

NATIONAL STANDARDS CURRICULUM

ENGLISH LANGUAGE/LITERATURE

GRADE 8 TERMS 1-3

UNITS OF WORK

TERM 1 UNIT 1

Health & Nutrition

About the Unit

The following unit of work offers a focus for instruction to help ensure that students gain adequate mastery of a range of skills and applications. *Students advancing through Grade 8 are expected to meet the grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.* This unit, entitled “Health and Nutrition” employs the Literature - Based Approach to provide the context for the exposure of students to the skills and concepts to be reinforced and/or developed. The unit encompasses concepts related to the range of skills which constitute the six Language Arts strands and seeks to provide the scaffolding students require as they develop competence in the use of the English Language.

GUIDANCE FOR THE TEACHER

This unit extends and reinforces skills previously introduced in Grade 7 to address the skills in different strands using the Literature- Based Approach. This approach is research-based and has proven to be useful in the transfer of Language Arts skills. It is based on the use of a wide range of literature- text, pictures, diagrams, cartoons, e-mails, blogs and other media centred on a theme. It allows for the teacher to develop materials at the student’s readability and interest levels and supports making connections and identifying the links among the Language Arts strands

It is also important to note that in cases where the activities give students the opportunity to practise specific language skills, the teacher should explicitly teach rules, structures and strategies prior to these activities. Students should be encouraged to think critically and creatively, and reflect on and articulate their thinking and learning.

Prior Learning

Check that students can:

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

UNIT TITLE: Health and Nutrition (7 weeks)		
SPEAKING and LISTENING		
<p>Attainment Target(s)</p> <p>Listen to, recall, understand and respond to speakers' messages, whether implicit or explicit</p> <p>Communicate with confidence and competence for different purposes and audiences, using SJE and JC appropriately and creatively</p>	<p>Objectives:</p> <ul style="list-style-type: none"> • Evaluate the effectiveness of the use of SJE and JC in creative pieces presented • Effectively speak in response to other's points of view using appropriate language, for example, asking and generating questions or challenging ideas 	
Suggested Teaching and Learning Activities Students will:	Key Skills	Assessment

<p>Recite a poem in which Creole is used to enhance characterization or for some other meaningful purpose. The poem should bear some link to health and or nutrition. Alternatively, they may write their own. Rewrite, in groups, the section(s) of the poem written in Creole using Standard Jamaican English (SJE). Introduce the poems and read both versions aloud. Use pauses, accent certain words, and use body language and facial expressions to communicate the poem’s message. Listeners should make notes of the differences observed in the performance of both the JC and SJE version. Share observations with classmates.</p>	<ul style="list-style-type: none"> • Read poem aloud • Rewrite JC in SJE • Use verbal and non-verbal communication techniques • Listen attentively • Discuss observations 	<p>Poems chosen adequately reflect given criteria Poems effectively read, using verbal and non-verbal techniques Active listening demonstrated by the provision of meaningful feedback</p>
<p>Invite a resource person from the Ministry of Health to give a short speech on Health and Nutrition. Make a formal introduction of the person(s) to the class. Generate open-ended questions that they want to be answered. Listen to the presenter, make notes then ask questions based on ideas presented and extension of thoughts.</p>	<ul style="list-style-type: none"> • Give oral introduction • Listen attentively • Make notes • Generate questions 	<p>Appropriate language evident in questions generated Notes made and questions generated provide evidence of attentive listening</p>
<p>Conduct a vox pop in their school and/ or community about a topical issue relating to health and nutrition. Record responses and share with class. Use appropriate language to respond orally to the views expressed in the vox pop.</p>	<ul style="list-style-type: none"> • Generate question(s) • Record responses • Discuss opinions 	<p>Critical points made by speakers adequately discussed using appropriate language</p>

Reading with Fluency and Recognition

<p>Attainment Target(s)</p> <p>Use a range of word recognition clues to identify new words</p> <p>Automatically recognise words (including sight lists) through repeated exposure and mnemonic devices</p> <p>Build vocabulary through various strategies</p>	<p>Objectives:</p> <ul style="list-style-type: none"> • Use context clues to aid in word recognition (explanation and gist clues) • Apply word recognition strategies such as re-reading and reading ahead to identify new words • Construct mnemonics to aid word recognition • Demonstrate confidence when presenting independently
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	<ul style="list-style-type: none"> • Work cooperatively with peers as they try to apply word recognition/vocabulary building strategies 	
Suggested Teaching and Learning Activities Students will:	Key Skills	Assessment
<p>A. View poster or a digital presentation created by teacher which sets out the definition of context clues and outlines guiding questions:</p> <ul style="list-style-type: none"> ▪ What word do I not understand? ▪ Are there words or information in the sentences before and after the word that can help me? ▪ What is the paragraph about? Does it give me any clues? ▪ What do I think the word means? ▪ Does my meaning make sense in the passage? <p>B. Work in pairs or small groups to apply the context clue strategy to a given passage. Make note of or underline unfamiliar words while reading. Write down the paragraph where the word(s) can be found. Read before and after the word (read around the word). Write down words that helped them to find the meaning of the word (context clues). Write down what they think the word means (make a prediction). Check to make sure that the prediction makes sense (reread to confirm).</p>	<ul style="list-style-type: none"> • View for information • Work collaboratively • Use context clues • Make predictions • Read for meaning • Self-question 	<p>Context clues used effectively in the reading process to extract meaning</p>

<p>C. Identify new words related to nutrition and health and use mnemonic devices to spell and remember them. For example HEALTH: <u>H</u>ealthy <u>E</u>ating <u>A</u>lways <u>L</u>eaves <u>T</u>amara <u>H</u>ungry.</p> <p>Work in small groups and play mnemonics race. Use a given a set of words to formulate the most creative mnemonics within a specified time frame.</p>	<ul style="list-style-type: none"> • Use and develop mnemonics 	<p>Mnemonics effectively used to aid word recognition</p>
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<p>Reading for Meaning and Enjoyment (Comprehension & Literature)</p>	
<p>Attainment Target(s) Reading for Meaning and Enjoyment (Comprehension & Literature)</p> <p>Comprehension Read for meaning, fluency, enjoyment, and appreciation of texts using a variety of clues to gain information and identify ideas and events</p> <p>Literature Recognize and comment on the elements of literature in its different genres</p> <p>Connect experiences and ideas in texts to their own lives</p>	<p>Objectives:</p> <ul style="list-style-type: none"> • Use criteria to choose independent reading materials • Compare and contrast the elements and authors of various literary genres (e.g. short story, novel, drama, fable, fantasy, biography, documentary, poetry, and science-fiction). • Review text to text connections • React to stimuli from text and link responses to previous knowledge/personal experience

Suggested Teaching and Learning Activities Students will:	Key Skills	Assessment
Choose books related to Health and Nutrition (collection of resources from different genre, media and levels of reading difficulty) and use criteria for book choice during independent reading. Students will also complete a reading log to show title, author, genre, number of pages and why they find this book appealing.	<ul style="list-style-type: none"> • Choose books appropriately • Complete reading logs 	<p>Criteria for book choice appropriately used</p> <p>Reading logs accurately completed</p>
Compare and contrast at least two elements (e.g. character and point of view) in two books read on Health and Nutrition from text sets. Create, using appropriate software or draw a Venn diagram to show the similarities and differences found and present to the class. Write sequential paragraphs to highlight the similarities and differences highlighted in the Venn diagram. Use compare and contrast key words/phrases and techniques.	<ul style="list-style-type: none"> • Compare and contrast literary elements • Represent information graphically • Write comparatively in continuous prose 	<p>Venn diagram and written paragraphs effectively show similarities and differences in book elements</p>
Quote a phrase or a section of a text that impressed them for some reason (beautiful language, interesting thoughts, meaningful). Explain why they chose that section. Write a reflective piece on impactful quotes shared by classmates. Post quotes on their class webpage/ bulletin board.	<ul style="list-style-type: none"> • Quote texts • Justify choices • Write reflection • Publish quotes 	<p>Choices of quotes adequately justified</p> <p>Reflective pieces indicate satisfactory responses to textual stimuli</p>
In a literature circle tell their thoughts and feelings about something that happened in a text they are reading or something about one of the characters in the text. Write journal entries to show how this event or character reminds them of something in their own experience or life.	<ul style="list-style-type: none"> • Relate text to personal experience • Discuss ideas • Write journal entries 	<p>Details in text appropriately compared to their own experiences</p>





Reading for information (study skills)	
<p>Attainment Target(s) Research activities on issues and interests by generating ideas and exploring texts using a range of strategies</p> <p>Identify and use text features to support navigation of texts, retrieve and synthesize information gained from a range of sources</p> <p>Understand the importance of legal and ethical practices in research</p>	<p>Objectives:</p> <ul style="list-style-type: none"> • Recall strategies used to generate ideas • Analyse topics to ascertain areas for focused research • Formulate questions about the topic to guide focused research • Distinguish between credible and non-credible sources • Respect intellectual property to avoid unethical practices • Investigate the various forms of plagiarism
<p>ICT Attainment Target (s):</p> <ul style="list-style-type: none"> 🖥️ COMMUNICATION AND COLLABORATION - use technology to communicate ideas and information, and work collaboratively to support individual needs and contribute to the learning of others. 🖥️ DESIGNING AND PRODUCING - use digital tools to design and develop creative products to demonstrate their learning and understanding of basic technology operations. 🖥️ RESEARCH, CRITICAL THINKING AND DECISION MAKING – use appropriate digital tools and resources to plan and conduct research, aid critical thinking, manage projects, solve problems and make informed decisions. 🖥️ DIGITAL CITIZENSHIP – recognises the human, ethical, social, cultural and legal issues and implications surrounding the use of technology and practise online safety and ethical behaviour. 	<p>ICT objective(s)</p> <ul style="list-style-type: none"> • Use selected ICT tools to create multimedia presentation incorporating text and images • Cite sources correctly and give credit to creators of digital content • Navigate safely and respectfully online

Suggested Teaching and Learning Activities Students will:	Key Skills	Assessment
<p>Recall strategies used to generate ideas for writing (clustering, graphic organizers, listing, free write etc.).</p> <p>Brainstorm numerous topics for research based on the theme: Health and Nutrition. For example, Feasting vs. Fasting: How the Body Responds, Health Risks Associated with Bodyweight and Body fat.</p> <p>Formulate specific questions based on the topic for research. Students will recall the characteristics of good research questions (relevant, interesting, and focused/specific)</p> <p>Students will show the Broad topic Narrowed Topic Focused Topic</p> <p>Specific Research Questions.</p> <p>Read various texts related to topic for research and then choose a strategy to generate ideas for writing the research paper. Use ideas generated to write the research paper and submit for peer and teacher feedback.</p>	<ul style="list-style-type: none"> • Brainstorm topics • Formulate questions for research • Conduct research • Record information • Publish research 	<p>Topic for research appropriately developed</p> <p>Specific research questions satisfactorily developed</p> <p>Completed research paper adequately addresses research question</p>
<p>In groups, conduct online/ offline search to locate information on the different types of plagiarism. Create a digital presentation or a poster of the findings and share with the class.</p>	<ul style="list-style-type: none"> • Locate information • Create multimedia presentation or poster 	<p>Types of plagiarism correctly identified in presentation</p>

Language Structure	
<p>Attainment Target(s)</p> <p>Use and adapt a range of sentence structures according to context, distinguishing between SJE and JC</p> <p>Write sentences which are grammatically accurate and correctly punctuated, using SJE and JC appropriately</p>	<p>Objectives:</p> <ul style="list-style-type: none"> • Identify and use different phrases (noun phrase, verb phrase, prepositional phrases) • Differentiate between independent and dependent clauses • Construct sentences using both dependent and independent clauses

<p>ICT Attainment Targets:</p> <ul style="list-style-type: none">  RESEARCH, CRITICAL THINKING AND DECISION MAKING – use appropriate digital tools and resources to plan and conduct research, aid critical thinking, manage projects, solve problems and make informed decisions.  DIGITAL CITIZENSHIP- recognises the human, ethical, social, cultural and legal issues and implications surrounding the use of technology and practice online safety and ethical behaviour. 	<p>ICT Objectives</p> <ul style="list-style-type: none"> • Cite sources correctly and give credit to creators of digital content 	
<p>Suggested Teaching and Learning Activities Students will:</p>	<p>Key Skills</p>	<p>Assessment</p>
<p>Complete an anticipation guide about a phrase, clause and a sentence prior to reading. Discuss choice of answers and validate responses. Explore the various types of phrases, specifically: noun, verb and prepositional phrases.</p> <p>In small groups, read various materials related to health and nutrition, and then search for examples of noun, verb and prepositional phrases in sentences. Make a presentation to the class, citing examples of each then justifying why each is classified as such.</p> <p>Revisit anticipation guide to refute or validate answers chosen prior to the lesson.</p>	<ul style="list-style-type: none"> • Complete anticipation guide • Validate responses • Read for information • Cite examples • Make oral presentations 	<p>Anticipation guide appropriately completed</p> <p>Accurate information presented</p> <p>Responses satisfactorily refuted or validated</p>
<p>A. Fold a sheet of letter size paper into two columns and four rows. Each column should represent a clause - dependent or independent clause. Use online/offline sources to research both clauses and record in the four rows the difference between clauses; synonyms for dependent and independent clauses; examples of each clause from research and an original dependent and independent clause based on the theme: Health and Nutrition.</p> <p>B. Match independent clauses to dependent clauses developed by the teacher in order to form sentences and a paragraph.</p>	<ul style="list-style-type: none"> • Differentiate between clauses • Navigate digital content • Match clauses 	<p>Information recorded accurately on paper folds</p> <p>Clauses correctly matched and sequenced</p>

Communication (Writing)

<p>Attainment Target(s)</p> <ul style="list-style-type: none"> ➤ Develop approaches to the writing process to enable them to organise their ideas into a coherent structure including layout, sections and paragraphs ➤ Write to narrate, persuade, and for a range of transactional purposes, using SJE and JC appropriately and incorporating multi-media approaches in their writing ➤ Write well-constructed paragraphs using linking/transitional words/phrases within and between them 	<p>Objectives:</p> <ul style="list-style-type: none"> • Compose business letters to complain about and order goods or services • Know and use various types of transitional words (exemplification or illustration) to connect ideas: general/specific order • Use varied sentence types to construct paragraphs 	
<p>ICT Attainment Target (s):</p> <ul style="list-style-type: none">  COMMUNICATION AND COLLABORATION - use technology to communicate ideas and information, and work collaboratively to support individual needs and contribute to the learning of others.  DESIGNING AND PRODUCING - use digital tools to design and develop creative products to demonstrate their learning and understanding of basic technology operations.  RESEARCH, CRITICAL THINKING AND DECISION MAKING – use appropriate digital tools and resources to plan and conduct research, aid critical thinking, manage projects, solve problems and make informed decisions.  DIGITAL CITIZENSHIP – recognises the human, ethical, social, cultural and legal issues and implications surrounding the use of technology and practise online safety and ethical behaviour. 	<p>ICT Objective(s)</p> <ul style="list-style-type: none"> • Use selected ICT tools to create document • Cite sources correctly and give credit to creators of digital content • Navigate safely and respectfully online 	
<p>Suggested Teaching and Learning Activities Students will:</p>	<p>Key Skills</p>	<p>Assessment</p>
<p>Use the stages of the writing process to organize ideas for the following activities:</p> <ol style="list-style-type: none"> a) Write a letter to complain about an unhealthy menu which was offered/ served at a restaurant. b) Write an order letter to a local food mart requesting foods to prepare a balanced meal. Use text editing software to create letters. 	<ul style="list-style-type: none"> • Write letters of complaint and order • Create and format documents 	<p>Writing process appropriately used in generating letters</p> <p>Content is appropriate to the purpose and type of letter</p>

