



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

NATIONAL STANDARDS CURRICULUM

ENGLISH

LANGUAGE/LITERATURE

GRADES 7-8 APSEII



NATIONAL STANDARDS CURRICULUM GUIDE

GRADE 7-8

LANGUAGE & LITERATURE

APSE II

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

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

- Mrs. Sharon Neil- former DCEO, Curriculum and Support Services, who provided leadership to the process during her tenure
- Mrs. Lena Buckle Scott- DCEO, Curriculum and Support Services, who provided leadership to the process during her tenure
- Mrs. Winnie Berry DCEO, Curriculum and Support Services, who provided leadership to the process
- Mrs. Dasmine Kennedy- former (Acting)DCEO, Curriculum and Support Services, who provided leadership to the process during her tenure
- Dr. Clover- Hamilton Flowers- ACEO, Core Curriculum Unit, who provided oversight for the task
- Professor Zellynne Jennings-Craig, Dr. Joan Spencer-Ernandez, Dr. Deon Edwards Kerr, Dr. Doreen Faulkner and Mr. Delroy Alleyne who led the writing process in the capacity of curriculum consultants
- Education Officers of the Core Curriculum Unit who supported the writing of the curriculum and gave oversight to the oversight to the review process:
 - Mrs. Novelette Mclean Francis, SEO Language
 - Mrs. Christa Ferguson Rainford, Language Officer
 - Mrs. Charlotte Cammock, Language Officer
 - Mrs. Fiona Morris Webb, SEO (Acting) DCEO's Office
 - Mrs. Olivette Lue Nicholson, Education Officer, Media Services Unit
- Principals/ school administrators, lecturers, teachers and other resources persons who participated in the various curriculum consultation sessions
- Regional Directors and Territorial Education Officers who contributed to the implementation of the curriculum
- The team of Literary Specialists led by Dr. Andre Hill who participated in the review process
- Miss Jean Hastings, former Director of the Education System Transformation Programme, and Mr Traceloy Solomon, current

Programme Director who facilitated the processes of the Curriculum Units

- Mrs. Michelle Kerr, Senior Functional Education Officer and Mrs. Coleen Clarke Russell, Functional Education Officer who provided administrative leadership to the production process
- The members of the Curriculum Secretariat, the administrator and secretaries in the Core Curriculum Unit who provided administrative support during the development and implementation of the curriculum
- The curriculum formatter, Mr. Marlo Scott
- The various stakeholder groups, who provided valuable information on societal needs in relation to the curriculum
- All others whose names do not appear, but who contributed to the production of the NSC

T A B L E O F C O N T E N T S

Title Page	
Acknowledgement	ii
Table of Contents.....	iv
Messages	vi
NSC Glossary of Terms	xii
Article on Pathways Approach.....	xiv
Tips for Teaching Students with Special Needs.....	xvi
Subject Philosophy/ Introduction	xvii
Scope and Sequence	xix
GRADE 7 UNITS	
Secondary Pathway II	1
Overview of Subject Content.....	2
Term 1	
Unit 1: Our Personal Identity	
About the Unit.....	4
Guidance for the Teacher	4
Unit 2: Our Social Identity	
About the Unit.....	35
Guidance for the Teacher	35
Term 2	
Unit 1: Adopting Positive Behaviour	
About the Unit.....	60
Guidance for the Teacher	60
Unit 2: Citizenship and Nation Building	
About the Unit.....	84
Guidance for the Teacher	84

Term 3

Unit 1: Recreation and Health	
About the Unit.....	110
Guidance for the Teacher	110

GRADE 8 UNITS

Secondary Pathway II	133
Overview of Subject Content.....	134

Term 1

Unit 1: Health and Nutrition	
About the Unit.....	136
Guidance for the Teacher	136

Unit 2: Abstention from Unhealthy Practices

About the Unit.....	164
Guidance for the Teacher	164

Term 2

Unit 1: Traditional Forms of Communication

About the Unit.....	190
Guidance for the Teacher	190

Unit 2: Communicating in Today's World

About the Unit.....	218
Guidance for the Teacher	218

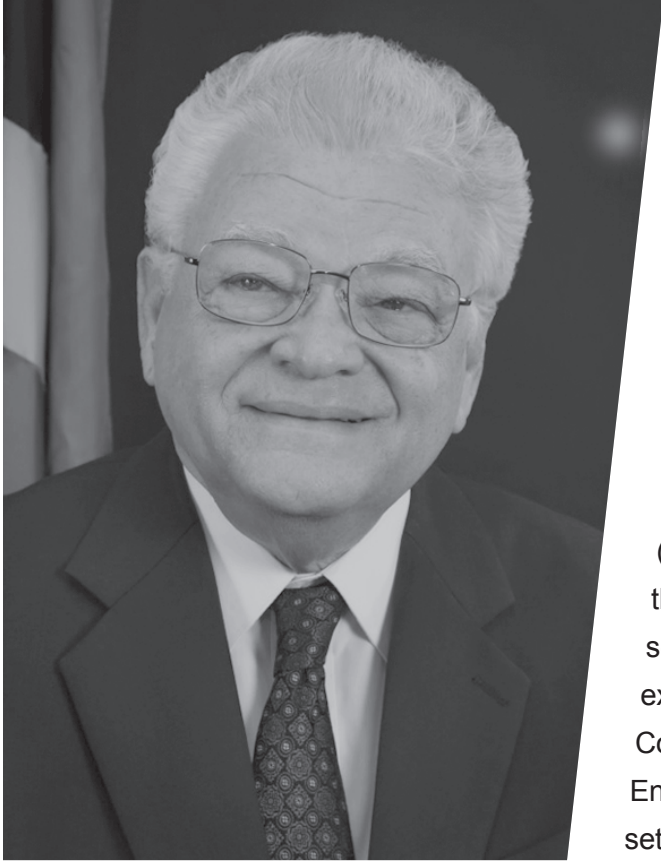
Term 3

Unit 1: Personal Rights and Responsibilities

About the Unit	240
Guidance for the Teacher	240

Appendices

Subject Glossary	259
Alternative Pathways to Secondary Education (APSE) ..	265
STEM and the NSC	267
NSC: The 5Es	271
Lesson Plans	
Grade 7.....	275



The curriculum of any country informs all aspects of operations and helps to shape the intellectual, social, psychological and spiritual dimensions of our society. By its design, the National Standards Curriculum (NSC) clearly conveys the knowledge, skills and attitudes deemed by our society as critical to addressing Jamaica's current realities. It is expected that as teachers and students interact efficiently with the curriculum that a culture of communication, collaboration, creativity and thinking critically will be honed..

Through the implementation of the NSC, education in Jamaica is being reframed and re-positioned as customized, diverse, relevant, equitable, outcomes-based, and inclusive. Significantly, this approach will signal the introduction of Spanish and Resource and Technology at the Primary level, the Alternative Pathways to Secondary Education (APSE), the integration of the Science Technology Engineering and Mathematics (STEM) methodology and a greater utility of Information and Communication Technology (ICT) tools to facilitate improved outcomes. Since there is no one subject that can be relied on to meet all the needs of our children as each child differs in learning style preferences, abilities, background and so on, schools are expected to use the curriculum to schedule learning episodes that allow all children to creatively express themselves through the Creative Art Forms; think critically in the context of the Exploratory Core areas; practice behaviours that lead to spiritual, physical, emotional and social well-being through Enrichment activities and demonstrate productive capabilities by working collaboratively on projects in settings with a Problem Solving/Work-Based focus, using the standards and principles of Resource and Technology.

The Ministry of Education, Youth and Information will continue to support our schools in the implementation process through the provision of continued training opportunities for school leaders and teachers, improved physical infrastructure and the provision of the necessary teaching/ learning resources to support pedagogy. We look forward to the support of all our stakeholders- members of the community, members of school boards, principals and teachers in ensuring a successful implementation of the NSC.

The Honourable, Karl Samuda, CD, MP

Minister without portfolio with responsibility for Education, Youth and Information



I fully endorse the National Standards Curriculum (NSC) as being pivotal to advancing the education of our Jamaican children. The broad focus on critical thinking, collaboration, creativity and communication is indeed very critical in equipping young Jamaicans with the requisite twenty-first century skills as we seek to advance the achievement of Jamaica's Sustainable Development Goals by 2030. There is no denying that quality education is one of the most powerful and proven tools for the sustainable development of any country, and that through the realignment and re-scoping of the national curriculum, Jamaica is well on its way to ensuring that our goals are not just symbolic but are a reality lived by all Jamaicans, particularly our youth.

The NSC is on the cutting edge of curriculum design and represents the shift from a content-based focus to a competency-based one where skills and attitudes are placed at the forefront. This approach should ensure that our youth are fully equipped with a combination of the essential knowledge, skills and attitudes to be successful in every aspect of their lives. Users of the curriculum will be pleased to find the utilization of a Pathway Approach to Education with an emphasis on the integration of the Science, Technology, Engineering and Mathematics (STEM) Methodology, Information and Communication Technology (ICT), the Creative Arts and the Technical and Vocational areas. The provision of alternative pathways for our learners, supported by Learning Coaches/ Special Needs Educators is a significant achievement for the MoEYI and our ongoing support for this area concretizes our belief that every child can indeed learn.

The production of this curriculum document is not an indication that our journey has ended; rather it is a signal that we have advanced the very dynamic and obligatory process of the transformation of our education system. I anticipate the support of all our stakeholders in ensuring the curriculum implementation process is without major challenges.

The Honourable, Alando Terrelonge, MP

State Minister in the Ministry of Education, Youth & Information



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

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

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

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

Dr. Grace McLean

Permanent Secretary (Acting), Ministry of Education, Youth & Information



Fundamental to the Ministry of Education, Youth and Information's (MoEYI) core value is the belief that all learners deserve the opportunity to achieve their full potential in all facets of their lives (spiritual, moral, cultural, intellectual and physical). With its dynamic, inclusive approaches, the National Standards Curriculum (NSC) provides a clear and robust blueprint to provide our young Jamaicans with the opportunities, responsibilities and experiences to make this a reality.

The accomplishment of this curriculum cannot be attributed to the effort of one or two individuals. The MoEYI brought together a wide cross section of our stakeholders who contributed their diverse skills in creating curriculum documents that will facilitate high standards of learning and enhance the quality of instructional delivery. Our main mandates concerning the revision of the Curriculum included better alignment of the curriculum in the lower grades secondary grades with the Caribbean Secondary Examination Certificate (CSEC) examinations syllabus used in the upper secondary grades; developing progressive standards for all subject areas; prioritizing the 21st century skills of collaboration, critical thinking, communication and creativity; integrating STEM, the Creative Arts, the Enrichment Areas and ICT in the curriculum documents. It also promotes the use of learner-centred approaches across the various disciplines and creates a more inclusive learning environment by catering to diversity in our learners.

Additionally, Civics will return to be a discrete discipline, while Technical and Vocational Education and Training (TVET), and Spanish will be formally introduced at the Primary level. The Health and Family Life (HFLE) Curriculum has been reviewed and re-scoped to ensure alignment to the philosophy of the NSC and inclusion of all the relevant life skills needed by the 21st century learner.

It is with a deep sense of gratitude that I pay tribute to all the educators who have contributed to the timely development of this National Standards Curriculum which will invariably help all learners to maximize their potential.

Mrs. Winnie Berry

Deputy Chief Education Officer,

Curriculum and Support Services, Ministry of Education, Youth & Information



Education is the means by which the any society can re-create itself in future generations. Cognizant of this fact, the Ministry of Education, Youth and Information (MoEYI) has positioned the National Standards Curriculum (NSC) as an important avenue through which the identity of future generations can be positively impacted. Given its very vibrant and broad-based nature, the NSC targets the holistic development of learners with a view to develop successful lifelong learners and confident and productive individuals who are deeply rooted in their culture, identity and citizenship.

In preparing the education system for the implementation of the NSC the MoEYI continues to offer ongoing training/coaching support for all the relevant stakeholders involved in the implementation, including school administrators, teachers, parents and students. We are also committed to provisioning the system with the resources needed to ensure a successful implementation, particularly in the context of the inclusive and differentiated approaches endorsed by the NSC. We will continue to work with our partners in ensuring the resources available to schools are fully aligned to the content and philosophical underpinnings of the NSC.

This is an exciting time for education in Jamaica. As we advance the curriculum implementation process, we aim to provide all our learners with access to the best education possible. However, we recognize that meaningful and sustainable progress can only be realized from the collaborative effort of all our stakeholders. So as we forge ahead with implementation we invite all our stakeholders to keep focused on our shared vision: “Every Child Can Learn; Every Child Must Learn”..

Capt. Kasan Troupe, Ed. D, JP

Chief Education Officer (Acting), Ministry of Education, Youth & Information



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

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

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

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

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

Dr Clover Hamilton Flowers

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

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

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

TERMS	DEFINITIONS/MEANINGS
Key Skills	Indicate the important skills that students should develop during the course of a unit. Key skills are aligned to the suggested teaching and learning activities in the unit which are intended to develop the skill to which it is aligned. Included in the key skills are the 21st century skills such as critical thinking and problem solving, collaboration, communication and ICT.
Assessment	<p>An assessment is a determination of whether intended results have been achieved. This section of the curriculum speaks to both the product that will be judged as well as the criteria against which it will be judged. It must be noted that this section does not introduce new activities. Instead, it speaks to the judging of the suggested teaching and learning activities.</p> <p>Formal assessment may be conducted with the aid of instruments (e.g. via written test, portfolio) or by requiring students to complete assigned tasks (e.g. performance), and is usually recorded against a predetermined scale of grading. Informal assessment (e.g. via observation or spontaneous student expression) may also reveal important evidence of learning.</p>
Points to Note	This section provides technical information that must be considered in delivering the unit. It may also include information that provides additional explanation of key concepts that may be unfamiliar to the teacher as well as suggestions for infusion within the unit.
Extended Learning	These are opportunities for students to utilise the knowledge and skills they would have acquired in the unit in authentic situations/experiences.
Learning Outcomes	A learning outcome is a demonstration/ behavioural evidence that an intended result has been achieved at the end of a course of study. The learning outcome tells us if pupils have understood and grasped what they have been learning.
Links to other Subjects	Suggests opportunities for integration and transfer of learning across and within different subject areas.
Key Vocabulary	This section consists of a number of words/phrases that addresses the skills, topics and content that must be covered in the unit.

The 21st century is a time of rapid technological growth and social change. The school curriculum must, therefore, ensure that young people are well prepared for the challenges and opportunities that they will meet as adults in this century. The MoEYI is making every effort to provide for the multiple intelligences of our children and cater to their diverse needs in order to fully maximize their capabilities. Hence, the MoEYI has created alternative pathways to receiving an education at the secondary level.

Providing alternative pathways will be far-reaching in carrying out the Ministry's mantra, "Every child can learn....every child must learn". Learning pathways will allow for an inclusive approach in which instruction is based on tailored curricula, enabling each learner to perform to his/her fullest potential based on aptitude, interest and ability. Alternative Pathways represent a new approach to secondary education. Secondary education in Jamaica is being reframed and re-positioned as customised, diverse, relevant, equitable, outcomes-based, and inclusive; and significantly, this approach will signal the introduction of a seven year (Grades 7-13) period of instruction for students on all secondary pathways.

Goals of the APSE

- Design the school system to offer differentiated instructional programmes, informed by the National Standards Curriculum (NSC).
- Develop individualized intervention/learning plans based on students' performance profile.
- Provide special educators as Pathway Coaches to support subject teachers of students on Secondary Pathways II and III in the delivery of instruction.
- Facilitate a functional academic approach at the secondary level characterised by response to intervention (RtI) methodology, interactive, learner-centred, project-based and problem-based learning, reflection and alternative forms of assessment.
- Foster a system for ALL students to exit the secondary level with the knowledge, skills, competences and attitudes which will have them ready for the world of work or to access tertiary level education.

Secondary Pathways I, II & III (SP I, II & III)

All students will access secondary education via the prevailing Grade Six examination. The exit examination will provide individual profiles to inform decisions for pathway access and standards for differentiation.

SPI is a 7-year programme with a curriculum based on the constructivist approach. At Grades 7-9 students will access the National

Standards Curriculum (NSC), and at Grades 10, 11, 12 & 13, they will access the curricula/syllabi of the examining body.

SP II is a 2-year transitional programme with a curriculum based on the constructivist approach. Special educators/pathway coaches will work with teachers and students on this pathway. Students will be provided the required intervention and support to allow for transition. At the end of Grade 8 students will be re-evaluated through psycho-educational evaluation to determine their readiness for crossing over into either SP I or SP III.

SP III is a 7-year programme with a curriculum based on the constructivist approach. At Grades 7-9 students will access the National Standards Curriculum (NSC), and at Grades 10 & 11, they will access the curricula/syllabi of the examining body. At the end of Grade 11 SP III students will transition into the Career Advancement Programme.

At Grades 7-9 the NSC, will be modified to meet the needs of the SP III students. Students in SP III will be instructed through a functional academics curriculum in the core subjects- Mathematics, English Language, Communication, Social Studies and Science. Their instruction will be further enriched with Personal Empowerment, Technical and Vocational instruction, as well as the performing and creative arts. Pathway Coaches will collaborate with subject teachers to prepare content, ensuring differentiation in instruction for students on SP II and III. These students will also be supported through use of the Response to Intervention (RtI) methodology.

T I P S F O R T E A C H I N G S T U D E N T S W I T H S P E C I A L N E E D S

Below are tips you may find useful when teaching students with special needs:

- ✓ Get to know your students and their individual needs.
- ✓ Ensure that classroom procedures and routines are flexible enough to accommodate individual differences
- ✓ Use positive non-discriminatory language
- ✓ Be deliberate in including students with special needs in all activities
- ✓ Communicate high expectations
- ✓ Model and reinforce appropriate social skills
- ✓ Use assessment data to plan instructions
- ✓ Teach to students' strengths and learning styles
- ✓ Students with special needs respond well to direct instructions or guided discovery
- ✓ Use multisensory teaching approaches that engage two or more learning modalities simultaneously
- ✓ Break content into small steps and teach each step to mastery
- ✓ Differentiate objectives based on students' functioning levels
- ✓ Make ample use of mnemonics and other memory aids
- ✓ Pair students with special needs with learning partners/buddies
- ✓ Provide appropriate accommodations as needed during instruction and assessment:
 - a. *Extra time*
 - b. *Reduced work load*
 - c. *Material in alternative formats*
 - d. *Visual cues*
 - e. *Technological aids*
 - f. *Alternate activities*

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

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

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

Aspects of the Science, Technology, Engineering and Mathematics (STEM) methodology are embedded within the language

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

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

**STRAND 1:**
SPEAKING & LISTENING**STANDARD 1:**

Student will engage in active listening and speaking for a variety of purposes, developing an understanding of how language works in different contexts and cultures, using SJE and JC appropriately

**Attainment Targets**

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

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

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

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

**STRAND 2A:**
READING WITH FLUENCY
& RECOGNITION**STANDARD 2:**

Students understand and are able to apply a wide range of word recognition and decoding strategies and understand and use word meaning to reflect vocabulary development

**Attainment Targets**

Read fluently and with appreciation

Automatically recognize words (including basic sight word lists) through repeated exposure and mnemonic devices

Establish a concept of print and use a range of word recognition clues, re-reading and reading ahead, to identify new words

Develop phonemic awareness and use knowledge of letter-sound correspondences in order to decode unfamiliar words

**STRAND 2B:**
READING FOR MEANING
& ENJOYMENT
(COMPREHENSION & LITERATURE)**STANDARD 3:**

Students read a wide range of texts to understand the self, reading for meaning, fluency and engagement with text and critically responding to Literature, the demands of society and other stimuli.

**Attainment Targets**

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

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

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

**STRAND 2C:**
READING FOR INFORMATION
(STUDY SKILLS)**STANDARD 4:**

Students apply study skills and search for information using a wide range of texts on paper and on screen

**Attainment Targets**

Research activities on issues and interests by generating 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

**STRAND 3A:**

COMMUNICATION (WRITING)

STANDARD 5:

Students will write a wide range of texts on paper and on screen for different purposes and audiences, adapting their writing to create a range of effects and impact.

