’ts in composing application letters. These speak to</p>

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. <a href="#">Use suitable appropriate software to create posters.</a>	<ul style="list-style-type: none"> <li>• Critique business letters</li> <li>• Create posters</li> <li>• <a href="#">create and format document</a></li> </ul>	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.	<ul style="list-style-type: none"> <li>• Compose application letters</li> </ul>	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	<ul style="list-style-type: none"> <li>• Compose rubrics</li> <li>• Critique letters</li> </ul>	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)	<ul style="list-style-type: none"> <li>• Review persuasive techniques</li> </ul>	Notes on persuasive techniques are appropriately extended/adjusted as required Clarifications regarding specific persuasive techniques are satisfactorily made
Peruse <a href="#">online/offline</a> 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.	<ul style="list-style-type: none"> <li>• Select articles/letters</li> <li>• Discuss tips for writing articles/ letters to the editor</li> </ul>	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 organiser 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.	<ul style="list-style-type: none"> <li>• Use graphic organisers to plan</li> <li>• Incorporate the use of leads in their writing</li> </ul>	Graphic organisers 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
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.	<ul style="list-style-type: none"> <li>• Prepare articles/letters</li> <li>• <a href="#">Create and format document</a></li> </ul>	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 understandings
- ✓ 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 the 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' effort to develop and use checklists, strategy posters should be facilitated by the teacher
- Students' written work must be incorporated in the reading process and where possible used to teach strategies for reading for meaning
- Where samples of literature are required, students may be asked to collect same
- 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

- 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 same.
- 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

## Key vocabulary

- 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 organisers
- Teacher Prepared PowerPoint presentations and hand-outs
- Sample news item reports
- Writing leads

- 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 21<sup>st</sup> 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

DRAFT