		Tone of each letter is appropriate to purpose, context and audience Letter format is appropriate
Read a passage prepared by the teacher (the passage should lack sufficient transitional words – exemplification or illustration). Critique the writing and highlight the weaknesses (students should highlight the lack of transitional words). Suggest transitional words which could make the passage more meaningful. Rewrite the passage by inserting the transitional words that were suggested.	<ul style="list-style-type: none"> • Read and critique • Insert transitional words 	Critique of the passage appropriately done Transitional words accurately used in reworked paragraphs

Learning Outcomes

Students will be able to:

- ✓ Listen to clarify or extend ideas, as well as to provide meaningful feedback
- ✓ Respond to the creative use of language in terms of verbal and non-verbal techniques used
- ✓ Build vocabulary through the use of context clues, and the use of mnemonics to recall the spelling of words
- ✓ Read to convey preferences, make connections and to compare and contrast ideas
- ✓ Apply research strategies such as brainstorming topics, narrowing research focus, clustering ideas
- ✓ Explore grammar using learner-centred research-based approaches to review skills/rules and to accurately apply them
- ✓ Use punctuation to add impact and meaning to writing
- ✓ Compose business letters – order and complaint
- ✓ [Use selected ICT tools to search for information, create documents, create multimedia presentations and share files using class email.](#)
- ✓ Compose paragraphs

Points to Note	Extended Learning
<p>Reinforce the skills previously taught to ensure that students continue to use them.</p> <p>Encourage students to use new words in conversation daily.</p> <p>Teach students the different steps/requisite details involved in writing each type of letter and provide samples to illustrate sample. For the order letter and letter of complaint, points about the template will also be required.</p> <p>Students should be reminded to follow guidelines to promote healthy use of ICT tools</p>	<p>Students may present research paper at a school/ community club meeting</p>
Resources	Key Vocabulary
<p>Text Sets on Health and Nutrition</p> <p>Charts</p> <p>Graphic Organizers</p> <p>Passages</p> <p>Internet</p> <p>Computer</p> <p>Multimedia projector</p>	<p>Health</p> <p>Nutrition</p> <p>Context clues (explanation and gist)</p> <p>Mnemonics</p> <p>Plagiarism</p> <p>Copyright</p> <p>Phrase</p> <p>Dependent and independent clauses</p> <p>Attention grabbers</p> <p>Exemplification</p> <p>Illustration</p>
<p>Links to other subjects</p> <p>Science – Food Nutrients</p>	

Food and Nutrition – Meal Planning

ICT – Online research

Library Studies – Use of reference texts, use of the library

TERM 1 UNIT 2

ABOUT THE UNIT

The students in grade 8 possess unique language needs. They need to articulate their numerous concerns and opinions and find answers to their many questions so that they can make informed choices. They therefore need language to cover the gamut of their activities and interactions. This unit entitled “Abstaining from Unhealthy Practices” provides students with the skills and strategies which they need to navigate their daily lives, in and outside of school as it focuses through the listening and speaking strands on thinking and talking about specific issues that affect their daily lives. They make connections to what they read in the Literature segments and develop the important skill of responding aesthetically through the activities involving comprehension.

In recognition of the fact that reading, writing, listening and speaking are indispensable tools for the learning process as the students move across the curriculum, these strands are all treated in this unit. Additionally, some attention is paid to the need to master the grammar of Standard Jamaican English (SJE) with the intention that students’ communicative competencies will be enhanced as they will develop into expert users of the language.

GUIDANCE FOR THE TEACHER

This unit uses the Literature-based approach in which the concepts and ideas surrounding the theme “Abstaining from Unhealthy Practices” are used to provide the context for the instruction and assessment activities. The teacher is encouraged to develop a “text-set” – material of every type, mode and genre surrounding the ideas related to the theme for use as the literature related to this topic. Books, magazines, newspapers, puzzles, text books, pamphlets, brochures, pictures, blogs, power-point presentations, movies and diagrams and other stimuli related to physically, mentally and socially undesirable practices such as drug abuse and bleaching, immorality and gang activities may constitute this “text-set.”

Prior Learning

Check that students can:

- Articulate the content and context of the information being studied.
- Distinguish between information explicitly stated in text and information inferred
- Develop summaries
- Sequence ideas appropriately
- Compose simple, compound and complex sentences
- Use basic research skills
- Recognize and use context clues
- Identify and use literary devices
- Identify and use direct/indirect speech
- Identify and use parts of speech




UNITS OF WORK	GRADE 8	TERM 1	UNIT 2
UNIT TITLE: (7 WEEKS) Abstaining from Unhealthy Practices			
ATTAINMENT TARGETS			OBJECTIVES

<p>SPEAKING & LISTENING</p> <p>➤ Recognise, value and make distinctions between home language and SJE to acquire and improve language and literacy competencies</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> • Practise the use of critical thinking skills in oral discussions • Observe communication protocol in oral communication activities 	
<p>SUGGESTED TEACHING AND LEARNING ACTIVITIES</p> <p>STUDENTS WILL:</p>	<p>KEY SKILLS</p>	<p>ASSESSMENT</p>
<p>In small groups (4-5 students) engage in an activity called “Finish It.” I Respond to a number of topical issues such as “The practice of bleaching betrays self-hate” or “Teenagers need as many rules as can be conceived” on cards from which students will randomly or deliberately select one. “Finish it” begins when one student in the group reads the opening statement related to the topic contained on the card reflecting one of the seven (7) established critical thinking skills—analysing, applying skills, discriminating, information seeking, logical reasoning, predicting and transforming knowledge)—and adds one or two statements of his or her own to it. Others in the group are assisted to enter the conversation by selecting from a list of sentence starters or connectors (provided by the teacher) which relate to each critical thinking skill (see the ex. below). Going around the group, each person adds his or her part to the topic. Each person's contribution must be relevant to the topic, be in proper sequence and reflect the critical thinking skill(s) identified on the card selected.</p> <p>For example:</p> <p>Topic: Teenagers need as many rules as can be conceived</p> <p>Critical Thinking skill: Information seeking & Logical Reasoning</p> <p>Opening statement: Many teenagers are of the view that the myriad of rules imposed on them by adults do not allow space and opportunity for them to grow. I agree/disagree because; I knew I needed to research</p> <p>I kept searching for data...</p> <p>I deduced from the information gathered that ...</p> <p>The rationale for my conclusion was...</p>	<ul style="list-style-type: none"> • Apply critical thinking skills • Participate in guided discussion 	<p>Statements relating to critical thinking skills are contributed to conversation to meaningfully extend ideas</p>

READING WITH FLUENCY & RECOGNITION (WORD RECOGNITION AND VOCABULARY)		
ATTAINMENT TARGETS	OBJECTIVES	
<ul style="list-style-type: none"> • Use a range of word recognition clues, to identify new words • Automatically recognise words through repeated exposure and mnemonic devices • Build vocabulary through various strategies 	Students should be able to: <ul style="list-style-type: none"> • Clarify word meanings through the use of a word's definition - restatement or contrast. • Use synonyms to convey different impressions and or attitudes 	
SUGGESTED TEACHING AND LEARNING ACTIVITIES STUDENTS WILL:	KEY SKILLS	ASSESSMENT
<p>Create word banks for commonly used words related to a particular topic For example, selected word: bleach – to make lighter blanch, ashy, dye, lighten, pale, pasty, sallow, wan, pallid, whitish</p> <p>Use the words to construct sentences which express precise thoughts. For example: Her sickness left her complexion sallow. Complexion can be described as sallow, pasty, pale, ashen. These adjectives would not be used with clothes which can be bleached but would more appropriately be described as whitewashed or achromatic.</p>	<ul style="list-style-type: none"> • Use synonyms effectively 	Vocabulary is used with increasing specificity as appropriate to context

<p>Use an online/offline dictionary or thesaurus to find synonyms of words. Use synonyms to complete word groupings by association For example: lean, anorexic (synonyms)</p> <p>Compose sentences to convey negative or positive attitudes towards a subject through the selection and use of appropriate synonyms.</p> <p>For example:</p> <p>We envied her <u>lean</u> frame which she had as a result of consistent vigorous exercise. We averted our eyes from her <u>anorexic</u> appearance brought on by deliberate self-starvation. The <u>plump</u> girl was a picture of health with her glowing cheeks and well-covered frame. The greedy girl developed a <u>flabby</u> body.</p>	<ul style="list-style-type: none"> • Use dictionary and thesaurus effectively • Use contrast and synonym clues to convey attitudes 	<p>Dictionary and thesaurus used effectively to identify suitable synonyms to convey attitudes towards subjects</p>
<p>Construct board games or word games using learned vocabulary. For example: Form a circle and begin clapping to a beat. Designated leader gives a focus word such as 'gluttonous' and the cue word which is either 'synonym' or 'antonym'. Leader points to the person who should begin. If the cue word is 'synonym' for example, players would give words such as craving, greedy, voracious, grasping and hungry. The beat is maintained throughout the game and the person who fails to answer promptly is eliminated. The new leader is the last person left standing.</p>	<ul style="list-style-type: none"> • Create game • Construct new words 	<p>Word games are satisfactorily and meaningfully constructed</p>



READING FOR MEANING AND ENJOYMENT (COMPREHENSION AND LITERATURE)



ATTAINMENT TARGETS	OBJECTIVES
<p>Comprehension</p> <ul style="list-style-type: none"> • Read for meaning, fluency and enjoyment of texts, using a variety of clues to gain information and identify ideas and events • Use deduction and inference to interpret information and ideas and to predict outcomes <p>Literature</p> <ul style="list-style-type: none"> • Recognize and comment on the elements of literature in its different genres • Connect experiences and ideas in texts to their own lives 	<p>Students should be able to:</p> <ul style="list-style-type: none"> • Determine a central idea of a text and analyse its development over the course of the text, including its relationship to supporting ideas • Compose a summary of a text, using main ideas identified • Determine the effect of technical elements of drama such as scenery, costumes, props and other stimuli on making meaning • React to stimuli from text and compare these with knowledge of the world • Identify and use implicit comparisons in a range of written forms
<p>ICT Attainment Target (s):</p> <ul style="list-style-type: none">  COMMUNICATION AND COLLABORATION - use technology or other available relevant resources to communicate ideas and information, and work collaboratively to support individual needs and contribute to the learning of others.  RESEARCH, CRITICAL THINKING AND DECISION MAKING – use appropriate digital or other available relevant tools and resources to plan and conduct research, aid critical thinking, manage projects, solve problems and make informed decisions.  DIGITAL CITIZENSHIP- recognises the human, ethical, social, cultural and legal issues and implications surrounding the use of technology and practice online safety and ethical behaviour. 	<p>ICT Objective (s)</p> <ul style="list-style-type: none"> • Use appropriate digital tools to create document to represent information for a specific audience

SUGGESTED TEACHING AND LEARNING ACTIVITIES STUDENTS WILL:	KEY SKILLS	ASSESSMENT
<p>Examine text about substance abuse for example: multi-panelled, if it's a picture or multiple paragraphs if it is prose. Locate the main idea in the material and evidence of its presence throughout the text by writing sentences or phrases and or events supporting this main idea and the line numbers or paragraphs or panels where such evidence can be found. Develop a graphic organizer online or offline to illustrate it.</p> <p>Work with teacher and peers to write a summary using main idea and supporting material.</p>	<ul style="list-style-type: none"> • identify main idea and supporting material • Compose summaries • Create organiser <ul style="list-style-type: none"> • Review summaries 	<p>Main idea accurately identified in prose and picture sets Main ideas used to satisfactorily compose summaries</p> <p>Graphic organiser is appropriate for the task</p>
<p>Read a section of a play related to an aspect of the unit theme and identify and discuss the function of technical elements of drama – scenery, costumes, props, stage directions.</p>	<ul style="list-style-type: none"> • Identify and discuss technical elements of drama 	<p>Technical elements of drama identified and discussed</p>

<p>Read a play or narrative which conveys ideas on the reasons teenagers join gangs and the negative effects of such affiliations. Use this information, as well as what is already known as the basis for creating the following (as individuals or in small groups):</p> <p>a) a reader's theatre script which will be performed giving particular attention to the selection of props as an aid in interpretation of the presentation. Use text editing software to type script or write script.</p> <p>b) dramatic scenes. Capture skits/plays using recording device and playback or perform for class discussion and critique.</p>	<ul style="list-style-type: none"> • Use props and other drama elements • Interpret texts • Create and format documents • Make video recording or perform play 	<p>Interpretation of texts is effectively communicated through created theatre scripts and dramatic presentations</p> <p>Props incorporated are relevant and drama elements effectively used</p> <p>Participation in discussion of recorded play/skit</p>
<p>Listen to or read the lyrics of songs, as well as read narratives, poems or plays describing every day teenage experiences. Select lyrics from the song or lines from texts and identify feelings/emotions implied by the lyrics/lines</p> <p>For example:</p> <ul style="list-style-type: none"> • When you are young, life is a beach; work is banned. – lazy • This stuff makes me forget; it sets me on cloud nine. – excited, deluded, misguided <p>With teachers and peers, discuss the implications of some of the inferences made.</p>	<ul style="list-style-type: none"> • Making inferences • Discuss implications of inferences 	<p>Inferences made are logical and the implications of these are meaningfully discussed</p>
<p>View a visually stimulating photograph or magazine advertisement. Compose a figurative phrase utilizing a metaphor which demonstrates an implicit comparison. Based on the picture, create a song, jingle or poem which demonstrates the meaning and function of the metaphor.</p>	<ul style="list-style-type: none"> • Compose figurative phrases demonstrating implicit comparison • Critique 	<p>Figurative phrases appropriately communicate metaphors</p>

Share and discuss their phrases with teacher and peers.	compositions	
Read given text, and then work in groups to find sentences with examples of metaphors demonstrating implicit comparisons. Share and discuss the implicit comparison in each sentence and say why those examples were chosen. Work closely with peers and teacher.	<ul style="list-style-type: none"> Identify sentences or ideas demonstrating implicit comparisons 	Implicit comparisons in metaphors are accurately determined