**Attainment Targets**

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

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

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

Write well-constructed paragraphs which have linking sentences within and between them

**STRAND 3B:**LANGUAGE STRUCTURE
(GRAMMAR & CONVENTIONS)**STANDARD 6:**

Students apply knowledge of language structure and language conventions including the use of SJE and JC for meaning and impact

**Attainment Targets**

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

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

Use a range of punctuation correctly

GRADE 7 UNITS

TERM 1: LISTENING AND SPEAKING

<p>STRAND 1 Listening & Speaking</p>	<p>ATTAINMENT TARGETS</p>	<p>OBJECTIVES Term 1 Unit 1 (7 weeks) Theme: Our Social Identity</p>	<p>OBJECTIVES Term 1 Unit 2 (7 weeks) Theme: Our Social Identity</p>
<p>STANDARD 1 Students will engage in active listening and speaking for a variety of purposes, developing an understanding of how language works in different contexts and cultures, using Standard Jamaican English (SJE) and Jamaican Creole (JC) appropriately</p>	<ul style="list-style-type: none"> • Communicate with confidence and competence for different purposes and audiences, using SJE and JC appropriately and creatively • Listen to recall, understand and respond to speakers’ messages, whether implicit or explicit • Recognise, value and make distinctions between home language and SJE to improve/acquire language and literacy competencies • Explain and comment on speakers’ use of language, including SJE and JC, and their use of vocabulary, grammar and other features 	<ul style="list-style-type: none"> • Listen with a focus to respond to what is said using Standard Jamaican English and Jamaican Creole • Activate/use prior knowledge of subject to make meaning of what is being said • Identify the main ideas communicated in a speech, presentation or broadcast • Listen to and evaluate a speaker’s message whether explicitly stated or implied • Use appropriate nonverbal indicators of active listening, including maintaining eye contact, and nodding • Request clarification, where appropriate, while listening to a speaker • Distinguish between the use of specific SJE/JC structures 	<ul style="list-style-type: none"> • Distinguish between the use of specific SJE/ JC structures • Use different language forms for a range of creative purposes • Listen with a focus to respond to what is said using Standard Jamaican English and Jamaican Creole • Identify the main ideas communicated in a speech, presentation or broadcast • Listen to and evaluate a speaker’s message whether explicitly stated or implied • Request clarification, where appropriate, while listening to a speaker • Speak and respond to what has been heard, engaging in discussion and debate about issues as appropriate ICT Objective • Use ICT tools to research and communicate information

TERM 2: LISTENING AND SPEAKING

STRAND 1 Listening & Speaking	ATTAINMENT TARGETS	OBJECTIVES Term 2 Unit 1 (7 weeks) Theme: Adopting Positive Behaviours	OBJECTIVES Term 2 Unit 2 (7 weeks) Theme: Citizenship & Nation Building
<p>STANDARD 1</p> <p>Students will engage in active listening and speaking for a variety of purposes, developing an understanding of how language works in different contexts and cultures, using Standard Jamaican English (SJE) and Jamaican Creole (JC) appropriately</p>	<ul style="list-style-type: none"> • Communicate with confidence and competence for different purposes and audiences, using SJE and JC appropriately and creatively • Listen to recall, understand and respond to speakers’ messages, whether implicit or explicit • Recognise, value and make distinctions between home language and SJE to improve/acquire language and literacy competencies • Explain and comment on speakers’ use of language, including SJE and JC, and their use of vocabulary, grammar and other features 	<ul style="list-style-type: none"> • Speak with confidence using either SJE or JC and select SJE expressions and usage appropriate to register, audience and purpose; • Using SJE and JC, participate effectively in collaborative discussions (one-on-one, small groups, whole class and teacher-led) on a variety of topics; • Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant descriptive details to support main ideas or themes; 	<ul style="list-style-type: none"> • Speak confidently and competently to different audiences • Formulate and ask clarifying and probing questions in response to what is heard • Include relevant information in speech to satisfy purpose and audience • Evaluate the appropriateness of language form selected with reference to audience, context and purpose • Explain the techniques a speaker uses to achieve his/her purpose

TERM 3: LISTENING AND SPEAKING

STRAND 1 Listening & Speaking	ATTAINMENT TARGETS	OBJECTIVES Term 3 Unit 1 (7 weeks) Theme: Recreation and Health
<p>STANDARD 1</p> <p>Students will engage in active listening and speaking for a variety of purposes, developing an understanding of how language works in different contexts and cultures, using Standard Jamaican English (SJE) and Jamaican Creole (JC) appropriately</p>	<ul style="list-style-type: none"> • Communicate with confidence and competence for different purposes and audiences, using SJE and JC appropriately and creatively • Listen to, recall, understand and respond to speakers' messages, whether implicit or explicit • Recognise, value and make distinctions between home language and SJE to improve/acquire language and literacy competencies • Explain and comment on speakers' use of language, including SJE and JC, and their use of vocabulary, grammar and other features 	<ul style="list-style-type: none"> • Speak confidently and fluently, avoiding the use of speech fillers non-lexical utterances, excessive breaks, false starts and repaired utterances • Use a mix of SJE and JC where appropriate and effective • Use language techniques including repetition and rhetorical questions for effect • Respond to the appropriateness of diction for audience and purpose • Discuss the effects of techniques a speaker uses to achieve his/her purpose • Discuss the function(s) of different language forms in speakers' presentations

TERM 1: READING WITH FLUENCY AND WORD RECOGNITION

<p>STRAND 2A Reading with Fluency and Recognition</p>	<p>ATTAINMENT TARGETS</p>	<p>OBJECTIVES Term 1 Unit 1 (7 weeks) Theme: Our Personal Identity</p>	<p>OBJECTIVES Term 1 Unit 2 (7 weeks) Theme: Our Social Identity</p>
<p>STANDARD 1 Students understand and are able to apply a wide range of word recognition and decoding strategies and understand and use word meaning to reflect vocabulary development</p>	<ul style="list-style-type: none"> • Automatically recognize words (including basic sight word lists) through repeated exposure and mnemonic devices • Establish a concept of print and use a range of word recognition clues, re-reading and reading ahead, to identify new words • Develop phonemic awareness and use knowledge of lettersound correspondences in order to decode unfamiliar words • Read fluently and with appreciation 	<ul style="list-style-type: none"> • Recognise and read words accurately and fluently in isolation and in context (high frequency words, monosyllabic and multi-syllabic words); • Use semantic (meaning) cues such as prefixes, suffixes, root words, antonyms, synonyms, compound words, phrases, sentences and visuals to recognise words in oral and written language; • Use syntactic (language structure cues such as word order, language patterns, punctuation to identify words and use these as clues to meaning. • Read specialized content area vocabulary in isolation and in context. • Know and apply phonics and word analysis skills in decoding words. • demonstrate knowledge of syllabication rules (common rules e.g. Vowel-Consonant/ Consonant- Vowel/ Vowel- Consonant-Vowel) and be able to read multi-syllabic words 	<ul style="list-style-type: none"> • Recognize key words by applying specific word recognition clues including the use of affixes and context • Work cooperatively with their peers to examine strategies used to decode and decipher pronunciation and meaning of unknown vocabulary • Read specialized content area vocabulary in isolation and in context

TERM 2: READING WITH FLUENCY AND WORD RECOGNITION

<p>STRAND 2A Reading with Fluency and Recognition</p>	<p>ATTAINMENT TARGETS</p>	<p>OBJECTIVES Term 2 Unit 1 (7 weeks) Theme: Adopting Positive Behaviours</p>	<p>OBJECTIVES Term 2 Unit 2 (7 weeks) Theme: Citizenship & Nation Building</p>
<p>STANDARD 1 Students understand and are able to apply a wide range of word recognition and decoding strategies and understand and use word meaning to reflect vocabulary development</p>	<ul style="list-style-type: none"> • Automatically recognize words (including basic sight word lists) through repeated exposure and mnemonic devices • Establish a concept of print and use a range of word recognition clues, re-reading and reading ahead, to identify new words • Develop phonemic awareness and use knowledge of lettersound correspondences in order to decode unfamiliar words • Read fluently and with appreciation 	<ul style="list-style-type: none"> • Utilise speed, accuracy and prosody in order to read grade level material fluently • Perform a Readers' Theatre piece • Apply a variety of spelling and pronunciation rules in decoding unfamiliar vocabulary in isolation and in context • Recognize and read grade-appropriate irregularly spelled words • Work cooperatively with their peers to examine strategies used to decode and decipher pronunciation and meaning of unknown vocabulary 	<ul style="list-style-type: none"> • Use context clues to identify, extract and clarify the meaning of words • Work cooperatively with their peers to examine strategies used to decode and decipher pronunciation and meaning of unknown vocabulary • Apply a variety of spelling and pronunciation rules in decoding unfamiliar vocabulary in isolation and in context • Demonstrate knowledge of syllabication rules <ul style="list-style-type: none"> - (common rules e.g., Vowel-Consonant/Consonant-Vowel/ Vowel-Consonant-Vowel) - Use syllabication rules to decode multi-syllabic words - Read multi-syllabic words in context

TERM 3: READING WITH FLUENCY AND WORD RECOGNITION

<p>STRAND 2A Reading with Fluency and Recognition</p>	<p>ATTAINMENT TARGETS</p>	<p>OBJECTIVES Term 3 Unit 1 (9 weeks) Theme: Recreation and Health</p>
<p>STANDARD 2 Students understand and are able to apply a wide range of word recognition and decoding strategies and understand and use word meaning to reflect vocabulary development</p>	<ul style="list-style-type: none"> • Develop phonemic awareness and use knowledge of letter-sound correspondences in order to decode unfamiliar words • Automatically recognize words (including basic sight word lists) through repeated exposure and mnemonic devices • Establish a concept of print and use a range of word recognition clues, re-reading and reading ahead, to identify new words • Read fluently and with appreciation 	<ul style="list-style-type: none"> • Recognise and read words accurately and fluently in isolation and in context (high frequency words, monosyllabic and multi-syllabic words). • Use syntactic cues such as word order, language patterns, and grammar to decipher unfamiliar words • Use context clues to extract and clarify word meanings

TERM 1: READING FOR MEANING AND ENJOYMENT (COMPREHENSION AND LITERATURE)

<p>STRAND 2B Reading for Meaning and Enjoyment</p>	<p>ATTAINMENT TARGETS</p>	<p>OBJECTIVES Term 2 Unit 1 (7 weeks) Theme: Health & Nutrition</p>	<p>OBJECTIVES Term 2 Unit 2 (7 weeks) Theme: Abstaining from Unhealthy Practices</p>
<p>STANDARD 3 Students read a wide range of texts to understand the self, reading for meaning, fluency and engagement with text and critically responding to literature, the demands of society and other stimuli.</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 • Identify and comment on the structure of texts and on the language choices, grammar and techniques writers use to create an impact • Reflect on, and critically respond to literature and other texts, on paper and on screen 	<ul style="list-style-type: none"> • Identify main ideas and supporting details in prose, poetry and excerpts from printed media. • Use various fix-up strategies to extract meaning from texts; e.g. previewing, paraphrasing and re-reading • Compare and contrast personal experiences with those of the protagonist and antagonist in novels, short stories and plays • Identify the elements of different genres of texts, including poetry, narratives, drama 	<ul style="list-style-type: none"> • Use various strategies to extract meaning from texts. E.g. self-question/use of metacognitive strategies • Identify and describe traits of the main characters • Use role play and dub poetry to depict characters • Extract and interpret information presented at the literal, inferential and critical levels

TERM 2: READING FOR MEANING AND ENJOYMENT (COMPREHENSION AND LITERATURE)

<p>STRAND 2B Reading for Meaning and Enjoyment</p>	<p>ATTAINMENT TARGETS</p>	<p>OBJECTIVES Term 2 Unit 1 (7 weeks) Theme: Adopting Positive Behaviours</p>	<p>OBJECTIVES Term 2 Unit 2 (7 weeks) Theme: Citizenship & Nation Building</p>
<p>STANDARD 3 Students read a wide range of texts to understand the self, reading for meaning, fluency and engagement with text and critically responding to literature, the demands of society and other stimuli.</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 • Identify and comment on the structure of texts and on the language choices, grammar and techniques writers use to create an impact • Reflect on, and critically respond to literature and other texts, on paper and on screen 	<ul style="list-style-type: none"> • Identify and analyse major and minor themes in poetry and prose • Read orally at the appropriate rate with proper enunciation, intonation and expression to demonstrate understanding of materials • Analyse a variety of narrative texts to determine how the setting contributes to meaning and may impact reader response • Infer main idea from both narrative and expository texts and provide supporting details • Demonstrate comprehension of alliteration and practice research skills by using a variety of print and online texts to find alliterative words • Develop a list of alliterative words and a poetry link with which to write their poems • Create and illustrate their own poems using alliteration 	<ul style="list-style-type: none"> • Identify elements of fiction (plot, character, setting, conflict, and theme). • Analyse a fiction book, locating elements of plot within that book. • Communicate elements of plot in visual and written form. • Analyse a variety of narrative texts and explain how the plot contributes to meaning and may impact readers' response • Navigate digital content on websites to obtain information alliteration and components of the pyramid plot structure

TERM 3: READING FOR MEANING AND ENJOYMENT (COMPREHENSION AND LITERATURE)

<p>STRAND 2A Reading for Meaning and Enjoyment</p>	<p>ATTAINMENT TARGETS</p>	<p>OBJECTIVES Term 3 Unit 1 (7 weeks) Theme: Personal Rights and Responsibilities</p>	
<p>STANDARD 3 Students read a wide range of texts to understand the self, reading for meaning, fluency and engagement with text and critically responding to literature, the demands of society and other stimuli.</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 • Identify and comment on the structure of texts and on the language choices, grammar and techniques writers use to create an impact • Reflect on, and critically respond to literature and other texts, on paper and on screen 	<ul style="list-style-type: none"> • Read orally at the appropriate rate with proper enunciation, intonation and expression to demonstrate understanding of materials • Identify and evaluate the use of metaphor in poetry. • Infer the author’s purpose/ intent (e.g. to inform, entertain, or explain) in a variety of texts. • Analyse a variety of narratives and explain how the element of plot contributes to meaning and may impact reader response • Produce a wide range of written materials including short illustrated booklets and stories with clear evidence of the element of plot in narratives. • Critically assess the plot structure of a novel and its movie adaptation 	

TERM 1: READING FOR INFORMATION (STUDY SKILLS)

<p>STRAND 2C Reading for Information</p>	<p>ATTAINMENT TARGETS</p>	<p>OBJECTIVES Term 1 Unit 1 (7 weeks) Theme: Our Personal Identity</p>	<p>OBJECTIVES Term 1 Unit 2 (7 weeks) Theme: Our Social Identity</p>
<p>STANDARD 4 Students apply study skills and search for information using a wide range of texts on paper and on screen</p>	<ul style="list-style-type: none"> • Research activities on issues and interests by generating 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 	<ul style="list-style-type: none"> • Analyze and explain how specific organizational aids/test features such as titles, sub-titles/subheadings guide the understanding of texts • Use text features such as chapter titles, headings and subheadings; parts of books including index, appendix, table of contents and online tools (search engines) to locate information 	<ul style="list-style-type: none"> • Use text features (tables, graphs, pictures, diagrams) to retrieve and synthesize information from a variety of sources.

TERM 2: READING FOR INFORMATION (STUDY SKILLS)

STRAND 2C Reading for Information	ATTAINMENT TARGETS	OBJECTIVES Term 2 Unit 1 (7 weeks) Theme: Adopting Positive Behaviours	OBJECTIVES Term 2 Unit 2 (7 weeks) Theme: Citizenship & Nation Building
STANDARD 4 Students apply study skills and search for information using a wide range of texts on paper and on screen	<ul style="list-style-type: none"> • Research activities on issues and interests by generating 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 	<ul style="list-style-type: none"> • Use dictionaries, thesaurus, encyclopaedia and search engines to locate information • Formulate questions for collecting data • Interpret, analyse and present data • Prepare bibliography for information researched from books and other sources 	<ul style="list-style-type: none"> • Prepare a research outline for a written presentation of a research project • Give peer feedback on research outlines prepared to carry out research project • Modify research outlines based on peer/teacher feedback • Share constructive feedback on research products respectfully with peers

TERM 2: READING FOR INFORMATION (STUDY SKILLS)

STRAND 2C Reading for Information	ATTAINMENT TARGETS	OBJECTIVES Term 2 Unit 1 (7 weeks) Theme: Adopting Positive Behaviours
STANDARD 4 Students apply study skills and search for information using a wide range of texts on paper and on screen	<ul style="list-style-type: none"> • Research activities on issues and interests by generating 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 	<ul style="list-style-type: none"> • Use graphic organizers to understand the relationship between and among concepts/ ideas. • Use study skill strategies to develop effective study habits. • Prepare and deliver oral reports / presentations of research processes and findings • Share constructive feedback on research products respectfully with peers • Assess meaningfulness of various sources of information, based on relevance to research focus

TERM 1: COMMUNICATION (WRITING)

STRAND 3A Communication (Writing)	ATTAINMENT TARGETS	OBJECTIVES Term 1 Unit 1 (7 weeks) Theme: Our Personal Identity	OBJECTIVES Term 1 Unit 2 (7 weeks) Theme: Our Social Identity
<p>STANDARD 5</p> <p>Students will write a wide range of texts on paper and on screen for different purposes and audiences, adapting their writing to create a range of effects and impact</p>	<ul style="list-style-type: none"> • Develop approaches to the writing process to enable them to organize their ideas into a coherent structure including, layout, sections and paragraphs • Write to narrate, to persuade and for a range of transactional purposes, using SJE and JC appropriately and incorporating multi-media approaches to their writing • Use language and text forms appropriately and with imagination to create vibrant and engaging texts • Write well-constructed paragraphs which have linking sentences within and between them 	<ul style="list-style-type: none"> • Use linking /transitional words to signal transition in their writing • Construct paragraphs to organize their ideas • Use friendly letter format to compose letters for a variety of purposes • Use business letter format to compose letters for a variety of purposes • Use a checklist to guide the review of written work 	<ul style="list-style-type: none"> • Use business letter format to compose business letters for a variety of purposes. • Use knowledge of paragraph development to create vibrant and engaging compositions.

TERM 2: COMMUNICATION (WRITING)

<p>STRAND 3A Communication (Writing)</p>	<p>ATTAINMENT TARGETS</p>	<p>OBJECTIVES Term 2 Unit 1 (7 weeks) Theme: Adopting Positive Behaviours</p>	<p>OBJECTIVES Term 2 Unit 2 (7 weeks) Theme: Citizenship and Nation Building</p>
<p>STANDARD 5 Students will write a wide range of texts on paper and on screen for different purposes and audiences, adapting their writing to create a range of effects and impact</p>	<ul style="list-style-type: none"> • Develop approaches to the writing process to enable them to organize their ideas into a coherent structure including, layout, sections and paragraphs • Write to narrate, to persuade and for a range of transactional purposes, using SJE and JC appropriately and incorporating multi-media approaches to their writing • Use language and text forms appropriately and with imagination to create vibrant and engaging texts • Write well-constructed paragraphs which have linking sentences within and between them 	<ul style="list-style-type: none"> • Know and apply stages of the writing process: prewriting, drafting, revising, editing, post writing (sharing and publishing) • Write paragraphs with emphasis on the parts: topic sentence, supporting details and concluding sentence • Write to narrate, persuade, inform, describe and entertain • Use content area vocabulary in their writing • Identify the topic, purpose, and audience for a variety of writing forms • Identify and order main ideas and supporting details and use them to develop a structured, multiparagraph piece of writing • Use accurate and consistent spelling (e.g., apply phonics knowledge, spelling rules and conventions; use dictionary, online spell check and visual cues) 	<ul style="list-style-type: none"> • Develop descriptive writing skills by using adjectives and descriptive phrases • Plot stories using a variety of graphic organisers • Use words skillfully to create particular mood/atmosphere • Compose descriptive pieces

TERM 3: COMMUNICATION (WRITING)

<p>STRAND 3A Communication (Writing)</p>	<p>ATTAINMENT TARGETS</p>	<p>OBJECTIVES Term 3 Unit 1 (9 weeks) Theme: Personal Rights & Responsibilities</p>
<p>STANDARD 5 Students will write a wide range of texts on paper and on screen for different purposes and audiences, adapting their writing to create a range of effects and impact</p>	<ul style="list-style-type: none"> • Develop approaches to the writing process to enable them to organize their ideas into a coherent structure including, layout, sections and paragraphs • Write to narrate, to persuade and for a range of transactional purposes, using SJE and JC appropriately and incorporating multi-media approaches to their writing • Use language and text forms appropriately and with imagination to create vibrant and engaging texts • Write well-constructed paragraphs which have linking sentences within and between them 	<ul style="list-style-type: none"> • Write with increasing competence in Standard Jamaican English using appropriate structures and mechanics • Establish a distinctive voice in their writing appropriate to the subject and audience • Use knowledge of descriptions to write interesting stories which are based on given themes • Reflect on their own writing processes and experiences using tools such as journals, portfolios, blogs, etc.

TERM 1: LANGUAGE STRUCTURE (GRAMMAR & CONVENTIONS)

STRAND 3B Language Structure	ATTAINMENT TARGETS	OBJECTIVES Term 1 Unit 1 (7 weeks) Theme: Our Personal Identity	OBJECTIVES Term 1 Unit 2 (7 weeks) Theme: Our Social Identity
<p>STANDARD 6</p> <p>Students apply knowledge of language structure and language conventions including the use of SJE and JC for meaning and impact</p>	<ul style="list-style-type: none"> • Use and adapt a range of sentences structures according to context distinguishing between SJE and JC • Write sentences which are grammatically accurate and correctly punctuated, using SJE and JC appropriately • Use a range of punctuation correctly 	<ul style="list-style-type: none"> • Generate sentences of different lengths and structure to make for easier reading • Use link words to connect sentences in different types of writing • Use different sentence structure combinations combinations as appropriate to different functions and types of writing, including giving directions/instructions, to narrate to inform • Select and use effectively, different punctuation marks for different writing functions (period, question mark, comma, exclamation) 	<ul style="list-style-type: none"> • Use with increasing skill and accuracy, punctuation marks such as colon and semicolon • Compare written pieces in order to model appropriate use of varied sentence structures (simple, complex and compound sentences).

TERM 2: LANGUAGE STRUCTURE (GRAMMAR & CONVENTIONS)

STRAND 3B Language Structure	ATTAINMENT TARGETS	OBJECTIVES Term 2 Unit 1 (7 weeks) Theme: Adopting Positive Behaviours	OBJECTIVES Term 1 Unit 2 (7 weeks) Theme: Citizenship & Nation Building
<p>STANDARD 6</p> <p>Students apply knowledge of language structure and language conventions including the use of SJE and JC for meaning and impact</p>	<ul style="list-style-type: none"> • Use and adapt a range of sentences structures according to context distinguishing between SJE and JC • Write sentences which are grammatically accurate and correctly punctuated, using SJE and JC appropriately • Use a range of punctuation correctly 	<ul style="list-style-type: none"> • Use transitional words to edit and add clarity to their own writing and that of others • Use the continuous tense of the verb appropriately in a range of written forms • Apply subject/verb agreement rules to their writing 	<ul style="list-style-type: none"> • Use the past tense form of verbs appropriately in a range of written forms • Identify and use correct subject-verb agreement for singular and plural indefinite pronouns • Identify and use correct subject – verb agreement for uncountable nouns • Construct simple and compound sentences which incorporate correct subject –verb agreement for singular and plural forms of indefinite pronouns <p>ICT Objective:</p> <ul style="list-style-type: none"> • Navigate digital content to locate information about the three organisational strategies used to organise descriptive pieces.

TERM 3: LANGUAGE STRUCTURE (GRAMMAR & CONVENTIONS)

STRAND 3B Communication (Writing)	ATTAINMENT TARGETS	OBJECTIVES Term 3 Unit 1 (9 weeks) Theme: Recreation & Health
<p>STANDARD 6 Students apply knowledge of language structure and language conventions including the use of SJE and JC for meaning and impact</p>	<ul style="list-style-type: none">• Use and adapt a range of sentences structures according to context distinguishing between SJE and JC• Write sentences which are grammatically accurate and correctly punctuated, using SJE and JC appropriately• Use a range of punctuation correctly	<ul style="list-style-type: none">• Review and apply general rules of subject-verb agreement• Construct sentences showing agreement of subjects with indefinite pronouns all, some, most and any with verbs• Construct sentences using correct subject verb agreement in sentences where the subjects are joined by the words or/nor• Use sentences which demonstrate correct use of the past participle form of verbs.

GRADE 8 UNITS

TERM 1: LISTENING AND SPEAKING

<p>STRAND 1 Listening & Speaking</p>	<p>ATTAINMENT TARGETS</p>	<p>OBJECTIVES Term 1 Unit 1 (7 weeks) Theme: Health and Nutrition</p>	<p>OBJECTIVES Term 1 Unit 2 (7 weeks) Theme: Abstaining from Unhealthy Practices</p>
<p>STANDARD 1 Students will engage in active listening and speaking for a variety of purposes, developing an understanding of how language works in different contexts and cultures, using Standard Jamaican English (SJE) and Jamaican Creole (JC) appropriately</p>	<ul style="list-style-type: none"> • Communicate with confidence and competence for different purposes and audiences, using SJE and JC appropriately and creatively • Listen to recall, understand and respond to speakers’ messages, whether implicit or explicit • Recognise, value and make distinctions between home language and SJE to improve/acquire language and literacy competencies • Explain and comment on speakers’ use of language, including SJE and JC, and their use of vocabulary, grammar and other features 	<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 questions or challenging ideas 	<ul style="list-style-type: none"> • Practise the use of critical thinking skills in oral discussions • Observe communication protocol in oral communication activities

TERM 2: LISTENING AND SPEAKING

STRAND 1 Listening & Speaking	ATTAINMENT TARGETS	OBJECTIVES Term 2 Unit 1 (7 weeks) Theme: Adopting Positive Behaviours	OBJECTIVES Term 2 Unit 2 (7 weeks) Theme: Citizenship & Nation Building
<p>STANDARD 1</p> <p>Students will engage in active listening and speaking for a variety of purposes, developing an understanding of how language works in different contexts and cultures, using Standard Jamaican English (SJE) and Jamaican Creole (JC) appropriately</p>	<ul style="list-style-type: none"> • Communicate with confidence and competence for different purposes and audiences, using SJE and JC appropriately and creatively • Listen to recall, understand and respond to speakers' messages, whether implicit or explicit • Recognise, value and make distinctions between home language and SJE to improve/acquire language and literacy competencies • Explain and comment on speakers' use of language, including SJE and JC, and their use of vocabulary, grammar and other features 	<ul style="list-style-type: none"> • Use problem solving techniques in discussing varying issues using appropriate forms of language <p>ICT Objective(s)</p> <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 online and demonstrate respect for other users 	<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 Objective(s)</p> <ul style="list-style-type: none"> • Use appropriate research tools to locate information online • Create posters using appropriate software

TERM 3: LISTENING AND SPEAKING

<p>STRAND 1 Listening & Speaking</p>	<p>ATTAINMENT TARGETS</p>	<p>OBJECTIVES Term 3 Unit 1 (9 weeks) Theme: Personal Rights and Responsibilities</p>
<p>STANDARD 1 Students will engage in active listening and speaking for a variety of purposes, developing an understanding of how language works in different contexts and cultures, using Standard Jamaican English (SJE) and Jamaican Creole (JC) appropriately</p>	<ul style="list-style-type: none"> • Communicate with confidence and competence for different purposes and audiences, using SJE and JC appropriately and creatively • Listen to, recall, understand and respond to speakers' messages, whether implicit or explicit • Recognise, value and make distinctions between home language and SJE to improve/acquire language and literacy competencies • Explain and comment on speakers' use of language, including SJE and JC, and their use of vocabulary, grammar and other features 	<ul style="list-style-type: none"> • Critically respond to visual and 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 • Listen and critically respond to ideas presented by speakers <p>ICT Objective(s)</p> <ul style="list-style-type: none"> • Use selected digital tools and resources to create multimedia presentations

TERM 1: READING WITH FLUENCY AND WORD RECOGNITION

<p>STRAND 2A Reading with Fluency and Recognition</p>	<p>ATTAINMENT TARGETS</p>	<p>OBJECTIVES Term 1 Unit 1 (7 weeks) Theme: Health and Nutrition</p>	<p>OBJECTIVES Term 1 Unit 2 (7 weeks) Theme: Abstaining from Unhealthy Practices</p>
<p>STANDARD 1 Students understand and are able to apply a wide range of word recognition and decoding strategies and understand and use word meaning to reflect vocabulary development</p>	<ul style="list-style-type: none"> • Automatically recognize words (including basic sight word lists) through repeated exposure and mnemonic devices • Establish a concept of print and use a range of word recognition clues, re-reading and reading ahead, to identify new words • Develop phonemic awareness and use knowledge of lettersound correspondences in order to decode unfamiliar words • Read fluently and with appreciation 	<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 • Know and apply phonics and word analysis skills in decoding words. • Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. • Use elements of structure to identify words including the use of familiar word chunks, compound words, and inflectional endings. 	<ul style="list-style-type: none"> • Use synonyms to convey different impressions and/or attitudes • Increase their knowledge of synonyms for common words • Expand their written and oral vocabularies • Identify clues in context for more specific word choices • Know and apply phonics and word analysis skills in decoding words. • Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. • Use elements of structure to identify words including the use of familiar word chunks, compound words and inflectional endings

TERM 2: READING WITH FLUENCY AND WORD RECOGNITION

<p>STRAND 2A Reading with Fluency and Recognition</p>	<p>ATTAINMENT TARGETS</p>	<p>OBJECTIVES Term 2 Unit 1 (7 weeks) Theme: Traditional forms of Communication</p>	<p>OBJECTIVES Term 2 Unit 2 (7 weeks) Theme: Communicating in Today's World</p>
<p>STANDARD 1 Students understand and are able to apply a wide range of word recognition and decoding strategies and understand and use word meaning to reflect vocabulary development</p>	<ul style="list-style-type: none"> • Automatically recognize words (including basic sight word lists) through repeated exposure and mnemonic devices • Establish a concept of print and use a range of word recognition clues, re-reading and reading ahead, to identify new words • Develop phonemic awareness and use knowledge of lettersound correspondences in order to decode unfamiliar words • Read fluently and with appreciation 	<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 Objective(s)</p> <ul style="list-style-type: none"> • Use appropriate technology tools to create multimedia presentation with text and audio 	<ul style="list-style-type: none"> • Use syntactic cues to decode and decipher meaning of unknown/unfamiliar vocabulary • Define and use prefixes and suffixes <p>ICT objective(s)</p> <ul style="list-style-type: none"> • Use appropriate research tools to locate information online

TERM 3: READING WITH FLUENCY AND WORD RECOGNITION

<p>STRAND 2A Reading with Fluency and Recognition</p>	<p>ATTAINMENT TARGETS</p>	<p>OBJECTIVES Term 3 Unit 1 (9 weeks) Theme: Recreation and Health</p>
<p>STANDARD 2 Students understand and are able to apply a wide range of word recognition and decoding strategies and understand and use word meaning to reflect vocabulary development</p>	<ul style="list-style-type: none"> • Develop phonemic awareness and use knowledge of letter-sound correspondences in order to decode unfamiliar words • Automatically recognize words (including basic sight word lists) through repeated exposure and mnemonic devices • Establish a concept of print and use a range of word recognition clues, re-reading and reading ahead, to identify new words • Read fluently and with appreciation 	<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.

TERM 1: READING FOR MEANING AND ENJOYMENT (COMPREHENSION AND LITERATURE)

<p>STRAND 2B Reading for Meaning and Enjoyment</p>	<p>ATTAINMENT TARGETS</p>	<p>OBJECTIVES Term 2 Unit 1 (7 weeks) Theme: Health & Nutrition</p>	<p>OBJECTIVES Term 2 Unit 2 (7 weeks) Theme: Abstaining from Unhealthy Practices</p>
<p>STANDARD 3 Students read a wide range of texts to understand the self, reading for meaning, fluency and engagement with text and critically responding to literature, the demands of society and other stimuli.</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 • Identify and comment on the structure of texts and on the language choices, grammar and techniques writers use to create an impact • Reflect on, and critically respond to literature and other texts, on paper and on screen 	<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). • React to stimuli from text and link responses to previous knowledge/personal experience 	<ul style="list-style-type: none"> • Determine the effect of technical elements of drama such as scenery, costumes, props and other stimuli on making meaning • 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 • React to stimuli from text and compare these with knowledge of the world <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

TERM 2: READING FOR MEANING AND ENJOYMENT (COMPREHENSION AND LITERATURE)

<p>STRAND 2B Reading for Meaning and Enjoyment</p>	<p>ATTAINMENT TARGETS</p>	<p>OBJECTIVES Term 2 Unit 1 (7 weeks) Theme: Traditional forms of Communication</p>	<p>OBJECTIVES Term 2 Unit 2 (7 weeks) Theme: Communicating in Today's World</p>
<p>STANDARD 3 Students read a wide range of texts to understand the self, reading for meaning, fluency and engagement with text and critically responding to literature, the demands of society and other stimuli.</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 • Identify and comment on the structure of texts and on the language choices, grammar and techniques writers use to create an impact • Reflect on, and critically respond to literature and other texts, on paper and on screen 	<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 the author's point of view and purpose • Read and analyse different genres of poetry • 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 	<ul style="list-style-type: none"> • Use deduction and inference to interpret information and ideas and to predict outcomes • Respond to audio visual stimuli • Use sensory details to categorise and analyse imagery in a range of written texts • Use external /internal text features (i.e., headings, subheadings, pictures, captions, sidebars, annotations) to extract information from texts and enhance comprehension

TERM 3: READING FOR MEANING AND ENJOYMENT (COMPREHENSION AND LITERATURE)

<p>STRAND 2A Reading for Meaning and Enjoyment</p>	<p>ATTAINMENT TARGETS</p>	<p>OBJECTIVES Term 3 Unit 1 (9 weeks) Theme: Personal Rights and Responsibilities</p>	
<p>STANDARD 3 Students read a wide range of texts to understand the self, reading for meaning, fluency and engagement with text and critically responding to literature, the demands of society and other stimuli.</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 • Identify and comment on the structure of texts and on the language choices, grammar and techniques writers use to create an impact • Reflect on, and critically respond to literature and other texts, on paper and on screen 	<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. • Defend inferences about view point using textual evidence • Analyse the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. <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 online and demonstrate respect for other users 	

TERM 1: READING FOR INFORMATION (STUDY SKILLS)

<p>STRAND 2C Reading for Information</p>	<p>ATTAINMENT TARGETS</p>	<p>OBJECTIVES Term 1 Unit 1 (7 weeks) Theme: Health and Nutrition</p>	<p>OBJECTIVES Term 1 Unit 2 (7 weeks) Theme: Abstaining from Unhealthy Practices</p>
<p>STANDARD 4 Students apply study skills and search for information using a wide range of texts on paper and on screen</p>	<ul style="list-style-type: none"> • Research activities on issues and interests by generating 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 	<ul style="list-style-type: none"> • Analyse topics to ascertain areas for focused research • Formulate questions about the topic to guide focused research • Respect intellectual property to avoid unethical practices 	<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.

TERM 2: READING FOR INFORMATION (STUDY SKILLS)

STRAND 2C Reading for Information	ATTAINMENT TARGETS	OBJECTIVES Term 2 Unit 1 (7 weeks) Theme: Traditional forms of Communication	OBJECTIVES Term 2 Unit 2 (7 weeks) Theme: Communicating in Today's World
<p>STANDARD 4</p> <p>Students apply study skills and search for information using a wide range of texts on paper and on screen</p>	<ul style="list-style-type: none"> • Research activities on issues and interests by generating 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 	<ul style="list-style-type: none"> • Explain the importance of evaluating sources of information • Identify critical elements to be considered when evaluating various sources of informations <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 	<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". • 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 Objective(s):</p> <ul style="list-style-type: none"> • Use appropriate research tools to locate information online

TERM 3: READING FOR INFORMATION (STUDY SKILLS)

STRAND 2C Reading for Information	ATTAINMENT TARGETS	OBJECTIVES Term 3 Unit 1 (9 weeks) Theme: Personal Rights and Responsibilities
<p>STANDARD 4</p> <p>Students apply study skills and search for information using a wide range of texts on paper and on screen</p>	<ul style="list-style-type: none"> • Research activities on issues and interests by generating 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 	<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 <p>ICT Objective(s):</p> <ul style="list-style-type: none"> • Locate relevant information online by using ICT search tools and strategies • Cite sources correctly

TERM 1: COMMUNICATION (WRITING)

STRAND 3A Communication (Writing)	ATTAINMENT TARGETS	OBJECTIVES Term 1 Unit 1 (7 weeks) Theme: Our Personal Identity	OBJECTIVES Term 1 Unit 2 (7 weeks) Theme: Our Social Identity
<p>STANDARD 5</p> <p>Students will write a wide range of texts on paper and on screen for different purposes and audiences, adapting their writing to create a range of effects and impact</p>	<ul style="list-style-type: none"> • Develop approaches to the writing process to enable them to organize their ideas into a coherent structure including, layout, sections and paragraphs • Write to narrate, to persuade and for a range of transactional purposes, using SJE and JC appropriately and incorporating multi-media approaches to their writing • Use language and text forms appropriately and with imagination to create vibrant and engaging texts • Write well-constructed paragraphs which have linking sentences within and between them 	<ul style="list-style-type: none"> • Compose business letters to complain about and order goods or services • Know and use various types of transitional word (exemplification or illustration) to connect ideas: general/specific order • Use varied sentence types to construct paragraphs <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 	<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 Objective(s):</p> <ul style="list-style-type: none"> • Create document using appropriate digital tools

TERM 2: COMMUNICATION (WRITING)

<p>STRAND 3A Communication (Writing)</p>	<p>ATTAINMENT TARGETS</p>	<p>OBJECTIVES Term 2 Unit 1 (7 weeks) Theme: Traditional forms of Communication</p>	<p>OBJECTIVES Term 2 Unit 2 (7 weeks) Theme: Communicating in Today's World</p>
<p>STANDARD 5 Students will write a wide range of texts on paper and on screen for different purposes and audiences, adapting their writing to create a range of effects and impact</p>	<ul style="list-style-type: none"> • Develop approaches to the writing process to enable them to organize their ideas into a coherent structure including, layout, sections and paragraphs • Write to narrate, to persuade and for a range of transactional purposes, using SJE and JC appropriately and incorporating multi-media approaches to their writing • Use language and text forms appropriately and with imagination to create vibrant and engaging texts • Write well-constructed paragraphs which have linking sentences within and between them 	<ul style="list-style-type: none"> • Define 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 Objective(s):</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"> • 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 Objective(s):</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

TERM 3: COMMUNICATION (WRITING)

<p>STRAND 3A Communication (Writing)</p>	<p>ATTAINMENT TARGETS</p>	<p>OBJECTIVES Term 3 Unit 1 (9 weeks) Theme: Personal Rights & Responsibilities</p>
<p>STANDARD 5 Students will write a wide range of texts on paper and on screen for different purposes and audiences, adapting their writing to create a range of effects and impact</p>	<ul style="list-style-type: none"> • Develop approaches to the writing process to enable them to organize their ideas into a coherent structure including, layout, sections and paragraphs • Write to narrate, to persuade and for a range of transactional purposes, using SJE and JC appropriately and incorporating multi-media approaches to their writing • Use language and text forms appropriately and with imagination to create vibrant and engaging texts • Write well-constructed paragraphs which have linking sentences within and between them 	<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 objective(s):</p> <ul style="list-style-type: none"> • Use appropriate ICT tools to design brochure • Use appropriate research tools to locate information online

TERM 1: LANGUAGE STRUCTURE (GRAMMAR & CONVENTIONS)

STRAND 3B Language Structure	ATTAINMENT TARGETS	OBJECTIVES Term 1 Unit 1 (7 weeks) Theme: Health and Nutrition	OBJECTIVES Term 1 Unit 2 (7 weeks) Theme: Abstaining from Unhealthy Practices
STANDARD 6 Students apply knowledge of language structure and language conventions including the use of SJE and JC for meaning and impact	<ul style="list-style-type: none"> • Use and adapt a range of sentences structures according to context distinguishing between SJE and JC • Write sentences which are grammatically accurate and correctly punctuated, using SJE and JC appropriately • Use a range of punctuation correctly 	<ul style="list-style-type: none"> • Identify the difference between simple, compound and complex sentences • Construct simple, compound and complex sentences 	<ul style="list-style-type: none"> • Review and use compound sentences • Use coordinating conjunctions to create compound sentences

TERM 2: LANGUAGE STRUCTURE (GRAMMAR & CONVENTIONS)

STRAND 3B Language Structure	ATTAINMENT TARGETS	OBJECTIVES Term 2 Unit 1 (7 weeks) Theme: Adopting Positive Behaviours	OBJECTIVES Term 1 Unit 2 (7 weeks) Theme: Citizenship & Nation Building
STANDARD 6 Students apply knowledge of language structure and language conventions including the use of SJE and JC for meaning and impact	<ul style="list-style-type: none"> • Use and adapt a range of sentences structures according to context distinguishing between SJE and JC • Write sentences which are grammatically accurate and correctly punctuated, using SJE and JC appropriately • Use a range of punctuation correctly 	<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 <p>ICT Attainment Target(s):</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"> • 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 objective(s):</p> <ul style="list-style-type: none"> • Locate online information on pronouns and antecedent

TERM 3: LANGUAGE STRUCTURE (GRAMMAR & CONVENTIONS)

STRAND 3B Communication (Writing)	ATTAINMENT TARGETS	OBJECTIVES Term 3 Unit 1 (9 weeks) Theme: Recreation & Health
STANDARD 6 Students apply knowledge of language structure and language conventions including the use of SJE and JC for meaning and impact	<ul style="list-style-type: none">• Use and adapt a range of sentences structures according to context distinguishing between SJE and JC• Write sentences which are grammatically accurate and correctly punctuated, using SJE and JC appropriately• Use a range of punctuation correctly	<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 ICT Objective(s): <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



NSC

ENGLISH LANGUAGE & LITERATURE

GRADE 7 SECONDARY PATHWAY II

The curriculum is designed to facilitate differentiated instruction. The needs of students in Secondary Pathway II (SPII) will vary, therefore, the need for differentiation is of utmost importance. The evidence based on psycho-educational assessments conducted with similar students in 2013, 2014 and 2015 indicate that the majority of SPII students entering Grade 7 will require instruction pitched at the late Grade 4 to early Grade 5 level.

The table below indicates the instructional reading level at each grade and the projected instructional reading level at the end of the grade. The assumption is that students will enter Grade 7, receive instruction at their level of functioning and progress to the next grade where their individualized programme will continue up to Grade 8. If, however, a student begins the programme in Grade 8 without the benefit of the Grade 7 programme, then that student may require instruction at a lower level. All students must therefore, be assessed at the beginning of each grade to determine the level at which he/she is functioning so that their needs may be adequately met. The objective is to enable these students to make a seamless transition to SPI in Grade 9.

	GRADE 7 – YEAR 1		GRADE 8 – YEAR 2	
	Group 1	Group 2	Group 1	Group 2
Instructional Reading Level at Beginning of Grade	Grade 4/5	Grade 5/6	Grade 5/6	Grade 6/7
Instructional Reading Level at Beginning of Grade	Grade 5/6	Grade 6/7	Grade 6/7	Grade 7/8

Based on the students' reading level, grouping for instruction is required for several activities for planning purposes and lesson delivery when necessary. Throughout the curriculum, provisions have been made for student participation in activities based on whole class, reading level and mixed ability groups.

The curriculum contains 5 units covering Term 1 (Units 1 and 2), Term 2 (Units 1 and 2) and Term 3 (Unit 1). The theme for each Unit is consistent with the National Standards Curriculum (NSC) Strands, Standards and Attainment Targets. In most instances, the objectives are similar but modifications have been made to meet the needs of the SPII learner whose reading level has been taken into consideration. The suggested activities are to be used as a guide to achieving these objectives. Based on the levels of functioning of students in each SPII class, the teacher must be flexible in modifying or adapting activities to ensure success. Pacing is also very important, as some students may not be able to achieve **ALL** that is outlined in the curriculum. The reasons why students are functioning below age and grade expectancy level vary widely. There are 13¹ widely recognized special education categories that may be impacting students' performance. In addition, some students may have a poor record of attendance or nutritional issues that have impacted on their learning. The curriculum is therefore, "child centred" and must be delivered based on each child's needs. Once all students are assessed and levels ascertained, groups of learners with similar needs should be identified. It is anticipated that for SPII, only 2 groups may be necessary for differentiation when necessary. Identify common needs across groups of students and design instruction based on common objectives.

¹autism; • deaf-blindness; • deafness; • emotional disturbance; • hearing impairment; • intellectual disability; • multiple disabilities; • orthopaedic impairment; • other health impairment; • specific learning disability; • speech or language impairment; • traumatic brain injury; or • visual impairment (including blindness).

http://www.sagepub.com/sites/default/files/upm-binaries/27323_Chapter_1_Federal_Special_Education_Disability_Categories.pdf

TERM 1**UNIT 1****Theme: Our Personal Identity (7 Weeks)**

- I am special and unique
- I have abilities and interests
- I belong to a family and a community
- I have a voice

UNIT 2**Theme: Our Social Identity (7 Weeks)**

- I am Jamaican
- Identifying with my home community
- Identifying with my school Community

TERM 2**UNIT 1****Theme: Adopting Positive Behaviours (7 Weeks)**

- Identifying Positive Behaviours
- Developing Positive Behaviours

UNIT 2**Theme: Citizenship and Nation Building (7 Weeks)**

- The ideal Jamaican Citizen
- Peace and stability
- Nationalism and National Pride
- Our National Heroes
- Justice

TERM 3**UNIT 1****Theme: Recreation and Health (9 Weeks)**

- Types of recreational activities
- Keeping healthy
- Benefits to self, community and country



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ENGLISH LANGUAGE & LITERATURE

GRADE 7: TERM 1

About the Unit

As learners prepare to face the challenges associated with the teenage years, it is vital that they are guided in how to communicate freely about the issues associated with their personal identity. This unit seeks to provide this kind of scaffolding in establishing a community of language learners who are able to effectively communicate their issues and understandings in speaking and writing, using both the SJE and JC language structures appropriately.

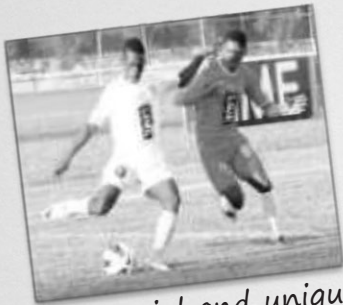
This seven (7) week unit will seek to develop language and literacy skills in the context of the theme “Our Personal Identity.” Students will engage in activities that require them to listen with a purpose, to extract meaning while using non-verbal indicators of active listening and asking probing questions to seek clarity. Listening in authentic settings will provide the opportunity for students to respond naturally and use speech accordingly.

In this unit, students will be immersed into using and manipulating SJE in its oral and written forms. Specific focus will be given to sentence types, sentence structure (simple sentences) and the use of punctuation marks such as the full stop, question mark, exclamation mark and comma. At the same time, students will use this knowledge along with the writing process to produce written narratives that are related to their current level of literacy. Focus will be on the quality of the writing both in content and structure. This will be done while seeking to sharpen their writing and presentation skills.

In promoting the reading writing connection, the students will be guided in independently reading their own work and that of others with the support of various word attack skills that will assist them in decoding words. To demonstrate reading and understanding as simultaneous processes, students will be exposed to vocabulary building and word study activities to facilitate the construction of meaning while making connections to their prior knowledge.

Guidance for the Teacher

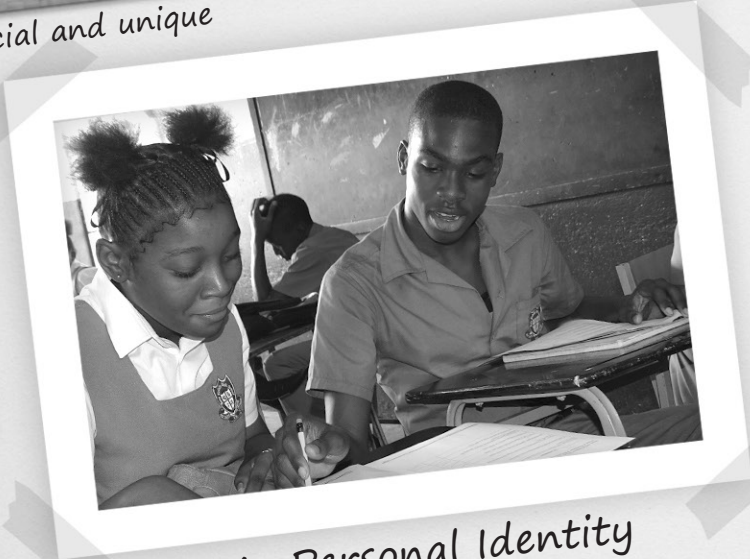
- The Language Arts strands should not be taught discretely; instead students should be given the opportunity to make the connections with all strands to understand Language and Literacy in a holistic manner.
- Students must be encouraged to make reference to all resource materials created (e.g., materials 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.
- Although all the stages of the Writing Process are not explicitly taught in unit one, term one, students must be engaged in using the Writing Process as a whole.
- Students should continue adding to their journals and portfolios as they progress to the other units and terms.
- Where there are gaps in learning, teachers should provide the necessary assistance to students.