READING FOR INFORMATION (STUDY SKILLS AND RESEARCH)	
ATTAINMENT TARGETS	OBJECTIVES
<ul style="list-style-type: none"> Research activities on issues and interests by generating ideas and exploring texts using a range of strategies Identify and use text features to support navigation of texts, retrieve and synthesize information gained from a range of sources Understand the importance of legal and ethical practices in research 	<p>Students should be able to:</p> <ul style="list-style-type: none"> Define the term “plagiarism” Highlight the implications of plagiarism Explain the various ways in which plagiarism can be prevented.
<p>ICT Attainment Target (s):</p> <ul style="list-style-type: none">  COMMUNICATION AND COLLABORATION - use technology to communicate ideas and information, and work collaboratively to support individual needs and contribute to the learning of others.  DESIGNING AND PRODUCING - use digital tools or other available resources to design and develop creative products to demonstrate their learning and 	<p>ICT objective(s)</p> <ul style="list-style-type: none"> Use selected ICT tools to create original work for a specific purpose and audience

<p>understanding of basic technology operations.</p> <p> RESEARCH, CRITICAL THINKING 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.</p> <p> DIGITAL CITIZENSHIP- recognises the human, ethical, social, cultural and legal issues and implications surrounding the use of technology and practice online safety and ethical behaviour.</p>		
<p>SUGGESTED TEACHING AND LEARNING ACTIVITIES</p> <p>STUDENTS WILL:</p>	<p>KEY SKILLS</p>	<p>ASSESSMENT</p>
<p>Engage in teacher led discussion on the types of academic dishonesty as well as ways in which plagiarism can be prevented. Work in groups of three to five to complete worksheet outlining additional ways to prevent plagiarism. After which a member of the group will present the findings to the class.</p>	<ul style="list-style-type: none"> • Discuss aspects of plagiarism • Complete worksheet • Make presentations • Identify implications of plagiarism 	<p>Completed worksheets clearly outline various ways of preventing plagiarism.</p>
<p>Review the topic “Plagiarism in Research”. Create pamphlets, brochures or posters to outline the implications of plagiarism.</p> <p style="text-align: center;">OR</p> <p>Use desktop publishing software to create pamphlets,</p>	<ul style="list-style-type: none"> • Apply information creatively • Create and format documents 	<p>Pamphlets, brochures or posters satisfactorily outline the implications of plagiarism.</p>

<p>brochures or posters outlining the implications of plagiarism. Share these with other students via school's webpage or class social network page.</p>	<ul style="list-style-type: none"> • Collaborate through file sharing (e.g. upload/download) • Manipulate software to produce digital products 	
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LANGUAGE STRUCTURE (GRAMMAR AND CONVENTIONS)		
ATTAINMENT TARGETS	OBJECTIVES	
<ul style="list-style-type: none"> • Use and adapt a range of sentence structures according to context, distinguishing between SJE and JC • Write sentences which are grammatically accurate and correctly punctuated, using SJE and JC appropriately • Develop approaches to the writing process to enable them to organise their ideas into a coherent structure including, layout, sections and paragraphs 	<p>Students should be able to:</p> <ul style="list-style-type: none"> • Review and use compound and complex sentences • Identify and use clauses - adverbial, adjectival and noun • Compose passages with different types of clauses 	
SUGGESTED TEACHING AND LEARNING ACTIVITIES STUDENTS WILL:	KEY SKILLS	ASSESSMENT
View online digital presentation on adverbial clauses. Read	<ul style="list-style-type: none"> • Identify 	Adverbial clauses accurately identified using given set of requirements

<p>sentences and use these three requirements as a guide to determine which ones contain adverbial clauses:</p> <ul style="list-style-type: none"> ▪ First, it will contain a subject and verb. ▪ You will also find a subordinate conjunction that keeps the clause from expressing a complete thought. <p>Finally, you will notice that the clause answers one of these three adverb questions: <i>How? When? or Why?</i></p>	<p>requirements of adverbial clause</p> <ul style="list-style-type: none"> • Work cooperatively to complete ICT integrated tasks. 	
<p>Write sentences which include adverbial clauses that convey relationships of time, condition, contrast and cause and effect.</p>	<ul style="list-style-type: none"> • Write sentences with adverbial clauses 	<p>Sentences satisfactorily constructed to include adverbial clauses</p>
<p>Complete a worksheet which requires them to identify/underline the noun clauses in the sentences provided. They will then use the relative pronouns provided by the teacher to carve their own sentences with noun clauses.</p>	<ul style="list-style-type: none"> • Identify noun clause • Write sentences with noun clauses 	<p>Noun clauses accurately identified/underlined</p> <p>Sentences with noun clauses satisfactorily developed to include the given relative pronouns</p>
<p>Write down the names of famous people, places or things on note cards (Usain Bolt, Kingston, a tablet; etc). On another blank note card, write an adjective clause that describes their card (e.g. The athlete who runs the fastest time; or the Parish that I want to visit). Shuffle cards and match adjective clauses to names. Combine cards to create sentences (e.g. The athletes who runs the fastest time is Usain Bolt).</p>	<ul style="list-style-type: none"> • Make sentences using adjective clause 	<p>Names and adjective clauses appropriately matched</p> <p>Sentences satisfactorily generated</p>
<p>Rewrite a paragraph containing simple sentences by using less common coordinating conjunctions to form compound</p>	<ul style="list-style-type: none"> • Use coordinating conjunctions • Compose 	<p>Coordinating conjunctions satisfactorily used to compose compound sentences.</p>

<p>sentences.</p> <p>Share and discuss revised pieces.</p> <p>For example: He is neither sane nor brilliant.</p> <p>Justin plays basketball well, yet his favourite sport is football.</p> <p>Most of the visitors were happy just sitting around in the shady, for it had been a long, dusty journey on the bus.</p>	<p>compound sentences</p>	
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COMMUNICATION (WRITING)		
ATTAINMENT TARGETS	OBJECTIVES	
<ul style="list-style-type: none"> • Write to narrate, persuade and for a range of transactional purposes, using SJE and JC appropriately and incorporating multi -media approaches to their writing • Write well-constructed paragraphs using linking/transitional words/phrases within and between them 	<p>Students should be able to:</p> <ul style="list-style-type: none"> • Know and use various types of transitional words (compare and contrast) to connect ideas: general/specific order • Use dialogue to portray the qualities and actions of characters and their relationship to the resolution of the conflict. 	
<p>ICT Attainment Target (s):</p> <ul style="list-style-type: none"> 🖥️ COMMUNICATION AND COLLABORATION - use technology to communicate ideas and information, and work collaboratively to support individual needs and contribute to the learning of others. 🖥️ DESIGNING AND PRODUCING- use digital tools to design and develop creative products to demonstrate their learning and understanding of basic technology operations. 	<p>ICT Objective (s)</p> <ul style="list-style-type: none"> • Create document using appropriate digital tools 	
<p>SUGGESTED TEACHING AND LEARNING ACTIVITIES STUDENTS WILL:</p>	<p>KEY SKILLS</p>	<p>ASSESSMENT</p>

<p>Identify three to four characters with different qualities. Write a short dialogue incorporating the three or four characters depicting the traits previously identified. Pay attention to the use of conventions and an engaging setting and plot. Dialogue could be written using appropriate software for example Word processing.</p>	<ul style="list-style-type: none"> • Composing dialogues • Develop characters 	<p>Character traits are clearly revealed through dialogue.</p>
<p>Select from a list of transitional words for particular purposes such as</p> <ul style="list-style-type: none"> • Comparing, for example, ‘similarly’, ‘in the same way’, ‘as’, ‘like’ • Contrasting for example, ‘in contrast’, ‘on the contrary’, ‘although’, ‘even though’ <p>Decide together how they want to proceed with the paragraph development by organizing simple, compound and complex sentences constructed into a list then inserting the transitional words or phrases at correct points.</p> <p>Pay attention to the rudiments of paragraph writing—indentation and other areas of mechanics such as capitalization. Organize the listed sentences and the inserted transitional phrases into paragraphs</p>	<ul style="list-style-type: none"> • Use, compare and contrast, transitional words or phrases in character development 	<p>Sentences organized appropriately into paragraphs using ‘compare and contrast transitional words and phrases’</p>
<p>Revise and edit personal drafts throughout the writing process focused on the types of clauses. Work with a partner to peer-edit drafts.</p>	<ul style="list-style-type: none"> • Revise and edit writing • Peer-edit partner’s writing 	<p>Written pieces on types of clauses are satisfactorily reviewed and edited by peers</p>

Learning Outcomes

Students will be able to:

- ✓ Apply critical thinking skills to oral discussions
- ✓ Use different cueing systems to determine pronunciation and meanings of words
- ✓ Use synonyms and contrast clues to present ideas appropriate to the context and to convey attitudes and impressions
- ✓ Prevent plagiarism and understand its implications
- ✓ Identify and compose compound and complex sentences using appropriate coordinating conjunctions or connectives
- ✓ Identify and use noun, adjective and adverbial clauses
- ✓ Identify, discuss and apply elements of drama

<ul style="list-style-type: none"> ✓ Make inferences and discuss implications ✓ Develop multiple paragraphs with relevant content and effectively link paragraphs using appropriate compare and contrast or transitional words ✓ Develop characters using dialogue ✓ Use ICT tools to make video recordings, create and format documents and search for information 	
Points to Note	Extended Learning
Students should recognise and understand the importance of technology access for all	Students can use figurative language and transitional words when composing speeches for class debates, church functions, community events, plays and other relevant situations.
Resources <ul style="list-style-type: none"> • Art Supplies—markers, glue, paper, computer software or other relevant tool • Electronic equipment with video and audio capabilities • print and electronic advertisements and jingles • Computer • Internet • Digital camera or other recording devices • Multimedia projector 	Key vocabulary Context vocabulary – abstain, peer pressure, discipline, role models, self-control, drug abuse, restraint, sobriety, illusion Language Vocabulary Monologue, soliloquy, reader’s theatre, props, multi-panelled pictures, multiple paragraphs, plagiarism, bandwagon, dialogue, testimonial. overgeneralization, propaganda, rhetorical questions, bold lettering, repetition, emotional appeals, transitional words and phrases
Links to other subjects <ul style="list-style-type: none"> • Guidance and Counselling/HFLE – Abstinence • Drama – role play • IT – using online sources • Integrated Science • Home and Family 	

TERM 2 UNIT 1

Traditional Forms of Communication

ABOUT THE UNIT

In this Unit students will be exposed to and guided in understanding language and literacy skills under the theme ‘Traditional Forms of Communication.’ This unit seeks to build on the skills taught in Term 1. It facilitates the development of active listening skills through discussion of the various modes of traditional communication.

Students will explore a variety of texts to read for information and identify and analyse the author’s purpose. In this students will also pay attention to the use of implicit metaphoric expressions. For literature, the students’ attention will be focused on understanding and composing ballads and free verse poems utilising near and end rhymes as well as implicit metaphoric expressions. In all of this, students will be required to constantly engaged in mini research activities in which they will focus on using a variety of documents (graphs, table, charts etc.) to extract and present information from research. In doing this, they will be guided in understanding the intricacies involved in evaluating sources to ensure that valid and authentic information is collected during research activities.

As part of their writing and language usage development in this unit, students will be exposed to the use of the hyphen and dash, the active and passive voice as well as the use of transitional words that seek to clarify and highlight effects in the context of writing stories that have detailed, engaging and interesting plot structures.

Most of the activities give students an opportunity to practise specific language skills. The teacher may need, however, in some cases to explicitly teach rules, structures and strategies prior to these activities.

GUIDANCE FOR THE TEACHER





This unit extends or reinforces skills previously introduced in the other terms and units to address the skills in different strands. Specific attainment targets, objectives and activities have been indicated for all areas in the unit. However, the expectation is that the teacher will reinforce the skills previously taught to ensure that students continue to use them to access information, acquire meaning and express themselves effectively and appropriately. The areas for reinforcement include using problem solving techniques to discuss varying issues and demonstrate critical thinking skills in oral discussion while appropriately responding to what is communicated using appropriate language forms, as well as verbal and non-verbal strategies; applying a range of word recognition strategies including the use of prior knowledge and syllable patterns to decode unfamiliar words and recalling new and specialized vocabulary and the use of the writing process which includes the use of graphic organizers to generate ideas.

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

Prior Learning



Check that students can:

- Think critically during discussions
- Evaluate the effectiveness of language forms
- Use problem solving techniques to discuss varying issues
- Build vocabulary through various strategies
- use morphemic analysis to aid word meaning
- apply the writing process when writing for different purposes
- infer and deduce to interpret information
- recognize elements of literature
- identify simple, compound and complex sentences
- accurately use punctuation marks
- write paragraphs

UNITS OF WORK	GRADE 8	TERM 2	UNIT 1
UNIT TITLE: Communication – Traditional Forms of Communication (7 WEEKS)			
SPEAKING & LISTENING			
ATTAINMENT TARGETS		OBJECTIVES	
<p>Recognise, value and make distinctions between home language and SJE to improve/acquire language and literacy competencies</p> <ul style="list-style-type: none"> ▪ (reinforce debates, panel discussions, talk shows) 		<p>Students should be able to:</p> <ul style="list-style-type: none"> • Use problem solving techniques in discussing varying issues using appropriate forms of language 	
ICT Attainment Target (s):		ICT Objective (s)	
<ul style="list-style-type: none">  COMMUNICATION AND COLLABORATION - use technology to communicate ideas and information, and work collaboratively to support individual needs and contribute to the learning of others.  DESIGNING AND PRODUCING - use digital tools or other available resources to design and develop creative products to demonstrate their learning and understanding of basic technology operations.  RESEARCH, CRITICAL THINKING AND DECISION MAKING – use appropriate digital tools and resources to plan and conduct research, aid critical thinking, manage projects, solve problems and make informed decisions.  DIGITAL CITIZENSHIP- recognises the human, ethical, social, cultural and legal issues and implications surrounding the use of technology and practice online safety and ethical behaviour. 		<ul style="list-style-type: none"> • Use relevant research tool to locate information online • Cite sources correctly and give credit to creators of digital content • Navigate safely and respectfully online 	


SUGGESTED TEACHING AND LEARNING ACTIVITIES STUDENTS WILL:	KEY SKILLS	ASSESSMENT
<ol style="list-style-type: none"> Students will engage in talk shows in which they discuss the impact that the use of traditional forms of communication such as telegrams and cablegrams had on the lives of older people such as their parents. Use inductive reasoning to discuss how using only these forms would impact their own lives. Use online/offline sources to research the topic to get information for the talk show. Capture shows using recording device and share with other students via class email/school's webpage. Role play to contrast traditional and modern modes of communication. 	<ul style="list-style-type: none"> Use problem solving techniques Discuss issues Navigate digital content on website and storage Create digital presentation Contrast forms of communication 	<p>Inductive reasoning effectively used to analyze past society devoid of modern forms of technology.</p> <p>Traditional and modern types of communication adequately contrasted through role play</p>

READING WITH FLUENCY & RECOGNITION (WORD RECOGNITION AND VOCABULARY)	
ATTAINMENT TARGETS	OBJECTIVES
<ul style="list-style-type: none"> ➤ Automatically recognise words (including sight lists) through repeated exposure and mnemonic devices(Using mnemonics) ➤ Build vocabulary through various strategies (semantic cues) 	<ul style="list-style-type: none"> • Use various sources of semantic cues to unlock meaning of unknown words. • Use mnemonics to create mental images and study meanings of unknown/unfamiliar vocabulary • Identify and use technology- related words in context

<p>ICT Attainment Target (s):</p> <ul style="list-style-type: none">  COMMUNICATION AND COLLABORATION - use technology to communicate ideas and information, and work collaboratively to support individual needs and contribute to the learning of others.  DESIGNING AND PRODUCING - use digital tools or other available resources to design and develop creative products to demonstrate their learning and understanding of basic technology operations. 	<p>ICT Objective (s):</p> <ul style="list-style-type: none"> Use appropriate technology tools to create multimedia presentation with text and audio 							
<p>SUGGESTED TEACHING AND LEARNING ACTIVITIES STUDENTS WILL:</p>	<p>SKILL</p>	<p>ASSESSMENT</p>						
<p>Work in pairs to peruse a teacher sourced/prepared hand-out on the sources of semantic cues (formal description, grammatical function, sentence completion, perceptual information, word/phrase association). Prepare a table outlining the sources of information for semantic cues, an explanation of the cue and an example.</p> <table border="1" data-bbox="98 802 1122 954"> <thead> <tr> <th>Source of Semantic Cue</th> <th>Explanation</th> <th>Example</th> </tr> </thead> <tbody> <tr> <td>Word/phrase association</td> <td>The context makes an association between the unknown word and the subject of the sentence.</td> <td>My brother who is a ___ uses a stethoscope.</td> </tr> </tbody> </table>	Source of Semantic Cue	Explanation	Example	Word/phrase association	The context makes an association between the unknown word and the subject of the sentence.	My brother who is a ___ uses a stethoscope.	<ul style="list-style-type: none"> Identify sources of semantic cues 	<p>Completed table clearly outlines the link between semantic cues, sentence structures and word meanings</p>
Source of Semantic Cue	Explanation	Example						
Word/phrase association	The context makes an association between the unknown word and the subject of the sentence.	My brother who is a ___ uses a stethoscope.						
<p>Discuss what they know about traditional forms of communication. They will read an expository or narrative piece on the same topic. During reading, they will underline or circle all unfamiliar vocabulary. They will then use the semantic cue chart as a scaffold to help them unlock the meaning of all the words identified. Then engage in a discussion with their classmates explaining how the cue chart assisted them in unlocking the meaning of the unknown words</p>	<ul style="list-style-type: none"> Use cues to unlock meaning 	<p>Semantic clues are effectively used to accurately determine the meanings of unfamiliar words</p> <p>Explanations about the process of using semantic cues to derive meaning are clear and logical.</p>						
<p>Create mnemonic dictionary for new vocabulary encountered during reading. Ensure that a vivid description is formed from the words used. Type content for mnemonic dictionary using text editing software or create a digital presentation.</p>	<ul style="list-style-type: none"> Create mnemonics Create and format documents 	<p>Mnemonics are able to meaningfully assist students in learning unknown or unfamiliar vocabulary.</p>						

Create a technology related word bank.	<ul style="list-style-type: none"> • Use technology-related vocabulary 	Technology-related vocabulary accurately used in varied contexts
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READING FOR MEANING AND ENJOYMENT (COMPREHENSION AND LITERATURE)

ATTAINMENT TARGETS	OBJECTIVES
<p>Comprehension</p> <ul style="list-style-type: none"> ➤ Read for meaning, fluency enjoyment, and appreciation of texts, using a variety of clues to gain information and identify ideas and events (Reading for information) ➤ Use deduction and inference to interpret information and ideas and to predict outcomes (commenting on the writer’s purpose and point of view) ➤ Identify and comment on the structure of text and the language choices, grammar and techniques writers use to create an impact (metaphor – implicit comparison) <p>Literature</p> <ul style="list-style-type: none"> ➤ Recognize and comment on the elements of literature in its different genres (Poetic forms: ballad, free verse ; Rhythm and rhyme: end and near rhyme) 	<p>Students should be able to:</p> <ul style="list-style-type: none"> • Select and read to gain information from personal interest materials such as books, pamphlets, how-to manuals, magazines, web sites, and other online materials. • Infer the author’s point of view and purpose from text read. • Identify and use implicit comparisons in a range of written forms <ul style="list-style-type: none"> • Analyse poetry to identify and comment on the effectiveness of the use of the ballad and free verse poetic forms • Explore the rhyme and rhythm patterns in poetry focusing on near and end rhymes • Compose ballads and free verse poems that utilise near and end rhymes
<p>ICT Attainment Target (s):</p> <p> RESEARCH, CRITICAL THINKING AND DECISION MAKING- use digital tools to design and develop creative products to demonstrate their</p>	<p>ICT Objective (s)</p> <ul style="list-style-type: none"> • Use appropriate research tool to conduct electronic search for information


<p>learning and understanding of basic technology operations.</p>		
<p>SUGGESTED TEACHING AND LEARNING ACTIVITIES STUDENTS WILL:</p>	<p>KEY SKILLS</p>	<p>ASSESSMENT</p>
<p>Read a range of narrative and expository pieces from a text set and compare the information presented in each to determine the author’s purpose in each.</p> <p style="text-align: center;">OR</p> <p>Examine information in a vignette to see how the same author treats the topic and determine his purpose for writing each piece</p>	<ul style="list-style-type: none"> determine author’s purpose 	<p>Author’s purpose accurately recognized using information presented in text set</p>
<p>Read literature on traditional modes of communication, for example, ‘talking drums’ discuss with their teachers to look for clues that suggest whether the author (s) is in favour of or against their use in modern society.</p>	<ul style="list-style-type: none"> Locate clues indicating point of view 	<p>Aspects of the text that highlight/confirm the author’s point of view are correctly identified</p>
<p>Conduct a research (online or offline) focused on metaphors that make implicit comparisons. Use the information garnered from research to create a concept map in their literature notebook. The concept map should outline what is an implicit comparison, examples, non-examples and verse of a poem that utilises a metaphor in which an implicit comparison is made. For example</p> <div data-bbox="136 978 1008 1370" data-label="Diagram"> </div>	<ul style="list-style-type: none"> Define implicit comparisons Identify examples of implicit metaphorical comparisons 	<p>Concept map clearly illustrates how the metaphor conveys an implicit comparison</p>

Share and discuss their concept map with their classmates.		
Engage in a discussion on what are ballads and free verse poems and the purpose they serve. Listen to three songs and identify the similarities and differences to come up with the three common features of ballads.	<ul style="list-style-type: none"> Identify the common features of ballads and free verse poems 	<p>Ballads and free verse poems clearly defined and their purposes established</p> <p>Three (3) common features of ballads accurately identified</p>
Collect a variety of poems and take to class. Determine if any of these poems are ballads by analysing each poem for the common features of this category. Create a class scrapbook with different sample of poems and songs that are ballads.	<ul style="list-style-type: none"> Identify songs and poems that are ballads 	Poems and songs selected for inclusion in the Ballads Scrapbook include the features of ballads
Engage in a discussion focused on reviewing rhyming words. Read a variety of poems that employ the use of end and near rhymes and identify all rhyming words. Discuss with their partners, the placement of the rhymes (near or end).	<ul style="list-style-type: none"> Identify and explain rhyming words Identify near and end rhymes in poems 	Discussion meaningfully addresses the use of rhyming words, specifically near and end rhymes
Compose ballads/free verse poems depicting their own life experiences ensuring that implicit metaphorical comparison, as well as both near and end rhymes are utilised. Then share and discuss same with their teacher and peers. Add completed pieces to the class scrapbook.	<ul style="list-style-type: none"> Compose ballads and free verse poems using implicit metaphors and near and end rhymes 	Poems satisfactorily written to include implicit metaphorical comparisons and near and end rhymes




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

<ul style="list-style-type: none"> ➤ Understand the importance of legal and ethical practices in research (evaluating various sources) ➤ Identify and use text features to support navigation of texts, retrieve and synthesize information gained from a range of sources (use documents to present findings) 	<p>Students should be able to:</p> <ul style="list-style-type: none"> • explain the importance of evaluating sources • identify critical elements to be considered when evaluating various sources • use various documents (charts, diagrams, tables etc.) to present findings and add clarity to their written work 							
<p>ICT Attainment Target (s):</p> <ul style="list-style-type: none">  DESIGNING AND PRODUCING – use appropriate digital tools and resources to plan and conduct research, aid critical thinking, manage projects, solve problems and make informed decisions  RESEARCH, CRITICAL THINKING AND DECISION MAKING- use digital tools to design and develop creative products to demonstrate their learning and understanding of basic technology operations.  DIGITAL CITIZENSHIP- recognize the human, ethical, social, cultural and legal issues and implications surrounding the use of technology and practice online safety and ethical behaviour. 	<p>ICT Objective (s):</p> <ul style="list-style-type: none"> • Use Word processing software or other technology tools to create document for a specific purpose and audience • Use appropriate research tools to conduct research to design creative products 							
<p>SUGGESTED TEACHING AND LEARNING ACTIVITIES STUDENTS WILL:</p>	<p>KEY SKILLS</p>	<p>ASSESSMENT</p>						
<p>Collaborate with their peers and teacher to research and discuss the elements to be considered when evaluating the validity, trustworthiness, usefulness and accuracy of information from various sources. Use Word processing or other software to create a book marker highlighting these elements (for example, Web sources- whether or not it has a trusted sponsor etc.)</p>	<ul style="list-style-type: none"> • Identify and discuss criteria • Manipulate software 	<p>Essential element/characteristics of sources are appropriately determined and discussed</p> <p>Book markers appropriately reflect the essential elements/ characteristics of sources</p>						
<p>Peruse a variety of textbooks and mini-research projects completed by older/more mature learners and note how various documents are used to present different kinds of information. Create a table (manually or using a word processor) to represent their findings. Example</p> <table border="1" data-bbox="98 1273 1039 1337" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th data-bbox="98 1273 409 1337">Type of document</th> <th data-bbox="409 1273 725 1337">Information Depicted</th> <th data-bbox="725 1273 1039 1337">Examples</th> </tr> </thead> <tbody> <tr> <td style="height: 20px;"> </td> <td> </td> <td> </td> </tr> </tbody> </table>	Type of document	Information Depicted	Examples				<ul style="list-style-type: none"> • Identify and explain uses of documents 	<p>Information presented in different kinds of documents accurately outlined on table</p>
Type of document	Information Depicted	Examples						

Graphs	Comparisons between one or more objects, ideas, activities etc.	(place an example of a graph depicting the aforementioned information)		
<p>Research topics using online/offline sources, search for information and make decisions about what to search for, where to look, and once they have found material on their topic, decide how current the material is, if it is a valid or useful source for their writing. Use the book mark created to assess the validity, usefulness and accuracy of the various sources and information. Present their findings incorporating the use of various documents to enhance the written work and provide clarity.</p>			<ul style="list-style-type: none"> • Conduct electronic search for kinds of information • Evaluate usefulness of materials • Create multimedia presentation 	
LANGUAGE STRUCTURE (GRAMMAR AND CONVENTIONS)				
ATTAINMENT TARGETS			OBJECTIVES	
<ul style="list-style-type: none"> ➤ Use and adapt a range of sentence structures according to context, distinguishing between SJE and JC (active and passive voice) ➤ Write sentences which are grammatically accurate and correctly punctuated, using SJE and JC appropriately (uses of the hyphen and dash) 			<p>Students should be able to:</p> <ul style="list-style-type: none"> • Rewrite sentences changing the voice from active to passive and vice versa • Articulate how the active and passive voices function in writing • Justify the use of and insert hyphens and dashes in sentences to achieve clarity in their own writing and that of others 	
<p>ICT Attainment Targets:</p> <ul style="list-style-type: none"> 🖥️ COMMUNICATION AND COLLABORATION - use technology to communicate ideas and information, and work collaboratively to support individual needs and contribute to the learning of others. 🖥️ DESIGNING AND PRODUCING - use digital tools or other available resources to design and develop creative products to demonstrate their learning and understanding of basic technology operations. 🖥️ RESEARCH, CRITICAL THINKING 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. 			<p>ICT Attainment Targets:</p> <ul style="list-style-type: none"> • Use digital tools to collaborate and communicate ideas and information to complete ICT tasks 	

<p> DIGITAL CITIZENSHIP- recognises the human, ethical, social, cultural and legal issues and implications surrounding the use of technology and practice online safety and ethical behaviour.</p>		
<p>SUGGESTED TEACHING AND LEARNING ACTIVITIES STUDENTS WILL:</p>	<p>KEY SKILLS</p>	<p>ASSESSMENT</p>
<p>View online digital presentation on active and passive voice including what each is, their function in writing when to use them and examples of each. Work in small groups to write ten or more sentences in the active and passive voice (some groups will write passive sentences and some will write active). Exchange their sheets and change the sentences to active or passive</p> <p>OR Work in small groups using an interactive web tool e.g Padlet to write ten or more sentences in the active and passive voice (some groups will write passive sentences and some will write active). View what is written on each group's wall and change the sentences to active or passive</p>	<ul style="list-style-type: none"> • Work cooperatively to complete ICT integrated tasks. • Distinguish between active and passive voice • Rewrite sentences in active or passive voice 	<p>Sentences accurately written/rewritten in active and passive voices</p>
<p>Engage in a discussion on uses of both the hyphen and the dash. Work in small groups to create flyers, bookmarkers and songs highlighting the use of each supported with examples. Share and discuss their flyers, bookmarkers and song with their classmates. Mount these in class for further study and reference</p>	<ul style="list-style-type: none"> • Distinguish between uses of hyphen and dash 	<p>Flyers, bookmarkers and songs satisfactorily address the distinction between the uses of the hyphen and the dash</p>

<p>Rewrite a text utilising dash and hyphen to enhance the written piece and add meaning and clarity to the information presented in an attempt to prevent misreading and misinterpretation</p>	<ul style="list-style-type: none"> • Use the hyphen and dash 	<p>Hyphen and dash used appropriately to add clarity and prevent misinterpretation of text</p>
<p>COMMUNICATION (WRITING)</p>		
<p>ATTAINMENT TARGETS</p>	<p>OBJECTIVES</p>	
<ul style="list-style-type: none"> ➤ Write to narrate, to persuade and for a range of transactional purposes, using SJE and JC appropriately and incorporating multi-media approaches to their writing (Story Writing: plot structure – exposition, conflict, complication, climax, conflict resolution) ➤ Write well-constructed paragraphs using linking/transitional words/phrases within and between them (transitional words – clarification and effect) 	<ul style="list-style-type: none"> • Define the terms the elements of plot structure • Analyze and compose several short stories to demonstrate understanding of plot structure. • Use transitional words to meaningfully connect ideas 	
<p>ICT Attainment Targets:</p> <ul style="list-style-type: none"> 🖥 COMMUNICATION AND COLLABORATION - use technology to communicate ideas and information, and work collaboratively to support individual needs and contribute to the learning of others. 	<p>ICT Objectives</p> <ul style="list-style-type: none"> • Use digital tools to collaborate and communicate ideas and information to complete ICT tasks 	