I'm special and unique



I have abilities and interests



My Personal Identity



I have a voice



I belong to a family and a community

Key Vocabulary

- personal*
- identity*
- family*
- community*
- belong*
- special*
- unique*
- abilities*
- interests*
- voice*
- express*
- opinion*
- male*
- female*
- friends*
- gender*
- address*
- school*
- roles*
- rights*
- parent*
- guardian*
- self-esteem*

Focus Question: How is my personal identity defined?

STRAND 1: LISTENING AND SPEAKING

STANDARD 1: Students will engage in active listening and speaking for a variety of purposes, developing an understanding of how language works in different contexts and cultures, using Standard Jamaican English (SJE) and Jamaican Creole (JC) appropriately

ATTAINMENT TARGETS:

- 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

Attainment Target(s) – Unit 1

- Listen to, recall, understand and respond to speakers’ messages, whether implicit or explicit
- Recognise, value and make distinctions between home language and SJE to improve/acquire language and literacy competencies

ICT Attainment Targets:



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



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



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

Objective(s) – Groups 1, 2

Students should be able to:

- Listen with a focus to respond to what is said using Standard Jamaican English and Jamaican Creole
- Activate/use prior knowledge of subject to make meaning of what is being said
- Identify the main ideas communicated in a speech, presentation or broadcast
- Listen to and evaluate a speaker’s message whether explicitly stated or implied
- Use appropriate nonverbal indicators of active listening, including maintaining eye contact, and nodding
- Request clarification, where appropriate, while listening to a speaker
- Distinguish between the use of specific SJE/JC structures

Guiding questions:

Who am I? What kind of person am I?

How is my personal identity developed?

What role do my family, home and school communities play in shaping my personal identity?

What specific attributes or qualities set us apart from each other?

What are my abilities and interests?

How can I make my voice be heard?.

Whole Class Activity**Students will**

In random groups of 3 or 4, select one of several guiding questions from a bag. Discuss the question based on personal information/prior knowledge and prepare a presentation to be delivered to the whole class by the selected presenter.

As each group presents, listen attentively, take notes on the presentation and ask clarifying questions of the presenters. Compare ideas presented with a group or groups with the same guiding question. Engage in discussions about the information presented. Demonstrate skills of active listening/non-verbal indicators during discussions.

Record their presentations and upload on a class social media page.

- Use prior knowledge
- Listen for main ideas
- Collaborate to share ideas
- Ask clarifying questions
- Compare ideas
- Use nonverbal indicators

- Student feedback indicates accurate extraction of main ideas
- Clarifying questions are relevant and meaningful to the discussions
- Active listening skills/Nonverbal indicators clearly demonstrated throughout group presentations and discussions
- Presentations satisfactorily recorded and uploaded to class social media page.

Activity**Students will:**

Listen to poems and songs that focus on personal identity such as “Phenomenal Woman”, or listen to specially invited guests, including outstanding Jamaicans and relatives in various disciplines such as media, visual and performing arts, sports, education and medicine to talk about what makes them special and unique. Demonstrate skills of active listening including the skill of asking clarifying questions, where relevant.

- Listen for information
- Demonstrate skills of active listening

- Questions on presentations indicate accurate extraction of information
- Active listening skills including the use of nonverbal indicators and clarifying questions are appropriately demonstrated

Suggested Teaching and Learning Activities

Key Skills

Assessment Criteria

Small Group Activities

In small groups of 3 or 4, develop and simulate radio programmes and advertisements about issues teenagers face as they develop their personal identity.

Listen to peers in order identify the main ideas and critique the use of SJE/JC structures. Use checklist to evaluate language use and then discuss the context in which each language is used.

Comment on the effectiveness of language use.

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

- Simulations accurately reflect the theme
- Main ideas, accurately extracted
- Notes accurately reflect the details of the presentations
- SJE/JC appropriately used based on contexts of role play
- Discussion focused on critiquing the appropriateness of the SJE/JC structures

STRAND 2A: READING WITH FLUENCY AND WORD RECOGNITION

STANDARD 2: Students understand and are able to apply a wide range of word recognition and decoding strategies, as well as understand and use word meaning to reflect vocabulary development.

ATTAINMENT TARGETS:

- Read fluently and with appreciation
- Develop phonemic awareness and use knowledge of letter-sound correspondences in order to decode unfamiliar words

Attainment Target(s) – Unit 1

- Automatically recognise words (including basic sight word lists) through repeated exposure and mnemonic devices
- Establish a concept of print and use a range of word recognition clues to identify new words

Objective(s):

- Recognise and read words accurately and fluently in isolation and in context (high frequency words, monosyllabic and multi-syllabic words);
- Use semantic (meaning) cues such as prefixes, suffixes, root words, antonyms, synonyms, compound words, phrases, sentences and visuals to recognise words in oral and written language;
- Use syntactic (language structure cues such as word order, language patterns, punctuation) to identify words and use these as clues to meaning.
- Read specialized content area vocabulary in isolation and in context

Suggested Teaching and Learning Activities	Key Skills	Assessment
<p>Students will: Create and play word games such as puzzles and treasure hunt via online software or other strategies to practise sight words and key vocabulary words introduced. Include words encountered in reading about personal identity.</p> <p>Show <i>differentiation by ability</i>, by mastering games containing sight words at their instructional reading levels.</p>	<ul style="list-style-type: none"> • Create and use word games to aid automaticity 	<ul style="list-style-type: none"> • Words read within 5 seconds of exposure • Sight words for different instructional levels are reinforced using word games
<p>Use available mnemonics (on-line /off-line sources and text books) and create new ones to aid memory of meanings and spelling of new words encountered. Share mnemonics with classmates and give feedback on those found to be most useful.</p>	<ul style="list-style-type: none"> • Create/use mnemonics 	<ul style="list-style-type: none"> • Mnemonics are able to aid vocabulary development and improve spelling skills

Suggested Teaching and Learning Activities

Use a vocabulary log to enter personal list of vocabulary from the key Unit word list and new vocabulary learnt or encountered in reading about personal identity and from other reading activities.

Use on-line and off-line sources and a dictionary/thesaurus to find word meaning, antonyms, synonyms, root word, tense, prefix, suffix and other word features such as part of speech. Use the word in a sentence, identify how many syllables, find rhyming words and draw a picture of the word. Document all new vocabulary in the log. Review each feature with students prior to entry into log.

Key Skills

- Use vocabulary log

Assessment Criteria

Vocabulary log completed with the following information for each word:

- correct spelling
- part of speech
- definition
- correct use of word in sentence
- affixes
- antonym
- synonym
- tense
- picture (where possible)

Word Name: _____

Define the word	
Use the word in a sentence	

Choose the part(s) of speech
 noun pronoun verb adjective adverb preposition conjunction article

Draw a picture of the word	How many syllables?		
	Find rhymes		
	Find synonyms		
	Find antonyms		
	Root word	Prefix	Suffix

Tense: present past future present continuous past participle

Suggested Teaching and Learning Activities

Key Skills

Assessment Criteria

In a 'Show My Skill' vocabulary session, share two words that have been learnt, with a peer. Read the words from flash cards, give their meanings and use these words to construct sentences. Share the sentences with peer.

Solves riddles in order to identify specific words related to the unit theme. For example:

I am about how people see themselves

I have four syllables

My last sound is a vowel but its letter is a consonant

What am I?

Answer: identity

Participate in small group mini-lessons on using prefixes, suffixes, roots and other word parts such as parts of compound words to decode words in the context of sentences and short paragraphs. Use online and other sources to assist in finding meanings of word parts. Circle and/or underline word parts and use arrows and other symbols to indicate how parts work together to produce meaning as they process words and attempt to explain their meanings to peers.

Using online and other sources, practise determining words in context based on use of prefixes, suffixes, roots and other word parts

- Read words
- Give word meanings
- Use words in sentences

- Solve riddles
- Identify vocabulary

- Research meaning of word parts
- Illustrate and explain interaction of word parts in meaning making
- Use word parts to decode words

- Words accurately read, defined and appropriately used in sentences

- Vocabulary adequately reinforced through the solution of riddles

- Word parts meaningfully used to derive word meaning
- Words accurately decoded based on the meanings of their constituent parts

STRAND 2A: READING WITH FLUENCY AND WORD RECOGNITION

Attainment Target(s)

- Develop phonological awareness and use knowledge of letter-sound correspondences (phonics) in order to decode unfamiliar words

ICT Attainment Targets:



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



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

Objective(s)

Students should be able to:

- Demonstrate knowledge of syllabication rules (common rules e.g. Vowel-Consonant/ Consonant-Vowel/ Vowel- Consonant-Vowel) and be able to read multi-syllabic words
- Know and apply phonics and word analysis skills in decoding words.

Suggested Teaching and Learning Activities

Key Skills

Assessment

Syllabication Rules

Students will:

In each of a number of small mixed ability groups, examine and discuss one (1) of five (5) rules of syllabication. Identify words which demonstrate the rule. For each word identified, write a sentence using the word.

Mount the rule and examples on a chart and have the appointed presenter share the work with the class. Display their work for future use.

Example 1:

1. Every syllable has one vowel <u>sound</u> .
2. The number of vowel sounds in a word equals the number of syllables. home = 1 sub ject = 2 pub lish ing = 3
3. A one syllable word is never divided. stop feet bell
4. Consonant blends and digraphs are never eparated. rest ing bush e reach ing
5. When a word has a ck or an x in it, the word is <u>usually</u> divided after the ck or x . nick el tax

- Use syllabication rules
- Read multi-syllabic words

- Syllabication rules appropriately match words selected
- Multi-syllabic words appropriately used in sentences
- Notes taken on syllabication rules with examples are accurate and useful

Example 2:

6. A compound word is divided between the two words that make the compound word. in side foot ball tooth brush
7. When two or more consonants come between two vowels in a word, it is <u>usually</u> divided between the first two consonants. sis ter but ter hun gry
8. When a <u>single</u> consonant comes between two vowels in a word, it is usually divided after the consonant if the vowel is short . lev er cab in hab it
9. When a <u>single</u> consonant comes between two vowels in a word, it is <u>usually</u> divided before the consonant if the vowel is long .
10. When two vowels come together in a word, and are <u>sounded separately</u> , divide the word between the two vowels. ra dio di et i de a ba sin fe ver ma jor

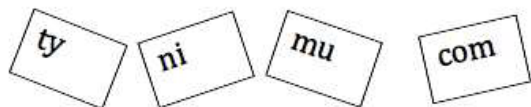
After all groups have presented and the charts are posted, students should be given time to walk around the room to view the charts and make notes.

Multisyllabic Words Manipulation

Students will:

Divide words (from reading selections, other subjects and Unit key words) into syllables and write the syllables that make up the word on separate note cards and display them in jumbled order as seen below.

e.g. com-mu-ni-ty



Arrange the syllables to form the word. When necessary, discuss the pronunciation and spelling generalizations of any confusing syllables.

- Manipulate syllables in words
- Identify multi-syllabic words
- Words accurately unscrambled
- Multi-syllabic words accurately identified in isolation

Speed Drills**Students will:**

Individually, use timed drills with up to 20 common syllables in random order. Focus on words that contain a specific syllable-spelling pattern such as consonant + -le. First, practise reading the syllables or words on the drill. Then, in one minute, read as many syllables or words as possible. Check individual progress by recording the number of words read correctly in one minute on a progress chart

- Track progress
- Monitor reading

- Progress Charts completed to depict the number of words accurately decoded during reading

circle	giggle	pebble	steeple	wiggle	fable	middle	sample
crinkle	handle	little	sparkle	puddle	bottle	steeple	rattle
fable	purple	shingle	stubble	uncle	angle	marble	needle
cattle	fizzle	middle	rattle	wrinkle	title	apple	uncle
eagle	noble	simple	struggle	title	cattle	gentle	pebble

STRAND 2B (i): READING FOR MEANING AND ENJOYMENT (Comprehension and Literature)

STANDARD 3: Read a wide range of texts to understand the self. They read for meaning, fluency and engagement with text and critically respond to literature, the demands of society and other stimuli.

ATTAINMENT TARGETS:

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

Attainment Target(s) – Unit 1

- 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
- Reflect on and critically respond to literature and other texts, on paper and on screen.

ICT Attainment Targets:



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



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

Objective(s) – (Groups 1, 2)

Students should be able to:

- Identify main ideas and supporting details in prose, poetry and excerpts from printed media.
- Use various fix-up strategies to extract meaning from texts; e.g. previewing, paraphrasing and re-reading
- Compare and contrast personal experiences with those of the protagonist and antagonist in novels, short stories and plays
- Identify the elements of different genres of texts, including poetry, narratives, drama

Suggested Teaching and Learning Activities

Students will:

Discuss the following **Essential Questions** as a whole class activity:

What is the relationship between main idea and details in a story?

How do I identify the main idea and details of the story?

How do I use topic, supporting details, and main idea to understand what I have read?

Discuss responses to these questions with the whole group.

Key Skills

- Engage in discussion
- Identify main idea and supporting details

Assessment Criteria

- Discussion focused on responding and clarifying the essential questions presented

Suggested Teaching and Learning Activities

Key Skills

Assessment Criteria

Using a graphic organizer with essential questions or components as an activating strategy, predict what a story or passage will be about and to guide the reading process. Read passages at the independent and/or instructional reading level, correct initial assumptions and predictions, as necessary.

OR

Make predictions on what a story will be about based on the title of an unfamiliar story. Following these predictions, listen to the story, then decide on the accuracy of their prediction using details from the story. Read along with story played on tape recorder and after pauses, make further predictions. Check and modify these predictions against unfolding details in the story.

Use the same graphic organizer used in the activity above to summarize their understanding of the text read.

- Make predictions

- Modify

- Summarize information

- Graphic organiser accurately captures the main ideas and supporting details in the target text

- Predictions made are plausible based on effective use of graphic organizer in pre-reading step
- Predictions/assumptions are necessarily modified during the reading process

- Information or ideas gleaned from texts are accurately summarized using graphic organizer

Name:

Main Idea and Details

Main Idea:

Detail:

Detail:

Detail:

Summary:

- Identify the main idea and supporting details

- Read passage

- Use a graphic organizer

- Oral and written responses to questions linked to the main idea are accurately stated

- Target text read fluently and with expression to accurately convey meaning.

- Graphic organizer effectively used to summarize the story

Suggested Teaching and Learning Activities

Watch videoclip explaining metacognitive strategies (rereading self-questioning, read ahead etc.) and engage in discussion and modelling of each, using text matching their independent or instructional reading levels

In mixed ability groups, have students listen to, and read poems and stories related to the theme (Our Personal Identity). Create a graphic organizer or strategy poster demonstrating how they used fix-up strategies such as re-reading, previewing, reading ahead or self-questioning to extract meaning.

Select a subject-related textbook, website, or print/electronic resource. Use the content to create a text search handout. Use ten to twelve prompts to guide students to particular features of the text (e.g., "List the major topics in this textbook." "Where do you find a summary of each chapter?" Ask clarifying questions about the prompts and the task and read the task/prompts to note the features of text that might be useful in completing the task.

See Teacher Resource, Suggested Prompts for a Text-Features Search.

<http://www.keansburg.k12.nj.us/cms/lib02/NJ01001933/Centricity/Domain/798/Graphic%20Organizers.pdf>

Use a pre-reading guide as the one on the opposite page to guide students in exploring reading material.

<http://edweb.tusd1.org/grosen/freeanybookliteraturesamplerprintablepages.pdf>

Key Skills

- Read text
- Use metacognitive strategies
- Monitor own reading

- Extract meaning from text
- Design strategy poster
- Use digital graphic organizers
- Develop text search handout
- Ask clarifying questions

Assessment Criteria

- Discussion focuses on developing understanding and appreciation for the use of metacognitive strategies
- Modelling highlights good use of the metacognitive strategies

- Graphic Organizers and strategy posters highlight steps involved in effectively using the strategies

- Feature search prompts are able to be used to effectively locate information in texts

Pre-Reading Exploration

1. Often, nonfiction books offer a lot of information in addition to the main text. Look through your book and check of what you find below:

- Table of Contents
- Pictures
- Captions
- Section Headings
- Index
- Glossary
- Time line
- Charts
- Maps
- Sidebars
- List of other Resources to Explore
- Other _____

Sidebars are boxes on the page that offer extra information, like fun facts, tips, and real- life stories or examples

2. Look at the table of contents. Which chapter looks the most interesting?

Why? _____

3. Flip through the book and randomly choose a page to read. What did you learn?

4. Think about what you hope to learn from this book. Now write three questions that you hope this book will answer.

1. _____
2. _____
3. _____

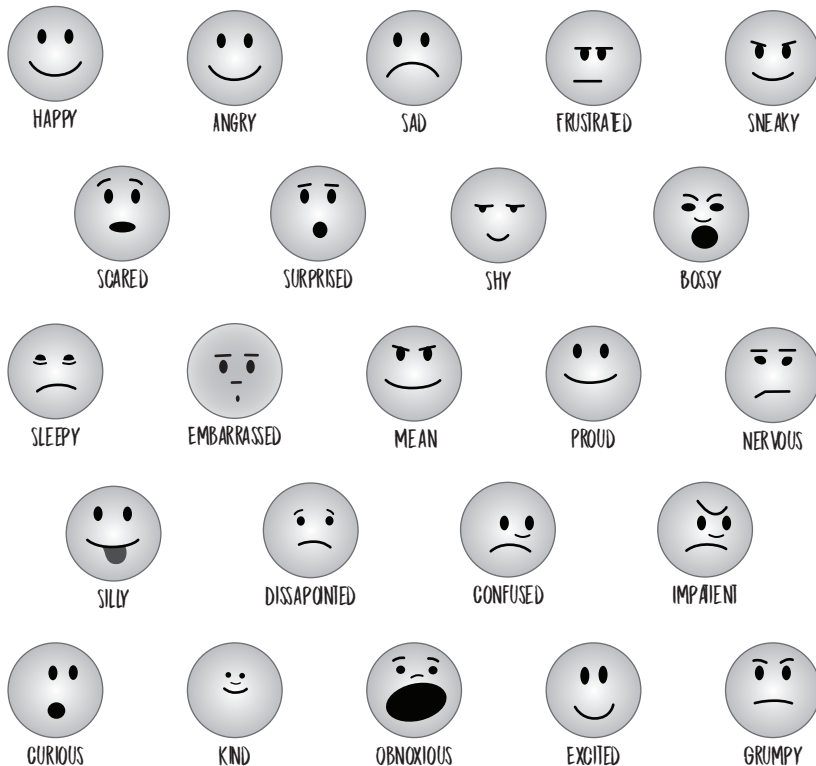
Book Title _____

Students will:

As whole group, explore the concept of a 'character trait' as a unique attribute of a character or individual. Examine a set of illustrated descriptions representing different character traits. In ability groups, read brief excerpts based on reading levels, discuss the characters and match the character traits found to the illustrated descriptions. Create their own excerpts with matching illustrated descriptions of one or more characters and present them to the class for discussion. Post the excerpts and illustrations in the classroom.

http://www.k6edu.com/6thgrade/language_arts/pdf/character-trait-chart.pdf

https://www.youtube.com/watch?v=YK_LCjQQCPk



- Name and illustrate character traits

- Character traits are appropriately matched to characters as analysed in given excerpts
- Student excerpts are appropriately constructed, meaningfully analysed for information about specific characters and matched to illustrated descriptions of character traits
- Discussions about group presentations are meaningful

Suggested Teaching and Learning Activities

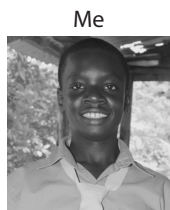
Key Skills

Assessment Criteria

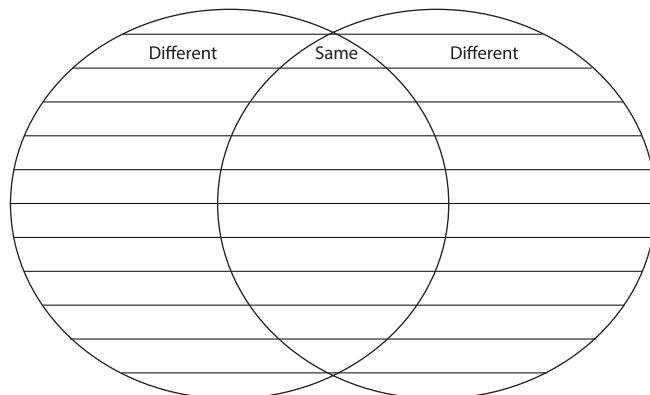
Read texts from one or more sources in order to understand and distinguish between the terms 'antagonist' and protagonist.' Share understanding of the terms with whole class. In own words, summarise their understanding of the terms, by writing on sticky note paper and placing note slips on display board under the headings 'Antagonist' and 'Protagonist'. View notes of peers and compare with own notes.

With reference to previously read stories, identify the protagonist and antagonist. Describe the actions of each of these characters in the story in relation to the definitions of these terms.

Have students read literature text, using fix-up strategies appropriately to extract meaning, and complete a Venn diagram comparing/ contrasting themselves with either the antagonist or protagonist. For example, a student may compare himself with Sprat Morrison (Jean D'Costa) using the Venn diagram.



Venn Diagram Topic: _____



- Define antagonist
- Define protagonist
- Summarise ideas
- Compare notes

- Identify protagonist and antagonist
- Link character roles to story details

- Use fix-up strategies

- Compare themselves to book characters

- Student notes clearly distinguish between 'protagonist' and 'antagonist'

- Comparisons between student notes are meaningfully made

- Protagonist and antagonist accurately identified in stories read

- Roles of protagonist and antagonist appropriately described in the context of specific stories

- Fix-up strategies used appropriately to process texts

- Venn diagram responses reflect students' understanding of the personalities of the characters and areas of comparison/ contrast e.g. physical, emotional, etc.

- Comparison highlights similarities and differences in attitudes and behaviours of the characters to which they are being compared

Suggested Teaching and Learning Activities

Work in small groups to read literature text and complete story maps exploring the various elements of the story. Each group will present their findings and respond to questions from the class.

For a selection of story maps, go to the following website
<http://www.dailyteachingtools.com/free-graphic-organizers-readerizer2.html#8>

Key Skills

- Identify elements of narratives

Assessment Criteria

- Story maps completed with the story elements accurately identified and referenced

Name _____ Date _____ Class Period _____

Story Diamond

Book/Story Title _____
Author _____

Directions: Follow the speech balloons and the segments to which they point to complete this story diamond. In the lower right corner, you will find a glossary of terms for your convenience.