<ul style="list-style-type: none">  DESIGNING AND PRODUCING - use digital tools or other available resources to design and develop creative products to demonstrate their learning and understanding of basic technology operations.  RESEARCH, CRITICAL THINKING AND DECISION MAKING – use appropriate digital tools and resources to plan and conduct research, aid critical thinking, manage projects, solve problems and make informed decisions.  DIGITAL CITIZENSHIP- recognises the human, ethical, social, cultural and legal issues and implications surrounding the use of technology and practice online safety and ethical behaviour. 		
SUGGESTED TEACHING AND LEARNING ACTIVITIES STUDENTS WILL:	KEY SKILLS	ASSESSMENT
Engage in a discussion focused on defining the terms plot structure – exposition, conflict, complication, climax and conflict resolution Explore and discuss the plot structure of a story that deals with some form of traditional communication.	<ul style="list-style-type: none"> • Define elements of plot structure 	<p>Plot structure is accurately defined through discussion</p> <p>Plot structure of targeted story is accurately and adequately explored</p>
Work in pairs to change the plot structure for given stories. Ensure that the theme of the original story is maintained in the story with the revised plot structure	<ul style="list-style-type: none"> • Change plot structures 	Revised stories showcase the original theme unfolded in a new plot structure.
Use digital/paper graphic organizers to plan a story with a clear plot structure, ensuring that the conflict climax and conflict resolution are logically connected. Exchange graphic organisers and compose short stories to suit the plot structure they have received. Use clarification and effect transitional words to enhance stories.	<ul style="list-style-type: none"> • Compose short stories • Work cooperatively to complete ICT integrated tasks 	<p>Completed stories reflect the plot structure outlined in the graphic organiser and make use of transitional words studied in the unit</p> <p>Cooperation satisfactorily demonstrated as students work to complete ICT integrated tasks</p>

Learning Outcomes

Students will be able to:

- ✓ Use language appropriate to audience, content and context
- ✓ Listen to analyse appropriateness of the various codes used by the speaker (s)
- ✓ Use semantic cues and mnemonic devices to decode and study unfamiliar/unknown vocabulary
- ✓ Recognize author's viewpoint, point of view and purposes for writing
- ✓ Demonstrate an understanding of ballads and free verse poems
- ✓ Identify and utilise end and near rhymes when analysing and composing poems
- ✓ Evaluate a variety of sources to determine trustworthiness during research activities
- ✓ Use a variety of documents to extract data and present findings during research activities
- ✓ Articulate how the active and passive voice functions within writing
- ✓ Use appropriately the hyphen and the dash in achieving clarity in writing and reading
- ✓ Write stories with creative and engaging plot structures
- ✓ Utilise clarification and effect transitional words to add clarity and prevent misreading in their written work
- ✓ [Use selected ICT tools to create and format documents, multimedia presentations and videos, and search for information.](#)

Points to Note

Extended Learning

<ul style="list-style-type: none"> • Reinforce the skills previously taught to ensure that students continue to use them • In cases where the activities give students the opportunity to practise rather than learn specific language skills, the teacher should explicitly teach rules, structures and strategies prior to these activities. 	<ul style="list-style-type: none"> • Make connections with texts read outside of the classroom • Carry out independent research by conducting interviews • Compose poems (ballads and free verse) to account for their own everyday experiences • Use various documents (graphs, tables, charts etc.) to summarise notes in content area subjects
<p>Resources</p> <ul style="list-style-type: none"> • Teacher prepared hand-outs • Sample mnemonic devices dictionary • Concept map • Sample ballads and free verse poems • Songs • Sample mini-research projects • Teacher created presentations • Teacher prepared texts • internet, multimedia projector • Computer • Text editing software • Digital camera 	<p>Key vocabulary</p> <ul style="list-style-type: none"> • communication • semantic cues • mnemonics • author’s point of view • ballads • free verse • rhythm • end rhyme • near rhyme • metaphor • Documents (graphs, tables, diagrams etc.) • active voice • passive voice • hyphen • dash • plot • exposition • complication • climax • conflict • conflict resolution • clarification transitional words • effect transitional words

Links to other subjects

- Library Skills- Evaluating Sources
- IT – editing using different software
- Social Studies – Communication
- History
- Integrated Science

TERM 2 UNIT 2**Communicating in Today's World****ABOUT THE UNIT**

This seven (7) week unit will seek to develop language and literacy skills in the context of the theme “**COMMUNICATING IN TODAY’S WORLD.**” This unit seeks to provide the kind of scaffolding necessary to establish a community of language learners who are able to effectively communicate their issues and understandings in the five strands of Language Arts using both the SJE and JC language structures appropriately.

Students will engage in activities that require them to listen with a purpose to extract meaning while using active listening and asking probing questions to seek clarity. Listening in authentic settings will provide the opportunity for student to naturally respond and use speech accordingly. In this unit, students will be immersed into using and manipulating the SJE structure in speaking, reading and writing. Specific focus is placed on vocabulary development through the analysis of syntactic cues to decode and decipher meaning of unfamiliar / unknown words. As students navigate through narrative and expository materials, they will be encouraged to use deduction and inference as well as internal and external text features to extract meaning and achieve comprehension. They will also be led to understand and analyse an author’s view point and point of view by looking at the author’s style of writing. For Literature, students will be guided understanding and using imagery in poetry and other forms of writing to add humour and produce texts that engaging and exciting.

For research activities, students will explore the whole idea of in-text citations and the different forms. Specific emphasis will be placed on the use of the American Psychological Association (APA) but they will be briefly introduced to the Modern Language Association (MLA), and Chicago Manual of Style (CMS) in order to build their general awareness of different documentation styles. Students will explore language structure focusing on the use of commas, apostrophes and parentheses, as well as pronoun and antecedent agreement when analysing and composing written materials. Additionally, they will be led to understand and use presentational and persuasive techniques frequently used in advertisements (bold face/colour, repetition, exaggeration and rhetorical questions). At the same time students will use this knowledge along with the writing process to produce written narratives that are of good quality, both in content and structure.

Most of the activities give students an opportunity to practise specific language skills. The teacher may need, however, in some cases to explicitly teach rules, structures and strategies prior to these activities.

GUIDANCE FOR THE TEACHER:

- Students must be encouraged to make reference to all resource materials created (e.g., materials mounted or those placed in the resource centre)
- In looking at the portion of the unit on Reading for Information, students should not be exposed to the intricacies of the APA or MLA styles. Instead, basic referencing guidelines should be followed.
- Students must be engaged in using the Writing Process over time to create beautiful master pieces.

- Instructional materials created by the teacher and students must play an integral role in the day to day teaching and learning experiences
- None of the strands should be taught in isolation; instead students should be given the opportunity to make the connections with all strands to understand Language and Literacy in a holistic manner.
- Students must be encouraged to work cooperatively in groups as well as independently
- Students must be provided with numerous opportunities to read and write
- Where teacher-prepared hand out or presentations are recommended, it is not expected that the teacher will always personally prepare the document but is responsible for sourcing it and taking it to the students. A teacher prepared hand-out may even contain information taken from a text or website but it must be properly referenced using the APA documentation style

Prior Learning


Check that students can:

- Apply a range of word recognition clues to identify new words
- Show knowledge of comprehension skills including, use of context clues, cause and effect relations etc. to derive meaning.
- Demonstrate an understanding of texts features
- Adapt a range of sentence structures in writing
- Have an understanding of the stages of the writing process
- Demonstrate sensitivity to writing for different purposes and audiences
- Literary devices
- Parts of speech

UNITS OF WORK GRADE 8	TERM: 2 UNIT : 2
UNIT TITLE: Communicating In Today's World	
Duration: (7 WEEKS)	
SPEAKING & LISTENING	


ATTAINMENT TARGETS	OBJECTIVES	
<ul style="list-style-type: none"> ▪ Communicate with confidence and competence for different purposes and audiences, using SJE and JC appropriately and creatively ▪ Explain and comment on speakers' use of language, including use of SJE and JC, and their use of vocabulary, grammar and other features 	<p>Students should be able to:</p> <ul style="list-style-type: none"> • Paraphrase information heard without changing the meaning of what was said • Compare and contrast the vocabulary and structures used by speakers of the far past and those of today 	
<p>ICT Attainment Targets:</p> <ul style="list-style-type: none"> 🖥️ COMMUNICATION AND COLLABORATION - use technology to communicate ideas and information, and work collaboratively to support individual needs and contribute to the learning of others. 🖥️ DESIGNING AND PRODUCING - use digital tools or other available resources to design and develop creative products to demonstrate their learning and understanding of basic technology operations. 🖥️ RESEARCH, CRITICAL THINKING AND DECISION MAKING – use appropriate digital tools and resources to plan and conduct research, aid critical thinking, manage projects, solve problems and make informed decisions. 🖥️ DIGITAL CITIZENSHIP- recognises the human, ethical, social, cultural and legal issues and implications surrounding the use of technology and practice online safety and ethical behaviour. 	<p>ICT objective (s)</p> <ul style="list-style-type: none"> • Use appropriate research tools to locate information online • Create posters using appropriate software 	
SUGGESTED TEACHING AND LEARNING ACTIVITIES STUDENTS WILL:	KEY SKILLS	ASSESSMENT Students will
<p>Be instructed to listen to an audio story about modern communication. They will capture main points in the form of very sketchy notes, and then orally share the main points with their peers (in small groups) in their own words without changing the meaning.</p>	<ul style="list-style-type: none"> • Summarize information • Paraphrase information • Work cooperatively to complete ICT integrated tasks. 	<p>Main points from audio story are accurately captured and appropriately paraphrased</p>
<p>Recount major points of a talk show filmed in the far past (teacher may take this to class or have students source it on the internet / television or radio</p>	<ul style="list-style-type: none"> • Compare and contrast vocabulary 	<p>Information from talk show is appropriately paraphrased</p>

station). Ensure that information is paraphrased but meaning is maintained.		
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READING WITH FLUENCY & RECOGNITION (WORD RECOGNITION AND VOCABULARY)		
ATTAINMENT TARGETS	OBJECTIVES	
<ul style="list-style-type: none"> Use a range of word recognition clues, to identify new words Build vocabulary through various strategies 	Students should be able to: <ul style="list-style-type: none"> Use syntactic cues to decode and decipher meaning of unknown/unfamiliar vocabulary 	
ICT Attainment Targets:  RESEARCH, CRITICAL THINKING AND DECISION MAKING – use appropriate digital tools and resources to plan and conduct research, aid critical thinking, manage projects, solve problems and make informed decisions.	ICT objective (s) <ul style="list-style-type: none"> Use appropriate research tools to locate information online 	
SUGGESTED TEACHING AND LEARNING ACTIVITIES STUDENTS WILL:	KEY SKILLS	ASSESSMENT
Engage in a discussion focused on what is syntax and what are syntactic cues. Observe as teacher uses sample sentences to model how syntactic cues may assist a reader in decoding and deciphering unknown and unfamiliar vocabulary. Work in pairs to peruse a variety of sentences. Highlight the syntactic cue within each sentence, as well as the unknown/unfamiliar vocabulary. Create a poster online/offline demonstrating how syntactic cues were used to decode and decipher meaning of the unknown/unfamiliar vocabularies	<ul style="list-style-type: none"> Use syntactic cues to decode and comprehend Create posters	Discussion satisfactorily reflects students' understanding of how syntactic cues may be used to decode words and derive meaning Posters adequately convey students' understanding of how syntactic cues

identified in the sentences.		may assist in decoding and vocabulary development
Complete cloze passage to complete. Work in pairs to use syntactic cues to assist them in identifying the missing words/phrases. Explain how they used the syntactic cues to supply the missing words/phrases	<ul style="list-style-type: none"> Use syntactic cues 	<p>Syntactic cues effectively used to aid in the accurate completion of cloze passage</p> <p>Process of using syntactic cues to aid in completion of cloze passage is satisfactorily explained</p>

READING FOR MEANING AND ENJOYMENT (COMPREHENSION AND LITERATURE)	
ATTAINMENT TARGETS	OBJECTIVES
<p>Comprehension</p> <ul style="list-style-type: none"> Use deduction and inference to interpret information and ideas and to predict outcomes Use internal and external text structures to derive meaning <p>Literature</p> <ul style="list-style-type: none"> Reflect on and critically respond to literature and other texts, on paper and on screen 	<p>Students should be able to:</p> <ul style="list-style-type: none"> Use deduction and inference to interpret information and ideas and to predict outcomes Use external /internal text features (i.e., headings, subheadings, pictures, captions, sidebars, annotations) to extract information from texts and enhance comprehension Analyse the author's style, word choice, and language structure used in relation to determining point of view versus view point (opinion) Respond to audio visual stimuli Use sensory details to categorise and analyse imagery in a range of written texts

<p>ICT Attainment Targets:</p> <p> DESIGNING AND PRODUCING - use digital tools or other available resources to design and develop creative products to demonstrate their learning and understanding of basic technology operations.</p>	<p>ICT Objective (s):</p> <ul style="list-style-type: none"> Use ICT tools to create documents for a specific audience and purpose. 	
<p>SUGGESTED TEACHING AND LEARNING ACTIVITIES STUDENTS WILL:</p>	<p>KEY SKILLS</p>	<p>ASSESSMENT</p>
<p>In small groups, read excerpts from narrative texts which highlight the importance of communication in relationships. Make deductions/inferences about character traits and motivations and record these. Identify clues in the text which may assist them in making these deductions/inferences and highlight these in the text. Discuss these with peers.</p>	<ul style="list-style-type: none"> Read and interpret texts Make inferences/deductions Cite clues as evidence 	<p>Deductions/Inferences are evidence-based</p> <p>Clues that guide the process of making deductions/inferences are accurately identified</p>
<p>Be guided by Think Aloud of how to use specific internal and external text features to assist in deriving meaning from a text, and then examine online and other texts about aspects of modern communication. Deliberately use external /internal text features e.g. headings, subheadings, pictures, captions, sidebars, annotations, italics, bolded words, graphs, charts and tables of contents to assist in deriving meaning from the texts. Share information with the whole class on how specific features aided their understanding.</p>	<ul style="list-style-type: none"> Use internal/external text features to extract information from texts comment on the use of text features in aiding comprehension 	<p>Internal/External text features appropriately used to extract information in order to derive meaning from texts</p> <p>Feedback shared on the use of text features</p>
<p>In small groups, using online and other sources, review author’s point of view vs. viewpoint (focus on definition and examples). Read short excerpts from literary works related to the unit theme and analyse the author’s style, word choice, and language structure used in relation to determining point of view and viewpoint. Create a simple bookmarker or use a one page newsletter template outlining the difference between the author’s point of view and author’s view point. Include short examples</p>	<ul style="list-style-type: none"> Determine the relationship between author’s style, word choice, and language structure and point of view and viewpoint Create document Enter and format text 	<p>Relationship between author’s style, word choice, language structure and point of view/viewpoint accurately determined</p> <p>The difference between author’s point of view and author’s view point clearly outlined with accompanying accurate examples of each</p>