Suggestion: Once you have finished, cut it out, and you will have a real gem of a story map.

Setting
Characters
Problem
Main Event 1
Main Event 2
Main Event 3
Climax
Resolution
Falling Action
Theme

Setting—Time and Place
Characters—People/Animals
Problem—Conflict/Struggle
Main Events—Important Episodes leading to the Climax
Climax—Point of Highest Reader Interest
Resolution—How the Problem is Solved
Falling Action—Events that Conclude the Story
Theme—What the Writer had in Mind When Writing the Story; The Most Important Message of the Story

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Suggested Teaching and Learning Activities

Read aloud a variety of poems, which address the unit theme, and identify the main idea and supporting details. Use a main idea concept map to capture and present the information.

Key Skills

- Main idea and supporting details in poems

Assessment Criteria

- Concept map completed with the main idea and supporting details accurately identified and aligned.

Name _____

The main idea is what the story is mostly about.

Main Idea

Detail 1

Detail 2

Detail 3

The details are the facts or examples from the story that support the main idea.

STRAND 2C: READING FOR INFORMATION (Study Skills and Research)**STANDARD 4:** Students apply study skills and search for information using a wide range of texts on paper and on screen**Attainment Target(s)**

- Identify and use text features to support navigation of texts, retrieve and synthesize information gained from a range of sources
- Research activities on issues and interests by generating ideas and exploring texts using a range of strategies

ICT Attainment Targets:

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

Objective(s)**Students should be able to:**

- Analyse and explain how specific organizational aids/test features such as titles, sub-titles/subheadings guide the understanding of texts
- Use text features such as chapter titles, headings and subheadings; parts of books including index, appendix, table of contents and online tools (search engines) to locate information

Suggested Teaching and Learning Activities

View expository texts such as their textbooks, labels on products (nutrition chart) and instructions for assembling and using gadgets etc. Work in small mixed ability groups to write down the features they observe as they skim through the materials. List features such as titles, subtitles, bullets, font size, colour and type, bold print, italics, maps etc. on a chart.

Present their list of features, stating how they believe these features may assist them in understanding what they have read.

Key Skills

- Skim texts
- Identify text features
- Reflect on personal use of text features

Assessment Criteria

- Text features accurately identified and their functions in the research process satisfactorily indicated

Suggested Teaching and Learning Activities

Key Skills

Assessment Criteria

Students examine the text features and record the use of diagrams, headings, bold print and coloured signs and indicate how the text features assisted in understanding the information being presented. For example: How to care for a Selfie Stick

- Main idea and supporting details in poems

- Concept map completed with the main idea and supporting details accurately identified and aligned.

Selfie Stick Diagram



DIRECTIONS
Please read instructions to properly use your selfie stick.

1. Charge your Selfie Stick until the red light turns off. (for further LED indicator information look at LED display section of these instructions)
2. Pair your Selfie Stick with your iOS or Android phone easily by turning on bluetooth on your device and selecting the new device. The blue LED light will flash when in pairing mode. The blue LED light will turn off after paired.



LED DISPLAY

1. When charging, the LED light will be red and when fully charged, the red light will turn off.
2. When selfie stick is turned on, the blue light will turn on.
3. In pairing mode, the blue light will blink and will turn off after paired.
4. When the shutter button is pressed, the blue light will blink.

CHARGE

PAIR

3. The battery may be warm during use or recharging. This is normal.
4. Total self discharge may occur during long storage periods.

Safety Notice:

1. Never dispose of device in fire or water.
2. Always recharge battery on proper charger.
3. Do not attempt to open the device.
4. Do not immerse in water.
5. Do not leave battery in charger over 24 hours.
6. Do not use at temperatures below -10°C (15F) or above +45°C (113F). Using battery at very high temperatures will activate the safety circuit, disallowing use.

Precautions:

1. Make sure the battery is fully charged before use.
2. Do not attempt to repeat charging more than 3 times if battery does not charge correctly.

In groups, use guiding questions, as in the example below, to explore the functions of various parts of book in assisting in locating information. Record Responses and present findings to the whole group.

For example:

1. What part of the book may I use to find a summary of the information covered in the book?
2. What part of the book may I use to find the contents of the book?

- Highlight parts of the book and their functions

- Parts of a book accurately identified and the functions of these parts satisfactorily indicated

3. What is a glossary and where is it located in a book?

Use illustrations as part of their descriptions as they respond to the questions. Use a book “show and tell” which involves flipping through the pages of the books on display and indicating specific parts of these books.



STRAND 3A: WRITING (COMMUNICATION)

STANDARD 5: Students will write a wide range of text on paper and on screen for different purposes and audiences adapting their writing to create a range of effects and impact.

Attainment Target(s)

- Develop approaches to the writing process to enable them to organize their ideas into a coherent structure including, layout, sections and paragraphs
- Write to narrate, to persuade and for a range of transactional purposes, using SJE and JC appropriately and incorporating multi-media approaches to their writing
- Use language and text forms appropriately and with imagination to create vibrant and engaging texts
- Write well-constructed paragraphs which have linking sentences within and between them

Objective(s) (Groups 1, 2)

Students should be able to:

- Use linking /transitional words to signal transition in their writing
 - Construct paragraphs to organize their ideas
 - Use friendly letter format to compose letters for a variety of purposes
 - Use business letter format to compose letters for a variety of purposes
 - Use a checklist to guide the review of written work
-

Activity

Using linking/transitional words and phrases to signal transition in writing

1. Using a 'linking/transitional words and phrases chart', discuss the use of linking/transitional words and phrases and search their textbooks for examples.
2. Copy the chart in their notebooks for further reference.

Words or phrases to help sequence ideas or transition between sentences or paragraphs	• first... second... third... • in the first place... also... lastly • after • afterwards • as soon as • at first • at last • before • before long • finally • in the meantime • later • meanwhile • next • soon • then
Words or phrases to show location	• above • across • around • behind • beside • between • in back of • in front of • inside • near • outside • over • under
Words or phrases to show time	• while • meanwhile • soon • then • after • second • today • later • next • tomorrow • afterward • as soon as • before • now • next week • about • when suddenly • during • until • yesterday • finally
Words or phrases to indicate more information	• besides • furthermore • in addition • in fact
Words or phrases to help conclude a piece of writing	• in conclusion • finally • lastly • to sum up

- Identify linking/transitional words and phrases
- Use linking/transitional words and phrases in the context of sentences and paragraphs

- Linking/transitional words and phrases accurately identified in text book
- Sentences and paragraphs reflect the accurate use of linking/transitional words and phrases

Group 1 - Select one word from each category and create a sentence related to the unit theme that includes the use of the linking word or phrase. Use textbooks to find examples they can modify.

Group 2 - Select their own topic and create up to 2 paragraphs using linking words or phrases from all categories on the chart presented. Paragraphs should focus on the any aspect of the unit theme.

For more transitional words and phrases visit the following website:

<https://www.teachervision.com/writing-composition/vocabulary/1780.html>

Develop a Power Point presentation or handout to share the formats of the friendly letter and an informal email. Comment on the tone of the friendly letter and the informal email and identify words and phrases that may convey this tone.

Discuss and select a sub-theme of the unit theme for writing a letter to a friend or for writing an informal email. Copy the layout of the friendly letter and begin to populate each section with their own information. For their first attempt, label each section as presented in the diagram. Present communication in letter as an email. Revise drafts, using linking words and phrases appropriately.

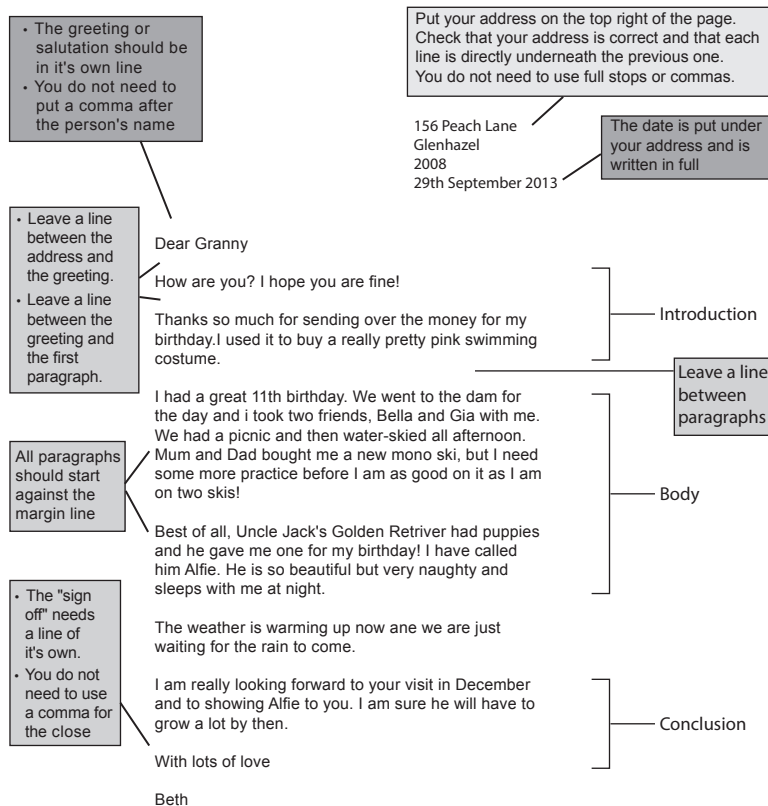
- Review friendly letter format content and tone

- Friendly letter format, content and tone are appropriately used

- Compose friendly letter
- Publish finished work
- Use of transitional/linking words and phrases

- Sentences and paragraphs reflect the accurate use of linking/transitional words and phrases

Format of a Friendly Letter



Format of an Informal Email

The diagram shows a 'New message' window with the following content and callouts:

- To:** wendy@gmail.com (Callout: Type in the correct email address, otherwise the mail will go to the wrong person.)
- Subject:** Missing Shoes (Callout: Type in a subject. This tells the reader what the email is about and makes it easier to find it at a later date.)
- Body:**
 - Dear Granny (Callout: Start with a greeting. The greeting or salutation should be on it's own line)
 - How are you?
We had a lovely with you in scotland.Thanks for looking after us so well.
It was great to see our cousins and after such a long time (Callout: Leave a space between the greeting and the first line and between each paragraph.)
 - I think I might have left my new black shoes under the bed in the spare room at your house. Please could you look for it for me? If so, maybe you could bring them when you visit us in December? (Callout: All paragraphs should start against the margin line.)
 - We are looking forward to seeing you and Grandpa again.
 - With lots of love from us all.
 - Beth (Callout: Put the "sign off" on it's own line. You do not need to use a comma.)
- Signature:** Beth (Callout: End by putting your name)

On the right side of the email body, there are three brackets indicating structure:

- Introduction:** Covers the greeting and the first two paragraphs.
- Body:** Covers the paragraph about the shoes and the paragraph about seeing Grandpa.
- Conclusion:** Covers the closing sentence and the sign-off.

STRAND 3B: Language Structure (Grammar and Conventions)**STANDARD 6:** Students apply knowledge of language structure and language conventions including the use of SJE and JC for meaning and impact.**Attainment Targets**

- Use and adapt a range of sentences structures according to context, distinguishing between SJE and JC
- Write sentences which are grammatically accurate and correctly punctuated, using SJE and JC appropriately
- Use a range of punctuation correctly

Objectives (Group 1, Group 2)**Students should be able to:**

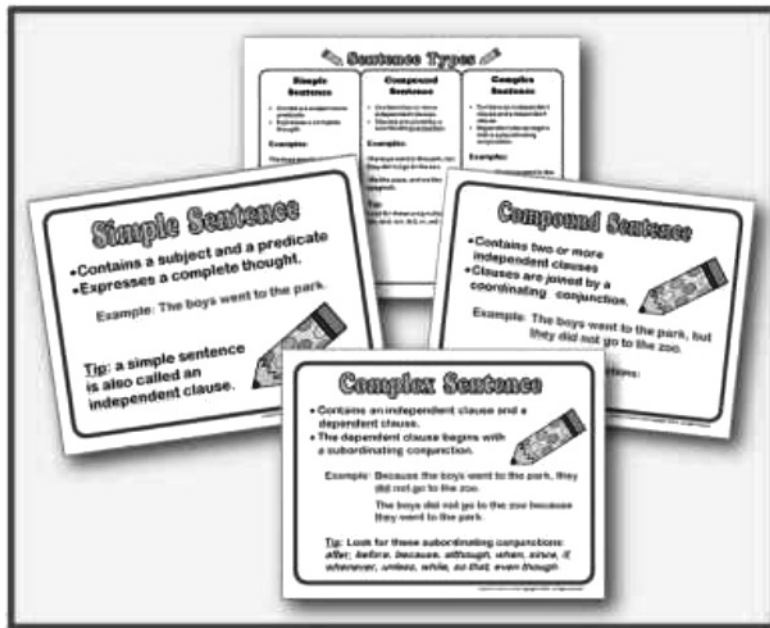
- Generate sentences of different lengths and structure to make for easier reading
 - Use link words to connect sentences in different types of writing
 - Use different sentence structure combinations as appropriate to different functions and types of writing, including giving directions/instructions, to narrate to inform
 - Select and use effectively, different punctuation marks for different writing functions (period, question mark, comma, exclamation)
-

Suggested Teaching and Learning Activities

Review sentence types (simple, compound and complex) by reading online and other sources.

Categorize given sentences and construct sentences of the different types. Expand simple sentences to reflect other sentence types.

Develop flash cards like the ones below and revise sentence types with a partner.



Using the guiding questions, review the sentences constructed by the students in response to the questions and have them categorize each sentence as either simple, compound or complex.

Guiding questions: Who am I? What kind of person am I?

How is my personal identity developed?

What role do my family, home and school communities play in shaping my personal identity?

What specific attributes or qualities set us apart from each other?

What are my abilities and interests?

How can I make my voice be heard?

Key Skills

- Construct a variety of sentence types
- Categorise sentence types

Assessment Criteria

- Variety of sentence types satisfactorily constructed
- Sentence types accurately classified in written sentence
- Flash cards may be effectively used to revise sentence types

Suggested Teaching and Learning Activities

Key Skills

Assessment Criteria

Group 1

For each sentence they have categorized as simple, modify these sentences by adding link words and phrases with which they are familiar. Lengthen sentences where necessary and move from being simple to compound to more complex sentences. Develop a chart with each sentence type.

What are my abilities and interests?

I like to swim. (simple)

I like to swim and I am a good swimmer. (compound)

I go to a swim class after I leave school each day. (complex)

Group 2

Modify sentences from simple to compound and complex and choose one of the questions and develop two to three paragraphs on the topic. Use compound and complex sentences throughout the essay.

e.g. Topic: My Abilities and Interests

In mixed ability groups of up to 4, play a game of "Expand it". In each group, allow individual members to select a sentence strip from a bag of strips with simple sentences. Read the sentence and expand it to either a compound or complex sentence. State the sentence type of sentence and wait for the group to decide if the response is correct. Award one point for constructing the sentence and one for correctly stating the type. Declare the person with the most points, the winner.

Review the use of the period and question mark by viewing videos or reading relevant material. In small mixed ability groups of 4 students, write sentences without the end marks. Exchange sentences and insert end marks. Agree on which end marks are most appropriate, justifying the use of a particular mark. Negotiate and adjust end marks, where necessary.

As a whole group, classify the sentences as either declarative or interrogative and introduce the exclamatory and imperative sentence types.

- Use link words to connect sentences

- Link words appropriately used to connect sentences in different types of writing

- Expand simple sentences
- Categorize sentences as compound/complex

- Sentences satisfactorily expanded and accurately categorized as 'compound' or 'complex'

- Use punctuation marks
- Justify the use of end marks
- Modify punctuation
- Identify and classify declarative, interrogative, exclamatory and imperative sentence types

- Punctuation marks inserted into sentences are appropriate
- Choice of end mark is appropriately justified
- End marks are appropriately changed where necessary
- Sentences accurately constructed and labelled (declarative, exclamatory, interrogative and imperative)

Declarative Sentence <ul style="list-style-type: none">• States an idea or a fact and ends with a period.	Interrogative Sentence <ul style="list-style-type: none">• Asks a question and ends with a question mark	Exclamatory Sentence <ul style="list-style-type: none">• Conveys a strong emotion and ends with an exclamation point.	Imperative Sentence <ul style="list-style-type: none">• Gives order, a request, or a direction and ends with a period or an exclamation point.

Students will use their textbooks and online sources to identify and document sentences that are declarative, interrogative and exclamatory and imperative. Present students with a template to write several sentences depicting all four sentence types

Declarative Sentence	
Interrogative Sentence	
Exclamatory Sentence	
Imperative Sentence	

Suggested Teaching and Learning Activities

Key Skills

Assessment Criteria

View pictures that speak to personal identity, children's rights and abuse.

Group 1 - Write a paragraph on one of the pictures below.

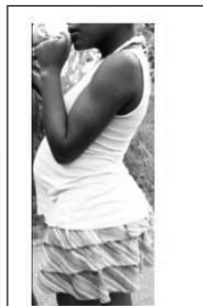
Group 2 - Select a picture and develop a story based on the theme.

Include the use of all four (4) sentence types (imperative, declarative, interrogative, and exclamatory) and sentence structures (simple, compound and complex).

Edit paragraphs and stories and post on the class social media page.

- Write paragraphs/stories
- Relate writing to unit theme
- Use sentence types/structures

- Paragraph/Stories are satisfactorily structured and thematically-related
- Different sentence types are included in paragraphs/stories



Pregnant 12 year old in state custody. Men believed to have abused her in police lock up.



Colour-code each sentence type in the paragraphs/stories developed.

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 7 are expected to meet the grade-specific standards and retain or further develop skills and understandings mastered in preceding grades. This unit, entitled “Our Social Identity”, 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 need as they develop as users of the English Language.

Guidance for the Teacher

This unit extends and reinforces skills previously introduced in Term 1 Unit 1 to address the skills in different strands using the literature-based approach. The literature-based approach is research based and has proven to be useful in the transfer of Language Arts skills. It is based on the use of a wide range of text: pictures, diagrams, cartoons, e-mails, blogs etc. based on a theme. It allows for the teacher to develop material 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 rather than learn specific language skills, the teacher should explicitly teach rules, structures and strategies prior to these activities.



I am Jamaican

Key Vocabulary

*social
Jamaican
culture
home
nationality
religion
race
types
address
city
urban
rural
school
roles
home
group
member
ethnicity
teenager
behaviour
political*

Focus Question: How is my social identity defined?

STRAND 1: LISTENING AND SPEAKING

STANDARD 1: Students will engage in active listening and speaking for a variety of purposes, developing an understanding of how language works in different contexts and cultures, using Standard Jamaican English (SJE) and Jamaican Creole (JC) appropriately

ATTAINMENT TARGETS:

- Communicate with confidence and competence for different purposes and audiences, using SJE and JC appropriately and creatively
- Listen to, recall, understand and respond to speakers’ messages, whether implicit or explicit
- Explain and comment on speakers’ use of language, including use of SJE and JC, and their use of vocabulary, grammar and other features

Attainment Target(s) – Unit 2

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

ICT Attainment Targets:



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



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



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

Objective(s)

Students should be able to:

- Distinguish between the use of specific SJE/JC structures
- Use different language forms for a range of creative purposes
- Listen with a focus to respond to what is said using Standard Jamaican English and Jamaican Creole
- Identify the main ideas communicated in a speech, presentation or broadcast
- Listen to and evaluate a speaker’s message whether explicitly stated or implied
- Request clarification, where appropriate, while listening to a speaker
- Speak and respond to what has been heard, engaging in discussion and debate about issues as appropriate
- Use ICT tools to research and communicate information

Whole Class Activity**Guiding questions:**

How is my social identity defined?

How is my social identity developed?

What role do my Jamaican culture, home and school communities play in shaping my social identity?

Small Group Activities

In mixed ability groups, research relevant information on one guiding question each. Gather information to respond to the question and to make a presentation to the class. Use internet searches, interviews with family members and school personnel as sources.

Develop interview questions and practise interviewing strategies ahead of interviews and solicit feedback on these from peers and teacher as regards relevance, fluency, paraphrasing responses and asking clarifying and probing questions.

Use an oral presentation rubric to assess the presentations made by peers in the group.

Comment on the use of SJE and JC by the presenters and discuss the function of the use of each language form in the presentation.

View presentation rubrics at the following websites

<http://www.rubrics4teachers.com/presentation.php>

<http://www.readwritethink.org/classroom-resources/printouts/oral-presentationrubric-30700.html>

In the same small mixed ability groups in which they explored questions on social identity, use the information gathered to perform creative pieces to include: drama, stories, songs and poems using JC and SJE to suit specific contexts.

Record the presentation by each group and play back for students to critique the use of SJE/JC structures. The critique can also be done after each group's presentation using the presentation rubric.

Upload recorded presentations to YouTube.

- Listen for main ideas
- Use SJE and JC structures appropriately in oral communication
- Develop interview questions
- Use interviewing strategies
- Use oral presentation rubric
- Compare and contrast SJE and JC structures

- Speaker's main idea identified and appropriate questions asked for clarification
- Presentations and responses demonstrate the appropriate use and understanding of SJE and JC to suit context
- Rubric successfully used to assess presentations

- Use SJE/JC appropriately in creative pieces

- Critique demonstrates knowledge of appropriate use of SJE and JC structures

STRAND 2A: READING WITH FLUENCY AND WORD RECOGNITION

STANDARD 2: Students understand and are able to apply a wide range of word recognition and decoding strategies, as well as understand and use word meaning.

ATTAINMENT TARGETS:

- Read fluently and with appreciation
- Develop phonemic awareness and use knowledge of letter-sound correspondences in order to decode unfamiliar words

Attainment Target(s) – Unit 1

- Automatically recognise words (including basic sight word lists) through repeated exposure and mnemonic devices
- Establish a concept of print and use a range of word recognition clues to identify new words

ICT Attainment Targets:



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



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

Objective(s)

Students should be able to:

- Recognize key words by applying specific word recognition clues including the use of affixes and context
- Work cooperatively with their peers to examine strategies used to decode and decipher pronunciation and meaning of unknown vocabulary
- Read specialized content area vocabulary in isolation and in context

Suggested Teaching and Learning Activities

Activity: Root words and affixes

Discuss the etymology of the English Language with a focus on its Latin and Greek roots. Present familiar common roots and explore words that are derived from them and their meanings. Use a graphic organizer to show the connection between root words and their affixes and meanings.