<p>Engage in a discussion focused on reviewing imagery and identifying examples of imagery that appeals to the different senses.</p>	<ul style="list-style-type: none"> • Define imagery • Identify examples of imagery • Categorise imagery according to sensory details 	<p>Discussion adequately addresses definition of imagery, types of imagery and examples of each type or category</p>
<p>Source a variety of sentences/texts containing imagery and then do the following for each imagery identified:</p> <ul style="list-style-type: none"> • Explain the author's purpose in using a particular image • Identify the sensory detail (s) • Explain the connotative meaning of the image • Explain how the image relates to the overall theme of the literary work <p>Share and discuss their responses with their peers and teachers.</p>	<ul style="list-style-type: none"> • Interpret and analyse the use of imagery in written texts 	<p>Imagery is accurately identified, analysed and satisfactorily explained in regard to its connotative meaning and relationship to the theme of a literary work</p>

READING FOR INFORMATION (STUDY SKILLS AND RESEARCH)		
ATTAINMENT TARGETS	OBJECTIVES	
<ul style="list-style-type: none"> ➤ Identify and use text features to support navigation of texts, retrieving and synthesize information gained from a range of sources ➤ Research activities on issues and interests by generating ideas and exploring texts using a range of strategies 	<p>Students should be able to:</p> <ul style="list-style-type: none"> • Define and categorize the various documentation styles according to the context in which each is used • Define the term “In-Text Citation”. • Briefly explore the different forms of in-text citations in the APA, MLA and CMS referencing styles • Determine the effectiveness of examples of in-text citations in given materials. • Produce their own paragraphs using in- text citation appropriately (including direct quotation) 	
<p>ICT Attainment Targets:</p> <p> RESEARCH, CRITICAL THINKING AND DECISION MAKING- use digital tools to design and develop creative products to demonstrate their learning and understanding of basic technology operations.</p>	<p>ICT Attainment Targets:</p> <ul style="list-style-type: none"> • Use appropriate research tools to locate information online 	
SUGGESTED TEACHING AND LEARNING ACTIVITIES STUDENTS WILL:	KEY SKILLS	ASSESSMENT
<p>As an introduction to documentation styles, work in pairs to research online /offline one of three styles - APA, MLA, CMS. Research the meaning of each abbreviation, as well as find one source that outlines the format of each documentation style for high school students. Present their findings in class to their peers and teachers.</p>	<ul style="list-style-type: none"> • Define and categorise documentation styles 	<p>Information presented on each documentation style is accurate</p>
<p>Peruse examples of research papers done for the secondary level, which employ the use of the APA documentation style. Match these against the APA format that was researched in Activity 1. Using the Pair-square –Share Technique (Sharing ideas with one person, then extending the group to include another pair and then the whole group), share findings about the use of the documentation style.</p>	<ul style="list-style-type: none"> • Explore the use of APA 	<p>The use of APA documentation style is satisfactorily explored and feedback meaningfully shared</p>

<p>Work in groups to peruse a hand-out or presentation, focused on different forms of in-text citation used under the APA documentation style. For example: “According to Mary & Mary (2013) teaching is ...” “Teaching is considered to be ... (Mary & Mary, 2013).”</p> <p>Plan and orally present the information presented in the hand-out or presentation based on their own interpretation and understanding</p>	<ul style="list-style-type: none"> • Define in-text citation • Name forms of in-text citations 	<p>Terms are accurately defined in their own words and suitable examples of the different forms of APA in-text citation are outlined in handout</p> <p>Handouts accurately and adequately address the different forms of APA in-text citations and outline clear examples of each.</p>
<p>Peruse samples of mini-research projects from different sources in order to identify forms of APA in-text citation and comment on what is achieved by each form identified</p>	<ul style="list-style-type: none"> • Identify forms of in-text citations • Critique use of citation 	<p>Different forms of APA in-text citations are accurately identified</p> <p>Purpose of examples of APA in-text citations used in mini- research projects is accurately determined</p>
<p>Produce two to four paragraphs on the topic “The Evolution of Communication” Ensure that they use various forms of APA in-text citation in presenting the information based on the topic. Submit their paragraphs to the teacher for marking.</p>	<ul style="list-style-type: none"> • Use in-text citation appropriately 	<p>Different forms of APA in-text citations are appropriately used to develop paragraphs</p>

LANGUAGE STRUCTURE (GRAMMAR AND CONVENTIONS)

ATTAINMENT TARGETS	OBJECTIVES Students should be able to:
<ul style="list-style-type: none"> ➤ Write sentences which are grammatically accurate and correctly punctuated, using SJE and JC appropriately ➤ Use and adapt a range of sentence structures according to context, distinguishing between SJE and JC 	<ul style="list-style-type: none"> • Justify the need for clarity in the structure of select pieces of writing • Improve the clarity of different pieces of writing by inserting phrases enclosed by commas, dashes and/or parentheses • Define the term ‘antecedent’ • Recognise pronoun antecedent agreement in number, person and gender • Comment on the relationship between pronouns and their antecedents in ensuring subject verb agreement

<p>ICT Attainment Targets:</p> <p> RESEARCH, CRITICAL THINKING 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.</p>	<p>ICT objective (s)</p> <ul style="list-style-type: none"> • Locate online information on pronouns and antecedent 	
<p>SUGGESTED TEACHING AND LEARNING ACTIVITIES STUDENTS WILL:</p>	<p>KEY SKILLS</p>	<p>ASSESSMENT</p>
<p>Work in pairs to peruse and analyse pieces of text (that address aspects of modern forms of communication) in which either commas, dashes, parentheses or all are used to enclose or set apart the following:</p> <ul style="list-style-type: none"> • Information that is supplemental but not critical to the main clause of a sentence • Information that is used to emphasize an idea or point • Appositives that contain commas <p>Examine and decipher the use of these marks and compose a mini chart that highlights their use.</p> <p>Present mini- charts to the class.</p>	<ul style="list-style-type: none"> • Comment on the use of commas, dashes and parenthesis 	<p>Mini-charts satisfactorily reflect the use of commas, parentheses and dashes in achieving clarity in writing</p>
<p>Read online tips or assigned pages of textbooks on the use of commas, parentheses and dashes in achieving clarity.</p> <p>Read texts on modern forms of communication, which lack clarity or emphasis in portions of the narrative. As a whole class discuss where intervening phrases could aid with clarity or emphasis. Guided by model, insert phrases enclosed</p>	<ul style="list-style-type: none"> • Insert intervening phrases • Insert commas, dashes and parentheses appropriately 	<p>Intervening phrases appropriately inserted to improve clarity of written pieces</p> <p>Commas, dashes and parentheses appropriately used to enclose phrases that aid in improving clarity</p>

by commas, dashes or parentheses to improve the clarity of the text.												
Research online or offline information on pronouns and antecedent agreement. Write an appropriate definition of an antecedent. Share their definitions to judge for accuracy.	<ul style="list-style-type: none"> Define the term 'antecedent' 	Definitions of the term 'antecedent' are accurate.										
<p>Engage in a discussion focused on the relationship between pronouns and antecedents. Peruse a list of sentences to identify the pronouns and antecedents and comment on whether each is singular or plural and why. State if the antecedent is plural/singular in number, masculine/feminine in gender or first, second or third person. This could be done using a graphic organiser or in tabular format. Example;</p> <table border="1" data-bbox="98 632 1041 865"> <thead> <tr> <th>Sentence</th> <th>Antecedent</th> <th>Antecedent Association: number, gender or person</th> <th>Singular/Plural</th> <th>Pronoun</th> </tr> </thead> <tbody> <tr> <td><i>Each student is expected to wear his or her uniform to school.</i></td> <td><i>Each student</i></td> <td><i>number</i></td> <td><i>singular</i></td> <td><i>His or her</i></td> </tr> </tbody> </table> <p>Present and discuss their graphic organiser or tables.</p> <p>Correct or construct sentences substituting nouns for pronouns.</p>	Sentence	Antecedent	Antecedent Association: number, gender or person	Singular/Plural	Pronoun	<i>Each student is expected to wear his or her uniform to school.</i>	<i>Each student</i>	<i>number</i>	<i>singular</i>	<i>His or her</i>	<ul style="list-style-type: none"> Determine relationship between pronouns and antecedents Associate antecedents with number, gender or person Construct or correct sentences appropriately 	Relationships between antecedents and pronouns are accurately established
Sentence	Antecedent	Antecedent Association: number, gender or person	Singular/Plural	Pronoun								
<i>Each student is expected to wear his or her uniform to school.</i>	<i>Each student</i>	<i>number</i>	<i>singular</i>	<i>His or her</i>								
Create original songs of any genre centred on Communication Ethics. Include pronouns ensuring that these pronouns agree in number, gender and person with their antecedents.	<ul style="list-style-type: none"> Apply pronoun/antecedent agreement rule Construct original song 	<p>Pronoun /antecedent agreement is evident in the creation of original songs.</p> <p>Songs reflect the relevant thematic elements</p>										

<p>Research online or offline and make an entry in their journals/ writing logs of the more problematic pronouns which usually cause agreement problems.</p> <p>E.g. each, everybody, nobody, several, both, few etc.</p> <p>Complete exercises where they identify the antecedent to which the pronouns refer.</p>	<ul style="list-style-type: none"> • Locate information • Apply pronoun/ antecedent agreement rule concerning number, person and gender 	<p>Logs include appropriate examples of problematic pronouns</p> <p>Antecedents are accurately identified in written exercises</p>
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COMMUNICATION (WRITING)	
ATTAINMENT TARGETS	OBJECTIVES Students should be able to:
<ul style="list-style-type: none"> ➤ Write to narrate, to persuade and for a range of transactional purposes, using SJE and JC appropriately and incorporating multi -media approaches to their writing ➤ Use language and text forms appropriately and with imagination to create vibrant and engaging texts 	<ul style="list-style-type: none"> • Define persuasive techniques - repetition, rhetorical questions, exaggeration • Develop working definition for ‘presentational devices’ • Differentiate between ‘persuasive techniques’ and ‘presentational devices’ • interpret the use of various persuasive techniques in advertisement • Use persuasive techniques to convince various audiences through advertisements

<p>ICT Attainment Targets:</p> <ul style="list-style-type: none"> • RESEARCH, CRITICAL THINKING AND DECISION MAKING- use digital tools to design and develop creative products to demonstrate their learning and understanding of basic technology operations. • DESIGNING AND PRODUCING – use appropriate digital tools and resources to plan and conduct research, aid critical thinking, manage projects, solve problems and make informed decisions. 	<p>ICT objectives</p> <ul style="list-style-type: none"> • Use appropriate research tool to locate relevant information online • Use ICT tools to create documents for specific purpose and audience 	
<p>SUGGESTED TEACHING AND LEARNING ACTIVITIES STUDENTS WILL:</p>	<p>KEY SKILLS</p>	<p>ASSESSMENT</p>
<p>Peruse a hand-out focused on the persuasive techniques being repetition, rhetorical questions, exaggeration) and engage in a discussion of each technique.</p>	<ul style="list-style-type: none"> • Define each persuasive technique 	<p>Discussion is adequately focused on) targeted persuasive techniques and appropriate examples cited</p>
<p>In small groups explore online pages or assigned pages from class text to find information on presentational devices (e.g. use of colour, boldface and pictures) in advertisements. Develop a working definition for ‘presentational devices’ (bold face & colour, repetition, rhetorical questions, exaggeration) and discuss their impact.</p> <p>Compare and contrast persuasive techniques and presentational devices and comment on how they may work together to impact advertisements</p>	<ul style="list-style-type: none"> • Define presentational devices • Assess impact of presentational devices • Compare/contrast devices/techniques 	<p>Term ‘presentational devices’ is appropriately defined</p> <p>‘Persuasive techniques’ and ‘presentational techniques’ are accurately differentiated</p>
<p>Work in four (4) small groups to create a persuasive technique scrapbook for the class. In response to assigned technique, prepare a one pager on the technique assigned outlining a clear and simple definition, as well as points/bullets or a paragraph commenting on the use of the technique and another commenting on the effects created. Source at least six (6) sample advertisements that exemplify the technique. Compile a class scrapbook using the pieces produced by the groups.</p>	<ul style="list-style-type: none"> • Identify persuasive techniques in advertisement • Comment on the effects created by the various persuasive techniques 	<p>Persuasive Technique Scrapbook accurately defines each targeted technique; clearly outlines how the technique functions; describes the possible effects or impact of the technique and includes examples which adequately illustrate how the technique works.</p>

<p>Continue to work in their small groups to prepare an advertisement promoting their school for the upcoming academic year. (Advertisements may be created online using word processing or other productivity software). The advertisement should appeal to parents of students entering and should utilise the persuasive techniques studied. Mount completed advertisements on the school's notice board and provide a sheet for teachers, parents and students to rate the advertisement on a scale of 1 to 5 (1 being the lowest and 5 the highest). The flyer with the best rating should form part of the school's New Registration Package. These completed advertisements should also form part of the Class Scrapbook.</p>	<ul style="list-style-type: none"> • Use persuasive techniques to create advertisements • Manipulate software to create advertisements 	<p>Advertisements adequately promote the targeted schools and effectively employ the use of persuasive techniques</p>								
<p>Design the package for an original product for children. In groups create three (3) versions of the same advertisement (audio, audio-visual and print) which could be used to market the product.</p> <p>Use a table to analyse the details of at least one advertisement. Include the table in their writing portfolio.</p> <p>Sample Table:</p> <table border="1" data-bbox="248 791 891 906"> <thead> <tr> <th>Product Advertised</th> <th>Target Audience</th> <th>Persuasive Devices</th> <th>Impact of Devices</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table>	Product Advertised	Target Audience	Persuasive Devices	Impact of Devices					<ul style="list-style-type: none"> • Design a product package • Create advertisements • Collaborate in groups • Analyse advertisements • Collate/ organize information 	<p>Package and advertisement clearly demonstrate students' effective use of persuasive devices appropriate for the target audience.</p> <p>Completed table reflects thorough and accurate analyses of the advertisements in regard to specification of products, audience, persuasive devices and impact of devices.</p>
Product Advertised	Target Audience	Persuasive Devices	Impact of Devices							
<p>Use persuasive devices to create a campaign jingle and an accompanying brochure to heighten awareness among your classmates/ year group as to the Social Media Responsibility.</p>	<ul style="list-style-type: none"> • Create jingle • Design and create brochure • Collaborate in groups 	<p>Jingles and brochures depict appropriate use of persuasive devices to convey message.</p>								

Learning Outcomes
 Students will be able to:

- ✓ Use syntactic cues as a means of decoding and deciphering meaning of unfamiliar/unknown vocabulary

- ✓ Use deduction and inference to comprehend written materials
- ✓ Use external and internal text feature to extract meaning and comprehend a variety of texts
- ✓ Interpret and use sensory details to produce vibrant and engaging texts
- ✓ Define and use various forms of in-text citations to credit work referenced during research activities
- ✓ Use punctuation marks to add clarity and prevent misreading in their written work
- ✓ Use pronoun and antecedent agreement effectively in their writing
- ✓ Elaborate on the effectiveness of various persuasive techniques and presentational devices in influencing various audiences
- ✓ Create advertisements that utilises the various persuasive techniques studied
- ✓ Demonstrate competence in the use of the structures and conventions of Standard Jamaican English
- ✓ Use selected ICT tools to create graphics, search for information and share ideas.

<p>Points to Note</p>	<p>Extended Learning</p>
<ul style="list-style-type: none"> • Students should be carefully supervised as they use the Internet. • Research must be done in order to keep on track with new trends and procedures. 	<ul style="list-style-type: none"> • Students should practise the Communication Protocol at home and in the wider community. • They also practise the use of grammatical structures learnt • SJE should be a focal point in oral and written communication • Adapt and use the different types of modern means of communicating • Create advertisement for events at church, community youth club or even a family reunion • Use knowledge of persuasive techniques to interpret every day advertisements
<p>Resources:</p> <ul style="list-style-type: none"> • Social Studies text(s) • Class reader(s) with poems, and pieces related to Communication • Supplementary reading materials – texts related to the theme • Teacher prepared texts and presentations • Cloze passage 	<p>Key vocabulary</p> <ul style="list-style-type: none"> • Syntactic cues • Deduction • Inference

- Sample mini-research projects
- Sample advertisements
- Teacher prepared hand-outs
- Students' Written work – in graphic and text form
- Computer
- CD/DVD player
- Internet

- Author's point of view (voice – 1st, 3rd person)
- Author's view point (stance on issue for example critical)
- Imagery
- Sensory details
- In-text citation
- American Psychological Association (APA)
- Modern Language Association (MLA)
- Chicago Manual Style (CMS)
- Apostrophe
- Brackets
- Pronouns
- Antecedent
- Bold face
- Repetition
- Rhetorical questions
- Exaggeration
- Advertisement

Links to other subjects

- Guidance and Counselling – Communicating to maintain a healthy relationship with family and friends
- Art and Craft – Create Graphic organizers
- Information Technology – internet use (accessing, creating and using web quests, pod casts)
- Library Science – In-text Citation and referencing

TERM 3 UNIT 1

Personal Rights & Responsibilities

ABOUT THE UNIT

This Unit is titled 'Personal Rights and Responsibilities'. While our personal rights are very important, many of us forget about our responsibilities. As students continue to explore the use of language in their second year at the secondary level they will have the opportunity to explore their **rights** as teens and the **responsibilities** that accompany each right. It is hoped that they will have fun exploring these areas of interest as they continue to manipulate both SJE and JC to express their thoughts and feelings throughout the year.

This nine (9) week unit will stimulate their interest and help them to develop competence in speaking and listening as they continue on their quest to use language appropriately. This will be facilitated through the exploration of video and audio clips, games, debates among other methods.

Their creative efforts will also be honed as they develop their own responses through the creation of their own games, songs etc. which will illustrate their developing competence in speaking, listening and writing. Constant practising of language structures involving the use of the pronoun antecedent agreement and punctuation marks will assist in them writing fluently as they engage in applying the correct and appropriate structures.

In addition to reading for enjoyment, students will have the opportunity to read for meaning as they analyse techniques used by writers. The activities will help them to have a deeper understanding of an appreciation of the texts that focus on **Personal Rights and Responsibilities**. This theme will also allow them to expand their vocabulary as they decode and use unfamiliar words and expressions.

Research is an important aspect of the learning process and students will seek to locate and use various sources of information to complete mini research projects. Additionally, they will practise avoiding plagiarism.

Finally, all the skills learnt will be combined as students respond to the various stimuli used throughout the term to create persuasive pieces. Their prior knowledge will be used to reinforce all the skills, concepts and activities engaged in during this, their final term of Grade 8.




GUIDANCE FOR THE TEACHER


- Though the objectives of the Unit highlight specific skills for instruction, teachers should ensure that previously taught skills which are requisite for the teaching / learning activities are reviewed.
- Care should be taken to ensure that students are taken through the stages of the writing process when they are required to engage in writing tasks.
- The sample charts, tables and evaluation sheets suggested in the Unit are not compulsory and the teacher may choose other suitable support based on the needs of his/ her particular students.

Prior Learning

Check that students can:

- Effectively use different language forms, critical thinking skills, problem solving technique in discussion and effectively respond to the point of view of others.
- Learn and recall new words through use of word recognition strategies and decoding approaches
- Build vocabulary through use of context clues, synonyms, antonyms, homonyms,
- Use strong verb and specialized vocabulary
- Read to determine central idea, analyse the development of text, and see relationship of ideas
- Connect experience in text with life
- Acknowledge sources using In-Text Citation (quoting, paraphrasing, and summarizing
- Evaluate sources based on specific guidelines (validity, reliability, accuracy)
- Identify features and signal words and used these to access specific information
- Recall the definition of plagiarism and its various forms and apply the knowledge of the rules to avoid it.
- Recognize and use pronouns in a range of sentences ensuring that the antecedents agree in number, person, and gender
- Use transitional words to connect ideas of spatial order, time order, numerical order and cause and effect

UNITS OF WORK GRADE 8 - TERM 3 UNIT 1	
UNIT TITLE: PERSONAL RIGHTS AND RESPONSIBILITY (9 WEEKS)	
SPEAKING & LISTENING	
ATTAINMENT TARGETS	OBJECTIVES
<ul style="list-style-type: none"> Communicate with confidence and competence for different purposes and audiences, using SJE and JC appropriately and creatively 	<p>Students should be able to:</p> <ul style="list-style-type: none"> Critically respond to aural stimuli by paying attention to the impact of particular features such as tone and detail presented in each Apply Communication Protocol in different oral activities
<ul style="list-style-type: none"> Explain and comment on speakers' use of language, including use of SJE and JC, and their use of vocabulary, grammar and other features 	<ul style="list-style-type: none"> Listen and critically respond to ideas presented by speakers
<p>ICT Attainment Target(s):</p> <ul style="list-style-type: none">  COMMUNICATION AND COLLABORATION - use technology to communicate ideas and information, and work collaboratively to support individual needs and contribute to the learning of others.  DESIGNING AND PRODUCING - use digital tools or other available resources to design and develop creative products to demonstrate their learning and understanding of basic technology operations.  RESEARCH, CRITICAL THINKING AND DECISION MAKING – use appropriate digital tools and resources to plan and conduct research, aid critical thinking, manage projects, solve problems and 	<p>ICT Objective (s)</p> <ul style="list-style-type: none"> Use selected digital tools and resources to create multimedia presentations

<p>make informed decisions.</p> <p> DIGITAL CITIZENSHIP- recognises the human, ethical, social, cultural and legal issues and implications surrounding the use of technology and practice online safety and ethical behaviour.</p>		
SUGGESTED TEACHING AND LEARNING ACTIVITIES STUDENTS WILL:	KEY SKILLS	ASSESSMENT
<p>View or listen to a recording about the rights of a child. In small groups, discuss the impact of visuals, including images, scenes and the impact of narrator’s tone.</p> <p>Read selected items on the Fact Sheet of United Nations Convention on the Rights of the Child as the basis for their activities (www.unicef.org/crc/files). Discuss ideas in small groups They will also use these as the basis of their presentations.</p>	<ul style="list-style-type: none"> • Respond to the elements of visual and aural stimuli • Work cooperatively to complete ICT integrated tasks 	<p>Impact of visual and aural stimuli is satisfactorily described</p>
<p>Participate in hat debates about particular rights and responsibilities e.g. the right to an education. Use rating scale of criteria – tone, body language and other nonverbal techniques such as (pausing for effect, demonstration of confidence,) arguments, language accuracy and techniques – to rate presentations. Provide feedback to peers using SJE.</p>	<ul style="list-style-type: none"> • Use body language and other non-verbal techniques effectively • Demonstrate confidence while speaking • Present convincing arguments • Use accurate language structures • Use effective language techniques • Critique peer material 	<p>Feedback provided in SJE regarding speakers’ tone, body language, level of confidence etc. while debating.</p>
<p>Play game where a SJE or JC word is given and they have to find its equivalent. Focus on their rights and responsibilities. This could be done competitively.</p>	<ul style="list-style-type: none"> • Listen attentively • Speak confidently • Cooperate in peer 	<p>Vocabulary supplied in game is appropriate in regard to language form required – SJE or JC</p>

	groups	Thematic relationship is appropriately applied in game
View and discuss online or offline cartoons created for the print media, especially those that deal with Personal Rights and Responsibilities e.g. Clovis' (www.jamaicaobserver.com/tools/cartoons/). Create cartoons on Personal Rights and Responsibilities. Cartoons maybe created using selected/appropriate digital tool..	<ul style="list-style-type: none"> • View mixed media • Assess purposes • Critique cartoons • Conduct online/offline searches for kinds of information • Use multimedia for presentations • Create cartoons 	<p>Cartoons are satisfactorily analysed</p> <p>Cartoons are created to effectively convey point of view on the subject of Personal Rights and Responsibilities</p>

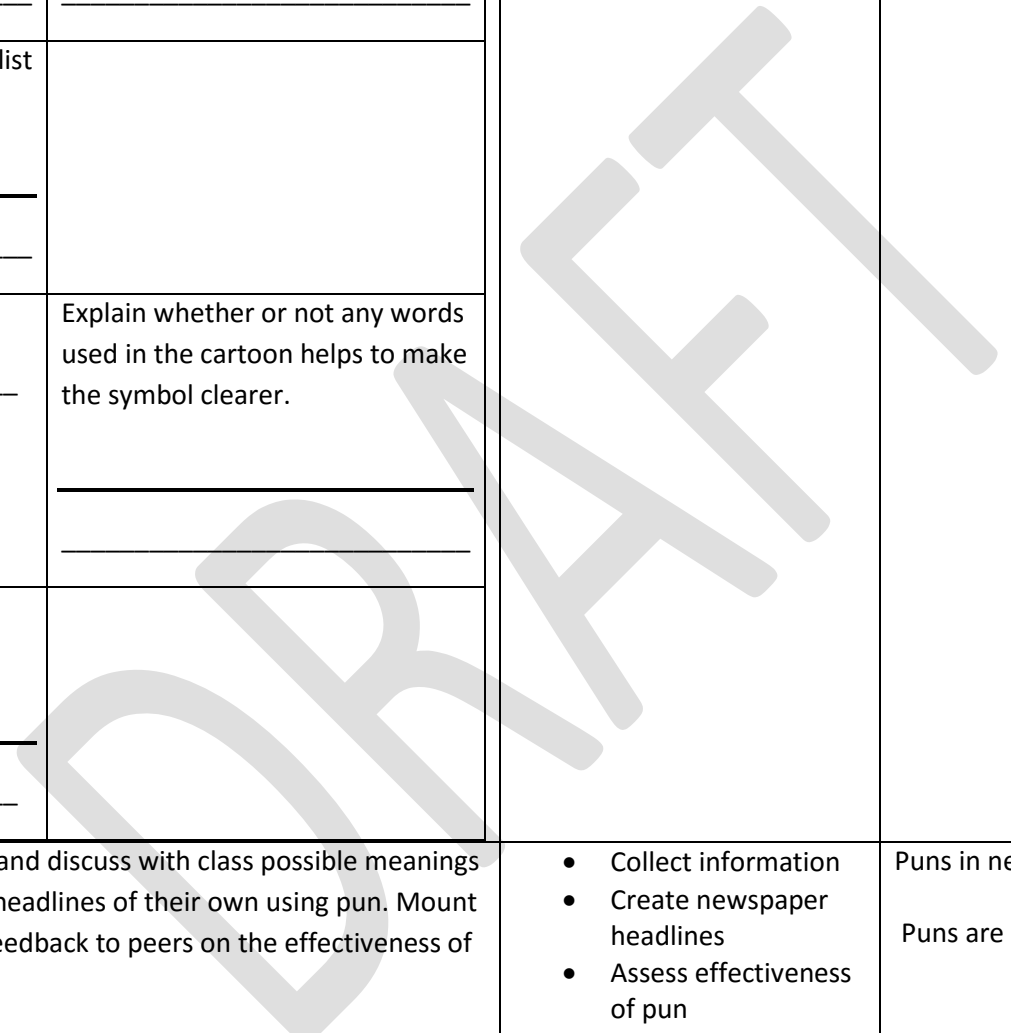
READING WITH FLUENCY & RECOGNITION (WORD RECOGNITION AND VOCABULARY)	
ATTAINMENT TARGET	OBJECTIVES
<ul style="list-style-type: none"> • Build vocabulary through various strategies 	<p>Students should be able to: (Review strategies in Terms 1 – 2)</p> <ul style="list-style-type: none"> • Create appropriate sentences using the vocabulary words learnt from texts • Distinguish between the denotative and connotative meanings of words. • Interpret the connotative meaning of words. • Examine how word choice affects meaning. • Practise and apply the concept of connotation.


SUGGESTED TEACHING AND LEARNING ACTIVITIES STUDENTS WILL:	KEY SKILLS	ASSESSMENT
<p>Research to find pairs of words where the denotative meaning is similar/close but the connotative meanings are different. For example: chef, cook and ambitious, greedy.</p> <p>In groups, write a brief narrative about a young person who fails to honour his/her personal responsibility.</p> <p>Half of the groups will include in their stories, ten of the words from the list which have a positive connotation. The other groups will use ten of the words which have a negative connotation.</p> <p>Share narratives with the class and discuss the impact of word choice on the meaning communicated in each piece.</p>	<ul style="list-style-type: none"> • Locate information • Create story • Collaborate in groups 	<p>Word pairs appropriately reflect denotative similarities but connotative differences</p> <p>Narratives appropriately address the prompt given and effectively include the targeted words</p>
<p>Collect a range of advertisements from a variety of sources and examine the advertisements for words with connotations.</p> <p>Organize the words into two categories; those which connote a positive meaning and those which connote a negative meaning.</p> <p>In groups, redesign advertisements to replace negative connotations with positive or denotative meanings and vice-versa. Post advertisements and do peer review using the 'Wows and Wonders Gallery Walk'. The activity involves examining the work of peers and providing brief written feedback in the form of commendations (wows) or queries (wonders).</p>	<ul style="list-style-type: none"> • Collect information • Classify information • Redesign advertisements • Critique redesigns 	<p>Connotative and denotative language of advertisements accurately identified and classified</p> <p>Negative connotations in given advertisements are satisfactorily converted to convey positive connotations or denotative meanings in redesigned advertisements</p>

READING FOR MEANING AND ENJOYMENT (COMPREHENSION AND LITERATURE)	
ATTAINMENT TARGETS	OBJECTIVES
<p>Comprehension</p> <ul style="list-style-type: none"> • Identify and comment on the structure of texts and the language choices, grammar and techniques writers use to create an impact. <p>Literature</p> <ul style="list-style-type: none"> • Reflect on and critically respond to literature and other texts, on paper and on screen. 	<p>Students should be able to:</p> <ul style="list-style-type: none"> • Locate and analyse an author's use of figurative language including allusion, idiom, pun and symbolism in a variety of literary text. • Analyse the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. • Defend inferences about view point using textual evidence