Key Skills

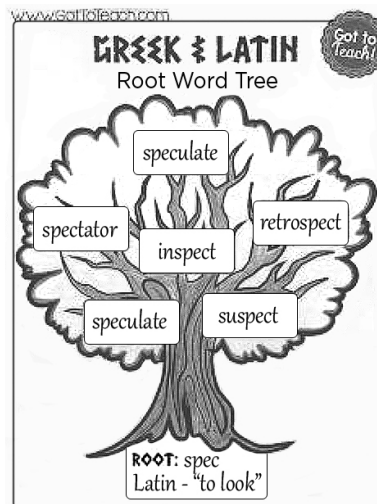
- Map the etymology of words

Assessment Criteria

- Add common, grade- appropriate Greek or Latin affixes to English root words in order to expand words.
- Graphic organizer used to accurately match root words, affixes and meaning

How to Use the Organizer

Using models from different sources as a guide, illustrate how different words may be broken into the structure of prefix, root and suffix. For example, in the word **inspector**, the root is - **spect** -, which means “to see”. To this root, the prefix **in-** meaning ‘into’ and the suffix - **or** meaning ‘one who’ are added to mean ‘one who sees into something’ or specifically, ‘a person who oversees the enforcement of official regulations’. In small groups, find words with similar roots and break all their parts into meaning blocks, combine the meanings and compare the overall meaning derived to that in a dictionary.



Using the Root Word Tree graphic organizer, brainstorm a list of roots to build their Root Word Tree. Choose a root and write it at the base of the tree. Use dictionaries to look up the meaning of their root and find words that come from it. Write the words on the branches.

Share roots selected, their meanings, and the meanings of the words that grow from it. Read words aloud pronouncing them accurately. Use the words in sentences.

<https://michelleleba.wikispaces.com/file/view/Graphic+Organizer+s+that+build+vocabulary.pdf>

- Decipher word meaning

- Affixes accurately used to decipher word meaning
- Greek or Latin affixes added to English root words are appropriate in expanding words

- Select roots and determine meanings
- Match roots and affixes
- Generate words

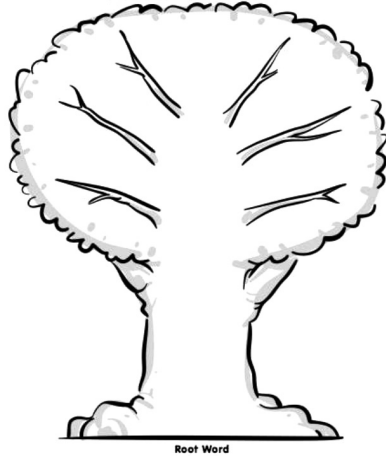
- Graphic organizer used to accurately match root words, affixes and meaning
- Affixes accurately used to decipher word meaning

- Pronounce words
- Use words in sentences

- Generated words accurately pronounced
- Words used appropriately in sentences based on meanings generated

Root Word Tree

Write a root at the base of the tree. On the branches write six or more words that use that root.



Activity: Root words and affixes

Group 1

Using a list of root words and their affixes, prepare 'affix and meaning cards'. Place the 'affix and meaning cards' face down in rows on a flat surface.

1. Taking turns, select two cards and read them.
2. Determine if cards match by showing an affix and its meaning (e.g., pre, before).
3. If there is a match, pick up cards and place to the side. If cards do not match, return them to their original positions.
4. Continue until all matches are formed

- Make 'affix and meaning cards'
- Align affixes with meanings

'Affix and meaning cards' effectively used to align affixes to the correct meanings



Suggested Teaching and Learning Activities

Key Skills

Assessment Criteria

Using the words formed, enter them in a vocabulary log under the following headings (prefix and suffix):

Prefix	Meaning	Root Word	Meaning	New Word	Meaning
re	again	build	to make	rebuild	to make again
in	into, not	sincere	truthful	insincere	not truthful
un	not	expected	To know it's coming	unexpected	to not know it's coming
dis	not	appear	show up	disappear	go away

Select words and write one sentence with the root word and another with the root word plus its prefix or suffix.

- Log affixes/roots and related meanings
- Generate and use words

- Affixes/Roots and their related meanings accurately logged
- New words and their meanings accurately generated based on alignment of affixes and roots

Group 2

Examine Greek and Latin prefixes using online and/or offline sources for meaning. Use a graphic organizer to list the root word, related words and their definition.

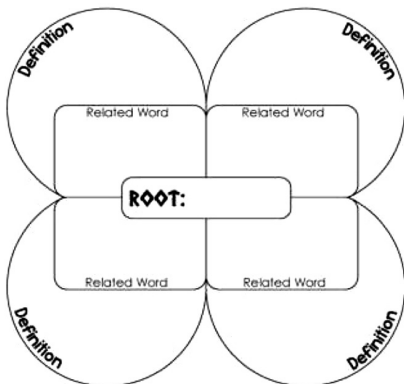
Read generated words aloud and monitor the pronunciation of words as articulated by peers.

- Research Greek/Latin prefixes
- Map prefixes, words and definitions

- Prefixes, words and definitions accurately mapped
- Generated words are accurately pronounced

ROOT WORD GRAPHIC ORGANIZER

DIRECTIONS:
1. Choose a Latin or Greek root and write it in the middle rectangle.
2. Find four different words that are derived from that root and write them in the outer rectangles.
3. Write the definition of each word in the circles.
4. Optional: color and cut out.



STRAND 2b (i): READING WITH FLUENCY AND WORD RECOGNITION

Attainment Target

- Develop phonological awareness and use knowledge of letter-sound correspondences (phonics) in order to decode unfamiliar words

ICT Attainment Targets:



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



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

Objective(s)

Students should:

- Know and apply phonics and word analysis skills in decoding words.
- Demonstrate knowledge of syllabication rules (common rules e.g. Vowel-Consonant/ Consonant-Vowel/ Vowel- Consonant-Vowel) and be able to read multi-syllabic words

Suggested Teaching and Learning Activities

Groups 1, 2
Syllabication rules

Review the rules of syllabication introduced in Unit 1. Read words presented on flashcards and indicate the rule to be applied to read the word.

Play game of Bingo with multi-syllabic words on the Bingo cards.

Key Skills

- Identify syllabication rules
- Read multi-syllabic words

Assessment Criteria

- Rules of syllabication accurately indicated and effectively applied to read multi-syllabic words.
- Multi-syllabic words accurately read from Bingo card to complete game

STRAND2B (i): READING FOR MEANING AND ENJOYMENT (Comprehension and Literature)

STANDARD 3: Students read a wide range of texts to understand the self. They read for meaning, fluency and engagement with text and critically respond to literature, the demands of society and other stimuli.

Attainment Target(s) – Unit 1

- 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
- Reflect on and critically respond to literature and other texts, on paper and onscreen

ICT Attainment Targets:



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



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

Objective(s) – Groups 1, 2

Students should be able to:

- Use various strategies to extract meaning from texts. E.g. self-question/use of metacognitive strategies
 - Identify and describe traits of the main characters
 - Use role play and dub poetry to depict characters
 - Extract and interpret information presented at the literal, inferential and critical levels
-

Activity

Students will

Before Reading

Use **Anticipation Guide Template** with 8 – 10 general statements related to the unit theme and specific content reading material. Use Guide to assist them to explore their own thoughts and opinions. strategies such as ‘self-questioning’, ‘thinking aloud’ and ‘visualizing’ to assist them in this process. Complete guide and then participate in a whole class discussion.

Indicate agreement or disagreement with particular statements. Share rationale for disagreement and agreement. Have appointed scribe record some of the key points made during the discussion.

During Reading

Connect with the anticipation guide’s statements and discussion. Use guide alongside text as they read it to jot down page numbers that correspond to the issues. Use fix-up strategies such as rereading and linking ideas to check prior knowledge against new information found as they attempt to clarify understanding on specific points.

After Reading

Return to the statements earlier made in anticipation guide and use notes from what they have discovered from their textbook to confirm or change or extend their views on a particular subject.

[http://www.lkdsb.net/program/elementary/intermediate/di/files/25Strategies\(Anticipation%20Guide\).pdf](http://www.lkdsb.net/program/elementary/intermediate/di/files/25Strategies(Anticipation%20Guide).pdf)

- Use anticipation guide
- Use before, during and after reading strategies

- Extract and interpret information at different comprehension levels

- Anticipation Guide effectively used as base for expressing opinions about the theme of reading material
- Reading strategies, including fix-up strategies, are used effectively before, during and after reading

- Material requiring comprehension at the literal, inferential and critical levels accurately extracted, interpreted and presented

Suggested Teaching and Learning Activities

Explore the concepts “skim and scan”. Engage in brainstorming activity with the whole class to discuss understanding of terms and if and how they engage in skimming and scanning as they read.

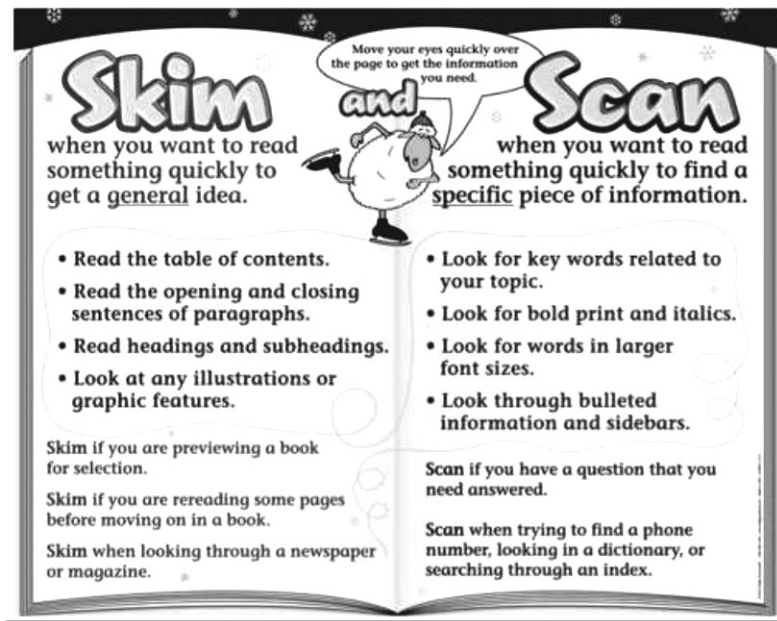
In small mixed ability groups, read chart or handout (electronic or hardcopy) that summarises the steps in skimming and scanning material. Select reading material (expository or narrative text) with which they are not familiar and engage in skimming and scanning activities as outlined on the chart. Document what they learned about the reading material once they have completed making notes based on the guide used. Share group findings and indicate how skimming and scanning assisted them in garnering information quickly and accurately about the reading material analysed.

Key Skills

- Use prior knowledge
- Read and extract information on skimming and scanning
- Skim and scan written material
- Share benefits of skimming and scanning

Assessment Criteria

- Skimming and scanning effectively used to extract information
- Benefits of applying skimming and scanning strategies are satisfactorily shared with peers



Suggested Teaching and Learning Activities

In ability groups based on instructional or independent reading levels, read thematically related texts and use graphic organiser to map the main characters featured in the piece read. Allow each member to select a character (ensure that all characters are chosen) and write the name of the character on the activity sheet. Use the graphic organiser to detail the thoughts and actions of each character, as well as specific traits based on these aspects of the character. As required by the organiser, also include quotes from the text that substantiate the traits that have been outlined. Use mapping to share oral descriptions of each character and explain the specific role of the character in the story.

Key Skills

- Interpret material written at different comprehension
- Identify main characters
- Use graphic organiser
- Describe characters

Assessment Criteria

- Material requiring comprehension at the literal, inferential and critical levels accurately extracted, interpreted and presented
- Main character accurately identified
- Graphic organizer used to illustrate understanding and knowledge of the characters.

Character: _____

1

2

3

https://www.risd.k12.nm.us/assessment_evaluation/Character%20Analysis.pdf

Suggested Teaching and Learning Activities

Key Skills

Assessment Criteria

Students will

Use the information from the graphic organizer to write 2 – 3 paragraphs on the character they selected.

In the same ability groups in which they completed the earlier character mapping activity, prepare a skit or dub poem depicting the character described. Present a skit or dub poem and respond to questions about the character being depicted.

Justify language use by specific characters.

- Use character mapping to develop paragraphs
- Role play characters
- Respond to questions
- Justify language use

- Information from graphic organiser satisfactorily used to write paragraphs on the selected character
- Skit or dub poem adequately demonstrates an understanding and knowledge of the character
- Language use by character is satisfactorily justified
- Response to questions indicate adequate understanding of the character

STRAND 2C: READING FOR INFORMATION (Study Skills and Research)

STANDARD 4: Students apply study skills and search for information using a wide range of texts on paper and on screen.

ATTAINMENT TARGETS:

- 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

Attainment Target(s) – Unit 1

- Identify and use text features to support navigation of texts, retrieve and synthesize information gained from a range of sources
- Research activities on issues and interests by generating ideas and exploring texts using a range of strategies

ICT Attainment Targets:



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

Objective(s)

Students should be able to:

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

Suggested Teaching and Learning Activities

As a whole group activity, develop items for a questionnaire to gather data on their favourite type of music. Tally the results and prepare tables and graphs to show the results.

Group 1

Use the data to write two paragraphs about the types of music students in their class like. Present the interpretation, along with the tables and graphs developed

Key Skills

- Gather and interpret data

Assessment Criteria

- Paragraphs outline students' accurate interpretation of graphic data

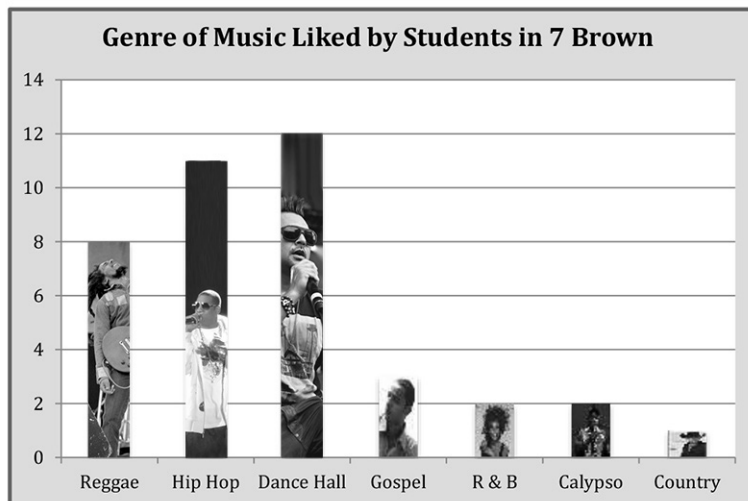
Students will

Present an interpretation of the class data on their favourite type of music and include a short biography on artistes who typically represent the genre of music. For example, present information on Bob Marley, Chronixx and Peter Tosh as singers of reggae music.

Mount presentations as a class display and invite other classes to view them. Include the use of Power Point presentations and videos to indicate the different genres of music liked by the class.

- Present information in different formats
- Compose biographies

- Class data appropriately and accurately presented in a variety of formats
- Biographies are relevant and accurate



STRAND 3A: WRITING (COMMUNICATION)

STANDARD 5: Students will write a wide range of text on paper and on screen for different purposes and audiences adapting their writing to create a range of effects and impact..

ATTAINMENT TARGETS:

- Develop approaches to the writing process to enable them to organize their ideas into a coherent structure, including layout, sections and paragraphs
- Write to narrate, to persuade and for a range of transactional purposes, using SJE and JC appropriately and incorporating multi-media approaches to their writing
- Use language and text forms appropriately and with imagination to create vibrant and engaging texts
- Write well-constructed paragraphs which have linking sentences within and between them

Attainment Target(s) – Unit 1

- Develop approaches to the writing process to enable them to organize their ideas into a coherent structure including, layout, sections and paragraphs
- Write to narrate, to persuade and for a range of transactional purposes, using SJE and JC appropriately and incorporating multi-media approaches to their writing
- Use language and text forms appropriately and with imagination to create vibrant and engaging texts
- Write well-constructed paragraphs which have linking sentences within and between them

ICT Attainment Targets:

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



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

Objective(s) Group1, Group 2**Students should be able to:**

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

Suggested Teaching and Learning Activities

Key Skills

Assessment Criteria

View a diagram as part of a Power Point Presentation or handout to discuss the structure of a business letter. Discuss and select a sub-theme or topic for writing a business letter related to the Unit theme. Copy the layout of the business letter and begin to populate each section with their own information. In first attempt label each section as presented in the diagram.

- Compose business letters
- Use appropriate letter format
- Use accurate language structure and punctuation

- Business letter format is appropriate, the letter includes relevant details, a variety of sentence types and length, and it uses accurate language structure and punctuation

TIME FOR KIDS **TFK homework helper**

Name _____ Date _____

Sample Business Letter

1520 Sixth Avenue
New York, NY 10980] → Heading

May 1, 2004] → Date

Principal Valerie Sanchez
Redwood Elementary School
New York, NY 10980] → Name and address of the person who is receiving the letter

Dear Ms. Sanchez:] → Greeting

The writer explains who he is and why he is writing this letter → I am a fifth-grade student. I think that students in our school should be allowed to wear uniforms. We need to spend less time and money worrying about our school clothes and spend more time and energy on our studies.

The writer gives his opinion on the topic → If students were allowed to wear uniforms, parents would spend less money on clothes. Parents could then spend money on more important things that kids need like food, books and medical care.

The writer describes his experience in support of his opinion → If students wore uniforms, it would make it easier for them to get to school on time. I spend a lot of time in the morning deciding what clothes to wear. But if I wore a uniform, then I wouldn't waste my time thinking about clothes. I could focus more on getting to school.

Students wouldn't worry so much about fitting in if they wore uniforms. Kids are under a lot of pressure to wear the right clothes, brands and styles. Uniforms would show kids that it's more important to be judged on who they are rather than on what they wear.

The writer tells Ms. Sanchez what action he would like her to take → I really think this is an important issue. Students in our school should be allowed to decide if they want to wear uniforms or not.

Thank you, Ms. Sanchez, for reading my letter. I hope you will consider my suggestion.

Sincerely,] → Closing

Thomas James] → Signature

Thomas James

Suggested Teaching and Learning Activities

After examining various samples of business letters in text books and online, use a business letter organiser to create a letter using the Unit theme. For example:

Write a letter to Member of Parliament about an existing problem in the constituency that negatively affects the image of the residents. Suggest ways of addressing this problem.

Write letter to the principal about an existing problem in the school that affects the overall image of the school, especially that of its student population. Suggest ways of addressing this issue.

Key Skills

- Use letter organiser and checklist

Assessment Criteria

- Letters composed to address issues related to the Unit theme.

TIME FOR KIDS TFK homework helper

Name _____ Date _____

Business Letter Organizer

Use the organizer below to help you write a business letter.

_____ Heading (your address)

_____ Date (today's date)

_____ Inside Address (the name and address of the person you are writing to)

_____ Greeting (examples: Dear Sir/Madam, To Whom It May Concern)

Introduction: Describe who you are and why you are writing this letter.

Paragraph: Give a fact, example or detail to support your opinion or request.

Paragraph: Describe a personal experience to support your opinion or request.

Paragraph: Give a reason why the person or organization receiving this letter should do something about this issue.

Sentence: Thank the person for reading your letter.

_____ Closing (examples: Sincerely, Regards)

_____ Signature (Sign and print your name.)

Suggested Teaching and Learning Activities

In their groups, exchange letters and use a business letter checklist to assess format, content, sentence structure and length, and language mechanics. Review and edit letters and submit for teacher assessment.

Do final revision and post/display letters

Retain the checklist for future reference.

Key Skills

- Conduct peer assessment of letters
- Revise/edit letters

Assessment Criteria

- Letters effectively assessed by peers using checklist
- Letters appropriately reviewed/edited based on peer feedback

TIME FOR KIDS **TFK homework helper**

Name _____ Date _____

Business Letter Checklist

- I followed the directions for writing a business letter.
- I included a heading, which is my address.
- I wrote the date below my address.
- I included the address of the person to whom I am writing.
- I have a greeting.
- I used a colon after my greeting.
- All the names and addresses are spelled correctly.
- In my first paragraph, or introduction, I describe who I am.
- In the first paragraph, I explain the purpose of my letter.
- I express my viewpoint on this topic or explain my request.
- I use facts, details or my experiences to support my viewpoint or request.
- I tell the person receiving this letter what I think should be done about this issue.
- I thanked the person or organization for reading my letter.
- I used a closing to end my letter.
- I signed my name at the end of my letter.
- The information in my letter is correct.
- My letter is polite.
- I checked my writing for misspelled words.
- I checked my writing for errors in punctuation.
- My letter is neat.

STRAND 3B: Language Structure (Grammar and Conventions)

STANDARD 6: Students will write a wide range of text on paper and on screen for different purposes and audiences adapting their writing to create a range of effects and impact..

ATTAINMENT TARGETS:

- Use and adapt a range of sentences structures according to context, distinguishing between SJE and JC
- Write sentences which are grammatically accurate and correctly punctuated, using SJE and JC appropriately
- Use a range of punctuation correctly

Attainment Target(s)

- Use and adapt a range of sentences structures according to context, distinguishing between SJE and JC
- Write sentences which are grammatically accurate and correctly punctuated, using SJE and JC appropriately
- Use a range of punctuation correctly

Objective(s)

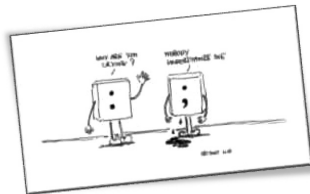
Students should be able to:

- Use with increasing skill and accuracy, punctuation marks such as colon and semicolon.
- Compare written pieces in order to model appropriate use of varied sentence structures (simple, complex and compound sentences).

Suggested Teaching and Learning Activities

Activities - Punctuation (colon and semicolon)

View and read familiar text in which the colon and semicolon are used. Indicate the function served by each mark as used in the text. View cartoon below and discuss the message being communicated; that is, the misuse of the semicolon.



Group 1 - Gather information from various sources and design a poster which explains the use of the colon and semicolon

Group 2- Design a poster which clearly defines the colon and semicolon. Outline one example for each of the -examples of the use of the semicolon and redesign the cartoon to indicate a happy semicolon which is well understood.

Key Skills

- Use colon and semi-colon
- Investigate rules for colon and semicolon use

- Develop rules that guide the use of colon and semicolon

Assessment Criteria

- Discussion adequately addresses the functions of the colon and semi- colon

- Poster appropriately differentiates between colon and semicolon in poster

Activity: Sentence Types

Students will

Review sentence types (simple, compound and complex) as a whole group activity. Ensure that they can categorize sentences and know how to expand a simple sentence. Use the flash cards previously developed by the students to assist in the review.

Using the guiding questions, review the sentences constructed by the students in response to the questions and have them categorize each sentence as either simple, compound or complex.

Guiding questions:

How is my social identity defined?

How is my social identity developed?

What role do my Jamaican culture, home and school communities play in shaping my social identity?

Group 1

For each sentence they have categorized as simple, modify to form compound and complex sentences by adding coordinating or subordinating conjunctions and independent or dependent clauses. Develop a chart with all sentence types.

Group 2

Modify their sentences from simple to compound and complex and choose one of the questions and develop two to three paragraphs on the topic. The use of compound and complex sentences should be evident throughout the essay.

View and analyse pictures that speak to social identity.

Group 1 - Write a paragraph about a picture of their choice.