<p>ICT Attainment Target(s):</p> <ul style="list-style-type: none"> 🖥️ DESIGNING AND PRODUCING - use digital tools or other available resources to design and develop creative products to demonstrate their learning and understanding of basic technology operations. 🖥️ RESEARCH, CRITICAL THINKING 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. 	<p>ICT Objective(s):</p> <ul style="list-style-type: none"> • Use selected ICT tools to create document • Cite sources correctly and give credit to creators of digital content • Navigate safely and respectfully online 	
<p>SUGGESTED TEACHING AND LEARNING ACTIVITIES STUDENTS WILL:</p>	<p>KEY SKILLS</p>	<p>ASSESSMENT</p>
<p>Justify the viewpoints of various texts/articles that speak on Personal Rights and Responsibilities by supplying evidence from the texts.</p>	<ul style="list-style-type: none"> • Analyse texts • Justify viewpoints 	<p>Plausible justification made for viewpoints based on evidence from texts</p>
<p>View video clips related to Personal Rights and Responsibilities which relate stories being told from different perspectives. Have students support, with evidence, the stance they have taken concerning point of view.</p>	<ul style="list-style-type: none"> • View mixed media • Assess point of view • Indicate and support viewpoint 	<p>Point of view conveyed in video clips accurately determined</p> <p>Personal stance regarding point of view is adequately supported by evidence</p>
<p>Create/Source an allusion chart to use when reading literary texts.</p> <p>Sample Template:</p>	<ul style="list-style-type: none"> • Create/ locate chart • Read a variety of literary texts • Identify allusions • Analyse allusions 	<p>Allusions in literary texts accurately identified and analysed</p> <p>Information in texts appropriately used to complete charts.</p>




Title of text	Allusion from Text	Page #	To Whom / What it Alludes	Purpose/ Meaning	<ul style="list-style-type: none"> Fill in details in allusion charts 					
In class literature texts being explored - novels, plays and poetry collections – identify examples of allusion, idiom, pun and symbolism and make annotations in texts in regard to the impact of these figurative devices.					Identify devices Comment on impact of devices	Examples of allusion, idiom, pun and symbolism are accurately identified in class literature texts Annotations satisfactorily address the impact of these devices				
Compile a collection of songs from various genres which contain idioms. Research/ Discuss the meanings of the idioms and record in notebooks. Create a class year book with photos using appropriate software and a short profile of each student. Each profile should contain an idiom that was found in the research.					<ul style="list-style-type: none"> Locate information Collaborate in groups Discuss in groups Apply concept Create year book Create individual profiles Manipulate software 	Songs contain appropriate idioms Meanings of idioms in songs are accurate or plausible. Student profiles reflect effective use of idioms				
Research online/offline get a collection of cartoons from the newspaper. Examine and discuss them in small groups to identify the cartoonists' use of symbolism. complete the following table: <div style="text-align: center;">Cartoon Evaluation Sheet</div> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%;">Visuals/ Illustrations</th> <th style="width: 50%;">Words (Fill in only if words are used)</th> </tr> </thead> <tbody> <tr> <td>Make a list of the objects/ people in the cartoon.</td> <td>Identify which word/ phrase identifies the objects/ people in the cartoon.</td> </tr> </tbody> </table>					Visuals/ Illustrations	Words (Fill in only if words are used)	Make a list of the objects/ people in the cartoon.	Identify which word/ phrase identifies the objects/ people in the cartoon.	<ul style="list-style-type: none"> Locate information Group discussion Complete forms Research for information 	Symbolism in cartoons is accurately identified Symbols and their possible meanings are meaningfully and appropriately discussed Information gleaned from discussion is used to satisfactorily complete the Cartoon Evaluation Sheet
Visuals/ Illustrations	Words (Fill in only if words are used)									
Make a list of the objects/ people in the cartoon.	Identify which word/ phrase identifies the objects/ people in the cartoon.									

<hr/> <hr/>	<hr/> <hr/>		
<p>Write down all the objects from your list which are symbols.</p> <hr/> <hr/>			
<p>Explain what each symbol means.</p> <hr/>	<p>Explain whether or not any words used in the cartoon helps to make the symbol clearer.</p> <hr/> <hr/>		
<p>Explain the overall message of the cartoon.</p> <hr/> <hr/>		<ul style="list-style-type: none"> • Collect information • Create newspaper headlines • Assess effectiveness of pun 	<p>Puns in newspaper headlines are accurately identified</p> <p>Puns are effectively used in original headlines</p>

READING FOR INFORMATION (STUDY SKILLS AND RESEARCH)		
ATTAINMENT TARGETS	OBJECTIVES Students will be able to:	
<ul style="list-style-type: none"> • Research activities on issues and interests by generating ideas and exploring texts using a range of strategies ▪ Understand the importance of legal and ethical practices in research 	<ul style="list-style-type: none"> • Recall previously learnt research skills • Gather and organize information on a variety of topics • Synthesize the skills of gathering information to produce individual/group mini research incorporating sources, cited relevantly and accurately using the APA format • Retrieve information from selected sources and assess how accurate/reliable these sources are • Identify and avoid incidents of plagiarism • Appreciate the value of acknowledging sources used during research 	
ICT Attainment Targets:  RESEARCH, CRITICAL THINKING AND DECISION MAKING – use appropriate digital tools and resources to plan and conduct research, aid critical thinking, manage projects, solve problems and make informed decisions.	ICT objective(s): <ul style="list-style-type: none"> • Locate relevant information online by using ICT search tools and strategies • Cite sources correctly 	
SUGGESTED TEACHING AND LEARNING ACTIVITIES STUDENTS WILL:	KEY SKILLS	ASSESSMENT
Use a double entry journal to make notes on a topic of personal interest. In one column write bibliographic information, personal impressions, ideas, and questions relating to each source used. On the other side record the page numbers of pictures, diagrams, or particular quotes to support the views in the first column.	<ul style="list-style-type: none"> • Locate information • Organize information • Record information 	Topic of personal interest appropriately generated Journal entries outline appropriate sources Comments, questions, and general ideas are appropriate and reflect careful analysis





		Sources referenced in the second column are relevant and appropriate
Follow steps taught in research to present a <u>mini-research paper</u> relating to “The Rights of the Child Act” OR ‘The Rights of the Child Charter’, “A Child has Responsibilities” etc. [e.g. select a topic, formulate research questions; select relevant sources; acknowledge source-using in text citation [format: APA] gather and organize relevant information etc. Use online/offline sources to garner information	<ul style="list-style-type: none"> • Choose writing topic • Formulate research questions • Retrieve information • Organise information for presentation • Cite sources accurately 	Topic is relevant and interesting; research questions are appropriately formulated and adequately address the topic; ideas are well organised; sources are relevant, reliable, and correctly cited [using APA style].
Work in groups to create strategy posters detailing research presentation techniques. Some groups may choose to work on written presentations, others may do oral presentations.	<ul style="list-style-type: none"> • Group collaboration • Gather information • Design posters • Speak confidently 	Strategy Posters clearly outline research presentation techniques
Experiment with creative ways of presenting research information on given topics, including stories, character portraits, magazine articles, newspaper articles, business letters, personal letters, journals, editorials, advertisements, rules and instructions, multimedia	<ul style="list-style-type: none"> • Gather information • Organise information • Present information creatively (mixed media) 	Information gleaned from research is satisfactorily presented through a range of text forms

LANGUAGE STRUCTURE (GRAMMAR AND CONVENTIONS)	
ATTAINMENT TARGETS	OBJECTIVES
<ul style="list-style-type: none"> ▪ Use and adapt a range of sentence structures according to context, distinguishing between SJE and JC ▪ Write sentences which are grammatically accurate and correctly punctuated, using SJE appropriately 	Students will be able to: <ul style="list-style-type: none"> • Use correctly, the ellipsis, semi-colon, colon, full stop, hyphen and exclamation mark in a wide range of texts

<p>ICT Attainment Target(s):</p> <ul style="list-style-type: none">  COMMUNICATION AND COLLABORATION - use technology to communicate ideas and information, and work collaboratively to support individual needs and contribute to the learning of others.  DESIGNING AND PRODUCING - use digital tools or other available resources to design and develop creative products to demonstrate their learning and understanding of basic technology operations.  DIGITAL CITIZENSHIP- recognises the human, ethical, social, cultural and legal issues and implications surrounding the use of technology and practice online safety and ethical behaviour. 	<p>ICT objective(s)</p> <ul style="list-style-type: none"> • Use ICT research tools to locate information online to complete Web-quest tasks. • Recognize creators of digital materials • Cite sources correctly 	
<p>SUGGESTED TEACHING AND LEARNING ACTIVITIES STUDENTS WILL:</p>	<p>KEY SKILLS</p>	<p>ASSESSMENT</p>
<p>Record natural conversations of native speakers. Listen in groups to identify places in the conversation where words are unnecessarily repeated. Write the conversation replacing these words with the ellipsis.</p>	<ul style="list-style-type: none"> • Record conversations • Listen for information • Apply knowledge of ellipsis 	<p>Ellipses are appropriately positioned in written dialogue</p>
<p>View WebQuest and have students complete the tasks or refer to handout on punctuation marks (ellipses, semi-colons, colons, full stops, hyphen and exclamation mark) and then complete the punctuation quizzes and games included.</p>	<ul style="list-style-type: none"> • Locate information in Handout/ WebQuest • Use punctuation marks correctly • Work cooperatively to complete ICT integrated tasks 	<p>Punctuation marks (ellipsis, full stop, semi- colon, hyphen and exclamation mark) are accurately used in quizzes and games</p>

<p>Correctly insert punctuation marks (ellipsis, semi-colon, hyphen, exclamation mark, colon, full stop) at the appropriate places in short paragraphs, emails, letters, advertisements, reports, dialogue etc.</p>	<ul style="list-style-type: none"> • Read for meaning • Select appropriate punctuation marks. 	<p>Punctuation marks are appropriately inserted in written texts</p>
<p>Create small cards with a punctuation mark on each card. Place the cards face down, and take turns to turn over the top card. Each player must say a sentence which would use the punctuation mark on his/ her card in order to get a point. e.g. If you choose this card:</p> <div data-bbox="141 517 264 639" style="border: 1px solid black; width: 50px; height: 70px; display: flex; align-items: center; justify-content: center; margin: 10px auto;"> ! </div> <p>Create an exclamatory sentence such as: Please do not touch the hot pot!</p>	<ul style="list-style-type: none"> • Design punctuation cards • Apply punctuation marks to play card game 	<p>Punctuation cue cards are satisfactorily created</p> <p>Sentences supplied in card game appropriately match the punctuation cue cards selected</p>
<p>Respond to questions in a punctuation trivia. The following are examples of questions for the trivia:</p> <p>1. When three of these punctuation marks are found together, they are called an ellipsis.</p> <ul style="list-style-type: none"> ○ Period ○ Colon ○ Exclamation Mark <p>2. A semicolon looks like a combined version of what two punctuation marks?</p> <ul style="list-style-type: none"> ○ Period ○ Period and ellipsis ○ Period and comma <p>3. Which punctuation mark is used to separate the main clause from information which is not very important?</p> <ul style="list-style-type: none"> ○ Parentheses ○ Hyphen 	<ul style="list-style-type: none"> • Respond to trivia questions • Apply punctuation rules 	<p>Responses to trivia questions reflect clear understanding of the form and function of punctuation marks</p>

○ colon		
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COMMUNICATION (WRITING)	
ATTAINMENT TARGETS	OBJECTIVES
<ul style="list-style-type: none"> ➤ Write to narrate, to persuade and for a range of transactional purposes, using SJE and JC appropriately and incorporating multi-media approaches to their writing. ➤ Use language and text forms appropriately and with imagination to create vibrant and engaging texts 	<ul style="list-style-type: none"> ● Apply persuasive techniques to their writing in order to achieve specific purpose ● Use presentational devices to enhance the appeal of their work ● Compose formal letters aimed at persuading addressees to respond to issues or viewpoints
<p>ICT Attainment Targets:</p> <ul style="list-style-type: none">  COMMUNICATION AND COLLABORATION - use technology to communicate ideas and information, and work collaboratively to support individual needs and contribute to the learning of others.  DESIGNING AND PRODUCING - use digital tools or other available resources to design and develop creative products to demonstrate their learning and understanding of basic technology operations.  RESEARCH, CRITICAL THINKING AND DECISION MAKING – use appropriate digital tools and resources – to plan and conduct research, aid critical thinking, manage projects, solve problems and make informed decisions.  DIGITAL CITIZENSHIP- recognises the human, ethical, social, 	<p>ICT objective(s):</p> <ul style="list-style-type: none"> ● Use appropriate ICT tools to design brochure ● Use appropriate research tools to locate information online

<p>cultural and legal issues and implications surrounding the use of technology and practice online safety and ethical behaviour.</p>		
<p>SUGGESTED TEACHING AND LEARNING ACTIVITIES STUDENTS WILL:</p>	<p>KEY SKILLS</p>	<p>ASSESSMENT</p>
<p>Conduct a mini research online or offline to collect data about their school’s extracurricular activities. Use persuasive (e.g. statistics, testimonial and presentational devices (e.g. pictures, bold lettering, italics) to aid in the creation of an extracurricular school brochure which highlights the school’s extra- curricular activities and encourages students to participate. The best brochure could be edited and published for use by the school. Students could create brochure using appropriate productivity tools.</p>	<ul style="list-style-type: none"> • Locate information • Design and create brochure • Edit information • Apply knowledge of persuasive devices • Create brochure • Enter texts, pictures 	<p>Brochure reflects evidence of students’ research about their school’s programme, as well as their competence in the use of persuasive and presentational devices.</p>
<p>Engage in class discussion on the topic “Children have a right to decide on their own future”. Record in your journal any persuasive device used by your classmates in the discussion.</p> <p>Use persuasive devices to respond to a classmate who does not share their opinion.</p>	<ul style="list-style-type: none"> • Discuss debatable topics • Make journal entries • Write persuasively 	<p>Letters reflect competence in the use of persuasive devices to convey a message.</p> <p>Stance on issue under discussion is clear and all arguments are consistent with the stance.</p> <p>Letter format used is acceptable</p>
<p>Read and listen to opinion pieces/ editorials. Identify strong examples of persuasion and record them in a graphic organizer. In groups, brainstorm issues in their school which they think should be addressed. Use the graphic organizer to explore these issues. Compose a letter addressed to the school principal, which highlights the group’s opinion as to what plan of action should be taken</p>	<ul style="list-style-type: none"> • Listen/ Read for information • Analyse information • Summarise information • Write persuasively • Collaborate in groups 	<p>Persuasive techniques accurately identified</p> <p>Letters clearly reflect competence in framing an argument and supporting it.</p> <p>Tone and choice of language demonstrate an awareness</p>

to treat the concerns which have been identified.		of audience.
Write a persuasive letter to the author of a literature text being studied defending/ challenging the actions of the main protagonist in the text.	<ul style="list-style-type: none"> • Write persuasively • Analyse a character • Develop and support arguments 	Letters reflect satisfactory understanding of the actions of the protagonist and the ability to defend/ challenge the character's actions with reasoned arguments.

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