Group 2 - Select a picture and develop a story based on the theme. Include the use of different sentence types (imperative, declarative, interrogative, and exclamatory) and structures (simple, compound and complex) in the story. Include also, the use of different punctuation marks covered in Units 1 and 2 (period, comma, exclamation and questionmark, colon and semicolon). After paragraphs are edited, post work on the class social media page.

- Formulate simple sentences
- Formulate compound and complex sentences
- Identify context for using different types of sentences

- Modify sentence types
- Develop sentence type charts

- Modify sentence types
- Link theme to paragraphs
- Use sentence types in paragraphs

- Formulate paragraphs

- Develop story

- Sentences and paragraphs reflect appropriate use of simple, compound and complex sentences
- Simple sentences appropriately modified to form compound and complex sentences

- Sentence type charts adequately illustrate the differences between simple, compound and complex sentences

- Paragraphs meaningfully include different sentence types and adequately address targeted question related to unit theme

- Paragraph and story are satisfactorily developed and are clearly linked to the picture
- Both paragraphs and story include the effective use of sentence types and sentence structures and the accurate use of punctuation marks.

Suggested Teaching and Learning Activities

Key Skills

Assessment Criteria

Highlight each sentence type (using different colours) in the paragraphs produced.



NSC

LANGUAGE & LITERATURE

GRADE 7: TERM 2

About the Unit

In this Unit, the students' language skills and competencies will be further enhanced as they will be exposed to activities based on the broad theme "Adopting Positive Behaviours". Activities will span all the strands with sub themes relating to issues such as ethics, respect, and time management.

Students will continue to improve their oral expressive skills through immersion in a variety of listening and speaking activities. In the area of word recognition and vocabulary development, students will explore a variety of spelling and pronunciation rules in decoding and deciphering unfamiliar vocabulary. Attention will also be paid to the development of fluency, speed, accuracy and prosody.

In comprehension and literature, students will continue to explore prose and poetry. Students will be guided in identifying and analysing major and minor themes and commenting on their effectiveness in evoking particular reader response. The elements of literature targeted in poetry and prose are rhythm, alliteration and setting, respectively. Students will analyse and comment on the effectiveness of the elements in a variety of texts then use the knowledge garnered to compose personal texts utilising the elements. For research and study skills, students will explore various sources of information as well as the features and ordering of information in preparing bibliographies.

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

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

Guidance for the Teacher

It must be noted that there are some areas that were dealt with in term 1 that will not be explicitly taught but must be reinforced in this unit. While there are no activities explicitly aligned to these areas, the teacher should use teachable moments to make reference to these as students continue to apply the skills acquired in these areas. For example, students should be reminded that in doing their descriptive writing, they should make reference to the descriptive techniques previously learnt. They should also be encouraged to automatically recognize words and use a range of word recognition clues to identify unfamiliar words during reading and encoding while writing.

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



Cooperative

Key Vocabulary

*positive
behaviour
adopt
kindness
honesty
loving
respectful
caring
supportive
sharing
pleasant
considerate
polite
thoughtful
motivated
cooperative
humorous
attentive
prepared
forgiving
neat
groomed
clean
patient
dedicated
achiever
fair
attitude
calm
friendly*

Focus Question: What are positive behaviours and how do I develop them?

STRAND 1: LISTENING AND SPEAKING

STANDARD 1: Students will engage in active listening and speaking for a variety of purposes, developing an understanding of how language works in different contexts and cultures, using Standard Jamaican English (SJE) and Jamaican Creole (JC) appropriately

ATTAINMENT TARGETS:

- Communicate with confidence and competence for different purposes and audiences, using SJE and JC appropriately and creatively
- Listen to, recall, understand and respond to speakers’ messages, whether implicit or explicit
- Recognise, value and make distinctions between home language and SJE to improve/acquire language and literacy competencies
- Explain and comment on speakers’ use of language, including use of SJE and JC, and their use of vocabulary, grammar and other features

Attainment Target(s)

- Communicate with confidence and competence for different purposes and audiences, using SJE and JC appropriately and creatively
- Listen to, recall, understand and respond to speakers’ messages, whether implicit or explicit
- Recognise, value and make distinctions between home language and SJE to improve/acquire language and literacy competencies
- Explain and comment on speakers’ use of language, including use of SJE and JC, and their use of vocabulary, grammar and other features

ICT Attainment Targets:



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



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

Objective(s)

Students should be able to:

- Speak with confidence using either SJE or JC and select SJE expressions and usage appropriate to register, audience and purpose;
- Using SJE and JC, participate effectively in collaborative discussions (one on-one, small groups, whole class and teacher-led) on a variety of topics;
- Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant descriptive details to support main ideas or themes;

Activity

Groups 1, 2

Guiding questions:

What are positive behaviours?

How can I develop positive behaviours?

Listen to presentation on based on the Unit theme “Adopting Positive Behaviour” made by resource person(s) from the Edna Manley School of the Visual and Performing Arts, or any other performing arts group to perform pieces in speech, poetry and drama. Ask questions of the speakers to seek clarification on aspects of the presentation.

In mixed ability groups, based on main points presented by the speakers, begin to make a list of positive behaviours and decide on ways in which they can develop those which they have not yet acquired, and why they would like to acquire these behaviours.

Make group presentations on their list of desirable behaviours stating the reasons why the behaviours are important and how they can acquire the behaviours.

List of Behaviours	Reasons why these behaviours are important	How i can aquire the behaviours
Forgiving	To get along with others even if we have differences	Each time there is a problem with someone, i can talk with the person and try to understand what went wrong and to discuss the solution and shake hands.

Listen to presentations by representatives from the Dispute Resolution Foundation (DRF), or visit the DRF. Based on their introduction to the work of the DRF and should be able to identify the major problems which cause youths to be referred to the Foundation for help. The linkage should be made between the acquisition of positive behaviours and staying out of trouble with the law.

- Listen for main ideas
- Ask questions to seek clarification

- Analyze/Process main ideas

- Use SJE structures appropriately in oral communication

- Listen for main ideas
- Ask questions to seek clarification
- Use SJE structures appropriately in oral communication

- Questions asked of the speaker are appropriate and related to the ideas being presented

- Main ideas identified and analysed

- Presentations demonstrate appropriate use of SJE to suit context and ideas expressed were sequenced logically with a main theme and supporting details

- Main ideas identified and expressed in discussion with supporting details
- Questions asked of the speaker are appropriate and related to the ideas being presented
- Presentations demonstrate appropriate use of SJE to suit context and ideas expressed were sequenced logically with a main theme and supporting details

Suggested Teaching and Learning Activities

Key Skills

Assessment Criteria

Group 1

Design a poster for the school to encourage students to acquire targeted positive behaviours that will lead to success. Present the poster to the class and describe how the message will impact students. Identify the main messages of the poster and ask questions of the presenters. Discuss the use of SJE and JC in the presentation.

Group 2 and 3

Develop a dramatic piece or write a poem that encourages students to acquire positive behaviours and to convince them of the benefits. Present the piece to the class and then the whole school. Critique the work of their peers with the aim of improving the clarity of the message before it is presented to the school. Discuss the use of SJE and JC in the presentation

ICT Integration: Have students record their presentations and upload on a class social media page.

- Design posters
- Identify main message of posters
- Comment on language use

- Create dramatic piece/poem
- Make and critique oral presentation
- Discuss the use of SJE/JC

- Posters satisfactorily developed to communicate targeted positive behaviours
- SJE and JC inputs usage in the presentations is satisfactorily discussed
- Dramatic piece/Poem created to satisfactorily reflect the promotion of positive behaviours and the impact of these behaviours
- Peer critiques are meaningful and the use of SJE and JC is appropriately addressed.

STRAND 2A: READING WITH FLUENCY AND WORD RECOGNITION

STANDARD 2: Students understand and are able to apply a wide range of word recognition and decoding strategies, as well as understand and use word meaning.

ATTAINMENT TARGETS:

- Read fluently and with appreciation
- Automatically recognize words (including basic sight word lists) through repeated exposure and mnemonic devices
- Establish a concept of print and use a range of word recognition clues, re-reading and reading ahead, to identify new words
- Develop phonological awareness and use knowledge of letter-sound correspondences in order to decode unfamiliar words

Attainment Target(s) – Unit 1

- Read fluently and with appreciation
- Automatically recognize words (including basic sight word lists) through repeated exposure and mnemonic devices
- Establish a concept of print and use a range of word recognition clues, re-reading and reading ahead, to identify new words

Objective(s) Group 1, Group 2)

Students should be able to:

- Utilise speed, accuracy and prosody in order to read grade level material fluently.
- Perform a Readers' Theatre piece
- Apply a variety of spelling and pronunciation rules in decoding unfamiliar vocabulary in isolation and in context
- Recognize and read grade-appropriate irregularly spelled words
- Work cooperatively with their peers to examine strategies used to decode and decipher pronunciation and meaning of unknown vocabulary

Use the Frayer Model for vocabulary development to carry out the following activity. Work with words and text at their instructional or independent reading level.

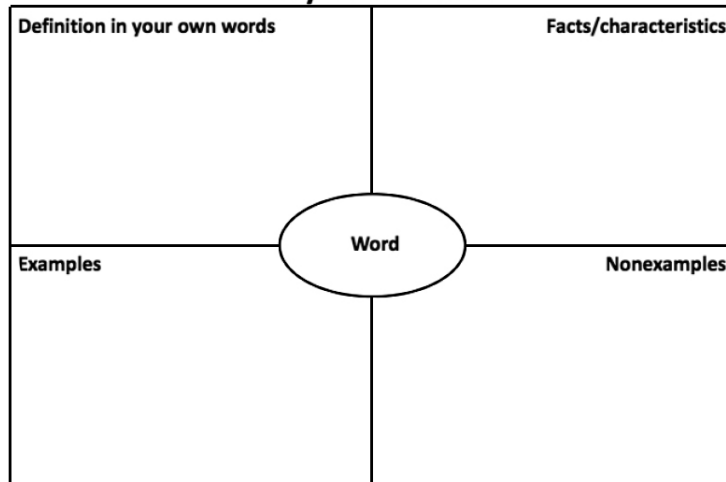
Groups 1 and 2

Use context clues to determine the meanings of words in text related to the Unit theme. Use a dictionary or online source to check the accuracy of their definition. For each word correctly defined, indicate the clues in the text that assisted them to decipher the meaning. For words in isolation, indicate the word structure clues that assisted them in understanding the word.

- Predict meaning
- Read for information
- Use context clues

- Information correctly presented using the completed Frayer Model
- Word meaning accurately predicted
- Context clues accurately used to determine word meaning

Frayer Model



Working with a Readers Theatre script based on the unit theme and using the Readers Theatre Rubric guide on the following page, practise their parts in their groups. Assist each other by listening and providing feedback. Use a recording device to record themselves and to play back for review. Use a highlighter (with a colour specific to each character) to indicate their roles in the script. Apply the same colour differentiation even where multiple roles are played by one student. Take turns in "performing" their scripts in front of the class as individual groups.

- Perform a Readers' Theatre piece
- Read with fluency and expression
- Give peer feedback

- Readers Theatre script satisfactorily read/performed
- Speed, accuracy and prosody effectively used to achieve fluency in reading

Readers Theatre Rubric

Name: _____

Individual Scores	4 - Excellent	3 - Good	2 - Fair	1 - Needs improvement
Individual scores	Student reads the script with confidence and expression, made gestures and good eye contact and used props to add to the performance	Student reads the script with same expression, gestures, eye contact and use of props	Student reads the script but had little expression, few gestures, little eye contact, or did not use props appropriately	Student had difficulty reading the script and consistently did not use expression, eye contact, or props appropriately
Cooperation with group	Student worked cooperatively with the group in all aspects of the project and shared all responsibilities and ideas well.	Student worked cooperatively with the group in most aspects of the project and shared most responsibilities and ideas.	Student worked cooperatively with the group in some aspects of the project but sometimes could not agree on what to do and wasted time	Student did not work cooperatively together with the group and could not agree on what to do. Student did not share responsibilities or ideas and wasted time
Comments				

Group Members: _____

Group Scores	4 - Excellent	3 - Good	2 - Fair	1 - Needs improvement
On-task participation	High level of active, on-task participation from all group members	Majority of group members on-task and actively participating	Moderate level of on-task work or few of the group members actively participating	Low level of active participation from majority of group members
Comments				

http://www.readwritethink.org/files/resources/printouts/30698_rubric.pdf

Activity: Irregular Words

As a whole group activity, discuss the concept of an 'irregular words' as words that are not phonetically regular although some may still have discernible regular portions. Identify words they believe to be irregular and to say why.... (e.g., enough, said, there, who).

- Decode and encode words with irregular spelling patterns
- Words with irregular spelling patterns accurately read and spelt

Suggested Teaching and Learning Activities

Key Skills

Assessment Criteria

Group 1

Using a small number of irregular words at their instructional or independent reading levels, group the words according to their spelling patterns. For example, there, where, here and chemistry, chorus, monarch, echo.

Using online and book sources, identify additional words with the same pattern and add them to the list. Highlight, circle or underline the parts of the word that are regular.

Use an online dictionary to listen to the pronunciation of the irregular word and to repeat the word.

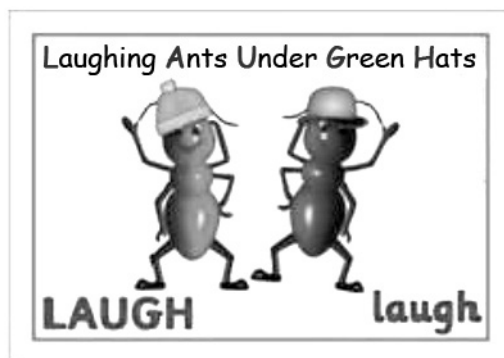
After analysing the irregular word, practise the word's spelling to remember it using strategies such as personal mnemonics and jingles.

Group 2

In small groups, conduct research on words with irregular spelling patterns. Compile a list, along with the meaning of the words, and group them according to the similarity of spelling patterns discerned in parts of these words. Analyse the patterns and develop rules for the spelling of the words using mnemonics, syllabication or picture clues. Present work in different ways; for example, create a chart with words that are commonly misspelled and highlight one or more strategies for accurately spelling these words.

- Group words with similar spelling patterns
- Conduct research
- Navigate digital content
- Create spelling mnemonics

- Words accurately grouped according to spelling pattern
- Online sources effectively used to conduct research
- Spelling mnemonics, jingles and other strategies creatively produced and effectively used to aid spelling and meaning of words.
- Spelling rules appropriately developed based on patterns recognized in parts of irregular words



Spelling Mix Ups ???

there - is an adverb meaning 'that location'.
The exit is over there.

their - is a pronoun used to show possession.
What colour is their car?

they're - is a contraction of 'they are'.
They're reading a book.

These words are homophones - this means they are pronounced the same but have different meanings.

STRAND 2B (i): READING FOR MEANING AND ENJOYMENT (Comprehension and Literature)

STANDARD 3: Students read a wide range of texts to understand the self. They read for meaning, fluency and engagement with text and critically respond to literature, the demands of society and other stimuli.

Attainment Target(s)

- 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
- Identify and comment on the structure of texts and on the language choices, grammar and techniques writers use to create an impact
- Recognize and comment on the elements of literature in its different genres (**Poetry– rhythm and alliteration, Prose– Setting**)

ICT Attainment Targets:

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



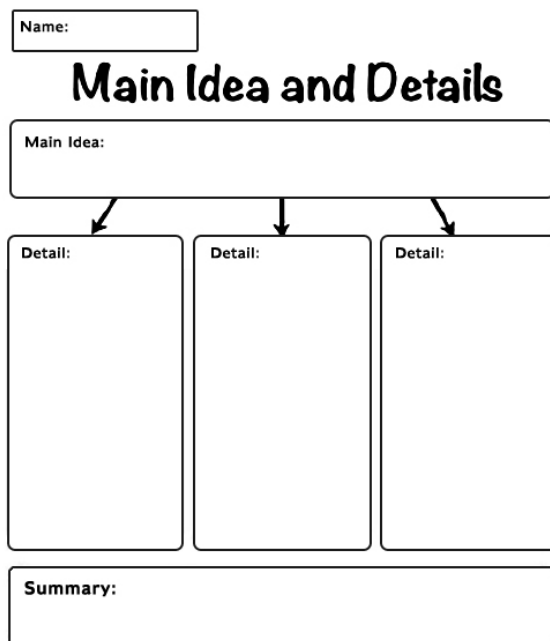
DIGITAL CITIZENSHIP - Recognise the human, ethical, social, cultural and legal issues and implications surrounding the use of technology and practice online safety and ethical behaviour.

Objective(s)- (Groups 1,2)**Students should be able to:**

- Identify and analyse major and minor themes in poetry and prose
- Read orally at the appropriate rate with proper enunciation, intonation and expression to demonstrate understanding of materials
- Analyse a variety of narrative texts to determine how the setting contributes to meaning and may impact reader response
- Infer main idea from both narrative and expository texts and provide supporting details
- Demonstrate comprehension of alliteration and practice research skills by using a variety of print and online texts to find alliterative words
- Develop a list of alliterative words and a poetry link with which to write their poems
- Create and illustrate their own poems using alliteration

Discuss the following **Essential Questions** as a whole class activity:
What is the relationship between main idea and details in a story?
How do I identify the main idea and details of the story?
How do I use topic, supporting details, and main idea to understand what I have read?

Listen to the reading of a short story and use the graphic organizer to identify the main idea and supporting details.



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CCSS.ELA-Literacy.RI.3.2 - 4.2 - 5.2

Activity – Group 1

Students arrange comic strips to tell a story.
Select comic strips from newspaper and cut out each frame.
Place them in random order
Arrange the strips in the correct order to tell the story.
Taking turns, read their story and share the main idea.
Share feedback with classmates about the main idea and supporting details used to determine the main idea.

- Identify main idea and supporting details
- Use a graphic organizer
- Listening comprehension

- Main idea and supporting details accurately identified
- Graphic organizer used to list the main idea with supporting details
- Listened to story and was able to answer details and main idea questions

- Sequencing

- Comic strip accurately sequenced

Activity – Group 2

In small groups, design a comic strip using 6 – 8 frames. Develop stories based on the Unit theme and illustrate the story. Present their creation to their classmates and ask them to determine the main idea. Discuss ideas using the details from the comic strip to support the main idea.

Activity – (Groups 1 and 2)

Select one stimulus for group work from a set of poems, lyrics, or stories related to the Unit theme (Adopting Positive Behaviours). In mixed ability groups, review poems/lyrics/story and answer questions about the theme. Specifically, discuss the ways in which the writer of the poem uses specific details (textual evidence) to depict the theme. Examine the use of a graphic organizer in extracting a theme from a literary work and provide feedback on how the use of this organizer may assist them in determining the themes of other works.

- Design comic strip paragraphs

- Adequately wrote and illustrated a comic strip and phrases

- Review literary works to determine themes
- Determine and use textual evidence
- Use graphic organizer to explore themes

- Use of textual evidence in determining themes of literary works is adequately explored through discussion
- Feedback on using graphic organizer to extract themes from literary works is meaningful.

SEARCHING FOR A THEME

Name _____

Book Title _____

Characters	Setting	Problem

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

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

Suggested Teaching and Learning Activities

Present their poem, lyrics or story orally to their classmates and then present the theme and the textual evidence to support the theme. Based on a peer critique of the evidence supplied, modify or retain the theme specified.

Activity: Alliteration (Groups 1, 2)

Peruse online or other text sources to explore the literary device 'alliteration' and then read short poems or short story extracts containing examples of alliteration.

Share and discuss examples of alliteration from these texts and then try to develop a working definition of alliteration that focuses on the sound of the initial consonant rather than on the graphic presentation of the letter: **"Alliteration is the repetition of initial consonant sounds of a word in one or more closely followed words."** Demonstrate through examples explored that alliterative words do not necessarily start with the same letter or letters; for example, "phenomenal fat fish" is an alliterative phrase. Brainstorm a list of words that use similar consonant sounds (*phony* and *full*, *cider* and *silly*, *call* and *kite*).

ALLITERATION BRAINSTORMING

Select a letter and write it in the circle. Then use the books and websites provided in class to find words that start with this letter or with a combination of letters that have the same sound (for example, fish and photo). You should have at least 10 words in each area of the chart.

Names	Places
Animals	Foods / Items

Key Skills

- Present own literary work
- Identify themes and textual evidence
- Peer critique literary work

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

Assessment Criteria

- Literary work accurately reflects specified themes as reflected by textual evidence

- The use of alliteration in poetry is meaningfully discussed.
- Poems demonstrate the effective use of alliterations

Suggested Teaching and Learning Activities

Explore the function of an alliteration in emphasizing certain words and/or in creating a specific mood. In mixed ability groups, use an Alliteration Brainstorming Sheet to develop their own alliterations.

Choose a letter and place it in the centre oval of the brainstorming sheet. Identify a list of names, places, animals, and foods or items that begin with the same sound as the letter chosen (identify at least 10 words per category). Use an online or book source to identify words related to the Unit theme.

Using each completed Alliteration Brainstorming sheet, choose one favourite item from each list and use for their poem. In their groups, write their own alliterative poems.

Illustrate poems.

Orally present poems and based on peer feedback, revise and edit work and then display in the classroom.

Key Skills

- Generate alliterative phrases
- Compose alliterative poems
- Present and critique poems

Assessment Criteria

- Alliterative phrases generated through use of Alliteration Brainstorming Sheet
- Poems are well-presented and meaningfully critiqued by peers

STRAND 2C: READING FOR INFORMATION (Study Skills and Research)

STANDARD 4: Students apply study skills and search for information using a wide range of texts on paper and on screen.

Attainment Target(s)

- 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

ICT Attainment Targets:



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

Objective(s) Groups 1, 2, 3

Students should be able to:

- Use dictionaries, thesaurus, encyclopaedia and search engines to locate information
- Formulate questions for collecting data
- Interpret, analyse and present data
- Prepare bibliography for information researched from books and other sources

Suggested Teaching and Learning Activities

Key Skills

Assessment Criteria

Groups 1, 2

Using the unit theme “Adopting Positive Behaviours”, participate in developing a questionnaire to gather information on students’ views on what they consider to be positive behaviours and how they think positive behaviours can be encouraged in the school and home settings. Use questionnaires to capture student information such as grade and gender. Use online and book sources to gather information on positive behaviours to inform the development of the questionnaire and carefully all resources used in order to develop a bibliography. Using online and other bibliographical samples, develop own bibliography

In pairs, administer the questionnaire to the general school population. Collate data collected, construct tables and charts, indicating the responses by grade and gender.

Post the results of the survey in a central location in the school and/or present at general assembly.

Uploaded results to a class social media page. Based on assignments, monitor the page and respond to posts.

- Design questionnaire
- Use ICT tools
- Prepare bibliography

- Administer questionnaire
- Produce report on data gathered

- Questionnaire designed with appropriate questions to gather data on the theme
- ICT tools effectively used to present results of survey on social media page
- Elements of bibliography correctly identified and used to prepare bibliography relevant to topic

- Questionnaire administered appropriately to school population based on agreed on guidelines
- Report on the data gathered is accurate and simple tables and charts produced

STRAND 3A: WRITING (Communication)

STANDARD 5: Students will write a wide range of text on paper and on screen for different purposes and audiences adapting their writing to create a range of effects and impact.

ATTAINMENT TARGETS:

- Use language and text forms appropriately and with imagination to create vibrant and engaging texts
 - Write well-constructed paragraphs which have linking sentences within and between them
-

Attainment Target(s)

- Develop approaches to the writing process to enable them to organize their ideas into a coherent structure, including layout, sections and paragraphs
 - Write to narrate, to persuade and for a range of transactional purposes, using SJE and JC appropriately and incorporating multi-media approaches to their writing
-

ICT Attainment Targets:

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



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

Objective(s)- Groups 1,2**Students should be able to:**

- Know and apply stages of the writing process: pre-writing, drafting, revising, editing, post writing (sharing and publishing)
- Write paragraphs with emphasis on the parts: topic sentence, supporting details and concluding sentence
- Write to narrate, persuade, inform, describe and entertain
- Use content area vocabulary in their writing
- Identify the topic, purpose, and audience for a variety of writing forms
- Identify and order main ideas and supporting details and use them to develop a structured, multi-paragraph piece of writing
- Use accurate and consistent spelling (e.g., apply phonics knowledge, spelling rules and conventions; use dictionary, online spell check and visual cues)

Students will:

Use the Writing Process Rubric like the one below and discuss the different levels of achievement at each step in the process.

Writing Process Rubric				
Score	/20			
Scores: →	1-5. Below Basic	6-10. Basic	11-15. Proficient	16-20. Goal
Steps	1	2	3	4
Planning/ Brainstorming	No or limited key words/ideas were recorded and organized on paper/organizer to support this piece of writing.	Few key words/ideas were recorded and organized on paper/organizer but lacked parts to support this piece of writing.	Numerous key words/ideas were recorded and organized on paper/organizer to support this piece of writing.	Detailed ideas were listed and highly organized on paper/organizer to support this piece of writing.
First Draft/ Rough Copy	No or limited key words/ideas were used from planning stage. No or weak organization and structure in first draft.	Few key words/ideas were used from planning stage. Beginning to show organization and structure in first draft.	Numerous key words/ideas were used from planning stage. Most of first draft is organized and structured.	All key words/ideas were used from planning stage. Additional ideas were used too. First draft is highly organized and structured.
Revise	No or limited key words/ideas were added, deleted, and/or rearranged in first draft. Details aren't specific and clear.	Few key words/ideas were added, deleted, and/or rearranged in first draft. Details are beginning to be specific and clear.	Adequate key words/ideas were added, deleted, and/or rearranged in first draft. Most details are specific and clear.	Numerous key words/ideas were added, deleted, and/or rearranged in first draft. Details are specific and clear.
Edit	<input type="checkbox"/> No or little attention to sentence structure. <input type="checkbox"/> No or little attention to spelling. <input type="checkbox"/> No or little attention to punctuation. <input type="checkbox"/> No or little attention to capitalization.	<input type="checkbox"/> Some attention to sentence structure. <input type="checkbox"/> Some attention to spelling. <input type="checkbox"/> Some attention to punctuation. <input type="checkbox"/> Some attention to capitalization.	<input type="checkbox"/> Adequate attention to sentence structure. <input type="checkbox"/> Adequate attention to spelling. <input type="checkbox"/> Adequate attention to punctuation. <input type="checkbox"/> Adequate attention to capitalization.	<input type="checkbox"/> Full attention to sentence structure. <input type="checkbox"/> Full attention to spelling. <input type="checkbox"/> Full attention to punctuation. <input type="checkbox"/> Full attention to capitalization.
Final Copy/ Publish	The final copy wasn't written correctly in best handwriting or typed correctly on a computer. Sentence fluency is poor.	Parts of the final copy were written correctly in best handwriting or typed correctly on a computer. Sentence fluency is strong in some parts.	Most of the final copy was written correctly in best handwriting or typed correctly on a computer. Sentence fluency is strong in most parts.	The final copy was written correctly in best handwriting or typed correctly on a computer. Sentence fluency is strong throughout.

Just Simply Write, 2010

Which step(s) does student need to work on? _____

Activity 1

Using the stages in the writing process, students in groups of 3 will complete the activity for each level.

Group 1: Prepare an outline for a formal thank you letter and write thank you letters thanking resource persons who visited from the Dispute Resolution Foundation, or post a thank you letter for the students who participated in the survey on "Adopting Positive Behaviours".

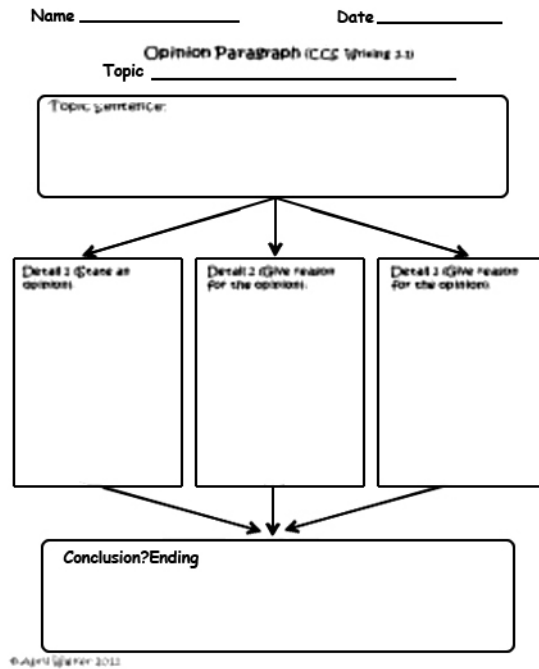
OR

Group 1: Create an advertisement to persuade persons to attend an evening of drama and poetry where they will be entertained by outstanding Jamaicans who display positive behaviours.

- Use a graphic organiser
- Use stages of the writing process
- Paragraph writing
- Use of appropriate adjectives in descriptive writing
- Graphic organiser is completed and aids in written composition
- Stages of the writing process applied in the production of the letter and descriptive essay and aid in improving the quality of the final published piece
- Paragraphs contain topic sentence, supporting details and concluding sentence
- Autobiography reflects good use of adjectives
- Letter writing (Thank you)
- The template for the thank you letter is appropriately used outlining a description of the experience and an appreciation
- Create advertisement to persuade audience
- Persuasive language is used effectively in advertisement

Group 2: Create a Visual Arts piece depicting a dramatic scene that was performed by the resource persons and write a descriptive essay describing the scene depicted.

- Use a graphic organiser



STRAND 3B: LANGUAGE STRUCTURE (Grammar and Conventions)

STANDARD 6: Students apply knowledge of language structure and language conventions including the use of SJE and JC for meaning and impact.**Attainment Target(s)**

- Use and adapt a range of sentences structures according to context, distinguishing between SJE and JC
- Write sentences which are grammatically accurate and correctly punctuated, using SJE and JC appropriately
- Use a range of punctuation correctly

Objective(s)- Groups 1, 2, 3**Students should be able to:**

- Use transitional words to edit and add clarity to their own writing and that of others
- Use the continuous tense of the verb appropriately in a range of written forms
- Apply subject/verb agreement rules to their writing

Suggested Teaching and Learning Activities**Key Skills****Assessment Criteria****Groups 1, 2**

In pairs, each composed of students of differing abilities, read an extract together. After reading, circle all transitional words as cued. Read the extract again, omitting the transitional words. Participate in a whole class discussion on the role they believe the transitional words (words omitted) played in the development of the passage. Discuss the role of transitional words and peruse a list of common transitional words. Add to the list through their own research.

Building Bridges with Transitional Words

In pairs, read a second extract that does not include transitional words. Revise the extract by inserting transitional words from the list they either created previously or identified on the word list. Once they have completed the revision of the extract, circulate the original extract and the revised extract and have their peers make comment on the impact of the transitional words. Once the transitional words inserted are appropriate to the contexts of the sentences in the extract and aid in making the writing coherent, they should be accepted.

- Assess the role of transitional words
- Extend list of transitional words

- Use transitional words
- Assess the choice of transitional words
- Assess the role of transitional words

- Role of transitional words accurately and adequately determined

- Transitional words effectively chosen and used to improve the depth and coherence of written texts

Continuous Tense

Revise the present continuous tense by reading online and other sources. Read/View an extract and do a word search for words ending in “ing” which are verb forms. Pay attention to the entire verb phrase; that is, the use of the auxiliary verb plus the main verb written in the continuous tense. Construct their own sentences in the present continuous tense based on aspects of the unit theme and present them orally.

<https://www.youtube.com/watch?v=MINIfNK6Kmo>

- Conduct word search
- Analyse verb phrase
- Construct sentences in present continuous tense

- Sentences include the appropriate use of the present continuous tense and their content is satisfactorily reflective of the unit theme

TRANSITION SETS
Adapted from *Step Up to Writing Tool 4-80A* Copyright 2008
Sopris West Educational Services

• Introduce new ideas.
• Connect key/star ideas (reasons, details, or facts).

<p>Basic Transitions Sets</p> <p>One • The other One • Another First of all • Also To begin • Next One • Equally important First of all • Next • The final One example • Another example A good example • A better example An important • An equally important A good • A better • The best To begin • Then • After that One way • Another way • A final method Initially • Then • After that A bad • A worse • The worst To begin • At the same time • Finally First of all • Besides • In addition</p>	<p>Transition Words for Showing Place or Location</p> <p>Near Outside Beside Inside On top of Behind Between Next to Across from By Throughout To the right of On the left side</p>
<p>Transitions Words for Showing Alike or Different</p> <p>Similar to Unlike Equal to On the other hand A similar Just the opposite Another Different from The same as But</p>	<p>Transition Words for Showing Time</p> <p>Before After During Later Until Then Meanwhile As soon as Sometimes</p>
<p>Transitions Words for Making a Point</p> <p>For example An example of For instance As well as In other words The most important Furthermore</p>	

Group 1

Complete a Cloze passage using the correct form of the continuous tense.

Group 2

Design a chart showing the rules governing the use of the various forms of the continuous tense with illustrations

Display their work in the classroom.

- Use a graphic organiser

- Graphic organiser is completed and aids in written composition
- Stages of the writing process applied in the production of the letter and descriptive

Using the Tense Graphic Organiser, complete 2 blank tables using their own sentences in the present and past continuous tense.

Tense Graphic Organiser: Review of the Verb Tenses

Subject (I,You...)	Helping verbs (auxiliaries)		Present sentence form of to be	Present Participle of the main verb	Rest of the sentence
1. I			am	making	a change in my behaviour.
2. He			is	teaching	his fellow students.
3. She			is	writing	an apology.
4. It			is	getting	better each day.
5. You			are	planning	a community project.
6. We			are	speaking	English.
7. They			are	helping	the elderly man.

Subject-Verb Agreement

Review the rules of subject verb agreement. Use the subject verb agreement table to do the following:

1. Read the rule
2. Read the examples of the rule in use
3. Create your own examples, paying special attention to the appropriate use of punctuation.

Rule	Example	Your own examples		
RULE 1 – A verb agrees with its subject in number.	Brianna and Tevin <u>command</u> great respect at school because of their positive attitudes.			
RULE 2 – The number of the subject (singular or plural) is not changed by words that come between the subject and the verb.	The principal, as well as his staff, ensures that students are comfortable in the school environment.			
RULE 3 – Some subjects always take a singular verb even though the meaning may seem plural. These subjects always take singular verbs: each, someone, either of anyone, neither of, nobody, one, somebody, no one, anybody, everyone, everybody	Neither of the two boys in the fight <u>is</u> from my school.			
RULE 4 – The following subjects (Indefinite Pronouns) may be singular or plural, depending upon their use in a sentence, some of, any of, all of, most of	Most of the news <u>is</u> good. (singular) Most of the heroes <u>are</u> men. (plural) All of the play <u>includes</u> scenes that show positive behaviours. (singular) All of the heroes <u>are</u> great Jamaicans. (plural)			

Rule	Example	Your own examples		
RULE 1 – Subjects joined by and are plural. Subjects joined by or, or nor take a verb that agrees with the last subject.	Paul Bogle and George William Gordon are heroes. Neither our teacher nor the principal is smiling at the rude joke. Neither the teacher nor her students are in the class.			

Review text books, newspapers, magazines or narratives. Attempt to identify as many of the rules as applied in the written works.

Find and discuss a scoring rubric. Select a topic of their choice and write 3 – 4 paragraphs. Use rubric to conduct self and peer assessment, paying particular attention to language structure/grammar.

http://www.readwritethink.org/files/resources/lesson_images/lesson401/Rubric.pdf

<https://wvde.state.wv.us/teach21/writingrubrics/>

http://wid.ndia.org/about/Documents/WID_EssayRubric.pdf

About the Unit

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

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

This unit will continue to build on students' metacognitive abilities focusing specifically on evaluating and synthesizing information read from a variety of sources. Special attention will be given to the three major steps in synthesizing information to demonstrate comprehension of written materials. For literature, the students will continue to explore the elements of prose and poetry focusing on developing and analysing the pyramid plot structure in prose and zooming in on rhythm and hyperbole in analysing and composing poems. For study skills, the unit will expose students to the intricacies of formulating research questions, preparing research outlines and making oral and written presentations on the processes engaged in, as well as their findings.

Students writing and expressive skills will be enhanced through descriptive and story writing experiences. Focused attention will be given to the three major approaches to organising descriptive pieces. Students will review story elements previously learnt and use a variety of graphic organisers to plot stories as a pre-writing activity. In doing this, students will need to pay attention to language structure focusing specifically on creating the past tense and exploring subject/verb agreement using indefinite pronouns.

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

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 not been indicated for some areas in the unit. However, the expectation is that the teacher will reinforce these skills to ensure that students continue to use them to access information, acquire meaning and express themselves effectively and appropriately.

It is important to constantly reinforce the use of legible and neat handwriting style which includes the appropriate use of upper and lower-case letters. It is also important to note that in cases where the activities give students the opportunity to practise rather than learn specific language skills, the teacher should explicitly teach rules, structures and strategies prior to these activities.



Key Vocabulary

citizen
citizenship
nation
building
nationalism
pride
heroes
justice
ideal
patriotism
born
naturalised
marriage
world
stability
laws
police
judge
lawyer
court
work
graduate
college
peace
productivity
rights
equal
access
church

Focus Question: What are my rights and responsibilities as a Jamaican citizen and how can I contribute to nation building?

STRAND 1: LISTENING AND SPEAKING

STANDARD 1: Students will engage in active listening and speaking for a variety of purposes, developing an understanding of how language works in different contexts and cultures, using Standard Jamaican English (SJE) and Jamaican Creole (JC) appropriately

Attainment Target(s)

- Communicate with confidence and competence for different purposes and audiences, using SJE and JC appropriately and creatively
- Listen to, recall, understand and respond to speakers’ messages, whether implicit or explicit
- Recognise, value and make distinctions between home language and SJE to improve/acquire language and literacy competencies
- Explain and comment on speakers’ use of language, including use of SJE and JC, and their use of vocabulary, grammar and other features

ICT Attainment Targets:



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

Objective(s)

Students should be able to:

- Speak confidently and competently to different audiences
- Formulate and ask clarifying and probing questions in response to what is heard
- Include relevant information in speech to satisfy purpose and audience
- Evaluate the appropriateness of language form selected with reference to audience, context and purpose
- Explain the techniques a speaker uses to achieve his/her purpose

Suggested Teaching and Learning Activities

Suggested Guiding Questions:

What are my rights and responsibilities as a Jamaican citizen and how can I contribute to nation building?

- *Who is a Jamaican citizen?*
- *What are the qualities of the ideal Jamaican citizen?*
- *How does peace contribute to stability and nation building?*
- *What are the symbols of Nationalism and National Pride?*
- *What role did our national heroes play in Jamaica’s development?*
- *Why is justice important in nation building?*
- *What are my rights and responsibilities as a Jamaican citizen?*
- *What can I contribute to the development of my country?*

Key Skills

- Summarise /organise information effectively
- Prepare short speech for class presentation
- Appropriately use SJE/tone/body language

Assessment Criteria

Small Group Activities

Students will

In mixed ability groups of 3 - 4 students use a guiding question as a base to gather information to respond to the question and to make an oral presentation to the class using SJE and/or JC appropriately.

Participate in a discussion of the concept of accountable talk and create an anchor chart that lists what accountable talk looks and sounds like as in the example below

Accountable Talk	
<p>Looks Like</p> <ul style="list-style-type: none"> • look at the speaker • take turns talking • positive feedback • respect your partners opinion (e.g., "I agree with and I also think...") • compromise - agree to disagree sometimes • cooperate with your group members 	<p>Sounds Like</p> <ul style="list-style-type: none"> • stay on topic • students asking questions of each other (e.g., "How do you know that?" or "Why do you think that?") • listen carefully • speak quietly • all members are participating

- Summarise /organise information effectively
- Prepare short speech for class presentation
- Appropriately use SJE/tone/body language

- Discuss ideas using guiding questions
- Make oral presentations

- Create anchor chart on accountable talk

- Speech effectively prepared and delivered using SJE appropriately.
- Rubric will assess the following:
 - how coherently and concisely students expressed ideas
 - audibility
 - appropriateness of language use
 - relevance of points presented
 - effectiveness of non-verbal communication techniques, for example shoulder shrugging
- Discussions related to guiding questions are meaningful and adequate
- Presentations are engaging and are a dequate in terms of the content to be addressed
- Anchor Charts on accountable behaviour are meaningful and useful

Each group selects a reporter who will present the findings to the whole group in the most creative way possible.

For example:

Who is a Jamaican Citizen? This presentation could be a dub poem or a short play to be interpreted by the class.

How does peace contribute to stability and nation building?

This presentation could be an article to a newspaper aimed at persuading fellow Jamaicans to be peaceful and to learn to live with each other despite our differences.

Activity

Based on the guiding question each group received for the previous activity, enact a given scenario. After each presentation, discuss and evaluate the main points presented through drama and the impact of the choice of SJE and/or JC by the actors.

Use record device to record and replay activities in order to supply meaningful feedback. For example:

1. A Jamaican man marries a woman from Germany. His wife, who now lives with him in Jamaica, wishes to become a Jamaican citizen. Present a scene in which the matter is being discussed and the process to become a Jamaican is depicted.
2. The residents of an inner-city community are having difficulty making progress due to the constant conflicts between various factions within the community. Present a scene where a community meeting is held and residents are discussing how the absence of peace and stability is affecting them and the country at large.
3. A group of angry residents from a rural community believe that the government has treated them unfairly because they have not fixed their bad roads and they are unable to get piped water. They have blocked the road in a demonstration demanding "WE WANT JUSTIS". Present the scene and the response by the government to the residents.

- Identify language forms in speech
- Compare and contrast oral language usage
- Evaluate use of language
- Manipulate digital device
- Make oral presentations
- Use SJE/JC appropriately
- Speak fluently

- The content of the dramatic pieces is relevant to the scenarios present
- Language forms used in dramatic pieces are appropriate to scenes/contexts

STRAND 2A: READING WITH FLUENCY AND WORD RECOGNITION

STANDARD 2: Students understand and are able to apply a wide range of word recognition and decoding strategies, as well as understand and use word meaning.

ATTAINMENT TARGETS:

- Read fluently and with appreciation
- Establish a concept of print and use a range of word recognition clues, re-reading and reading ahead, to identify new words

Attainment Target(s) – Unit 1

- Automatically recognise words (including basic sight word lists) through repeated exposure and mnemonic devices
- Establish a concept of print and use a range of word recognition clues to identify new words

Objective(s)**Students should be able to:**

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

Suggested Teaching and Learning Activities**Key Skills****Assessment Criteria****Students will**

Review the Unit Key Vocabulary as a whole group activity. Have students list the words in their log book. Pair students and have them read the words to their partner. Once this exercise is completed, use a word map as illustrated. Select words from the Unit Key Vocabulary and other vocabulary from text books and create sentences on sentence cards for each pair of students.

For example:

Citizen: I am a citizen of Jamaica because I was born here.

Pride: Jamaicans take pride in the fact that we have the fastest man in the world.

Ideal: The ideal Jamaican citizen should be educated, honest and hard working.

Suggested Teaching and Learning Activities

Key Skills

Assessment Criteria

In pairs, work with the “Inference with Context Clues Chart” as seen below. Write the targeted word, write the sentence given and then write what they believe the word means. Write the clues they used to guess the meaning, write the meaning and then use online and other sources, including the dictionary and the thesaurus, to check meanings. Write their own sentence using the word.

Word	Sentence using the word	Inferred meaning	Clues I used	Meaning	My own sentence

If working online, listen to the pronunciation of the word and review sentences as seen in the Cambridge Dictionary below.

- Use context clues

- Context clues appropriately used to infer meaning of words presented
- Graphic organizer used to accurately match root words, affixes and meaning

citizen

noun [C]

UK /ˈsɪt.ɪ.zən/ US /ˈsɪt.ə.zən/

B2

a person who is a member of a particular country and who has rights because of being born there or because of being given rights, or a person who lives in a particular town or city:

- The interests of British citizens living abroad are protected by the British Embassy.
- He applied to **become** an American citizen.
- The citizens of Moscow woke up this morning to find they had a new government.
- Old people are just treated like **second-class** citizens (= unimportant people).

Once the first activity is completed, begin to explore the targeted word in each case by completing a word map as seen below. Use online and other sources, including the dictionary and thesaurus, to complete the 8 boxes of the map. Locate sentences in texts related to other subject areas such as science, religious education and social studies in which the word is used.

Word Map

Name _____
Date _____

4 (synonym)

5 (antonym or "nonexample")

3 (the matching dictionary meaning)

1 (Vocabulary Word)
Page Number _____

6 (other forms of the word)

2 (sentence or phrase from the text)

8 (my very own sentence)

7 (my association, example, or sketch)

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STRAND 2A: READING WITH FLUENCY AND WORD RECOGNITION

STANDARD 5: Students understand and are able to apply a wide range of word recognition and decoding strategies, as well as understand and use word meaning.

ATTAINMENT TARGETS:

- Read fluently and with appreciation
- Automatically recognize words (including basic sight word lists) through repeated exposure and mnemonic devices
- Establish a concept of print and use a range of word recognition clues, re-reading and reading ahead, to identify new words

Attainment Target(s)

- Develop phonemic awareness and use knowledge of letter-sound correspondences in order to decode unfamiliar words

ICT Attainment Targets:



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



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

Objective(s)- Groups 1,2

Students should be able to:

- Demonstrate knowledge of syllabication rules
 - (common rules e.g., Vowel-Consonant/Consonant-Vowel/ Vowel-Consonant-Vowel)
 - Use syllabication rules to decode multi-syllabic words
 - Read multi-syllabic words in context

Suggested Teaching and Learning Activities

Review syllabication rules as a whole class activity

<http://www.readskill.com/resources/literacyskills/pdf/syllabication-tips.pdf>

Segmenting Syllables in Words

Using words with which students are familiar such as the Unit Key Vocabulary, create word cards with a word on the front and the syllable segmentation on the back.

citizen

ci-ti-zen

Key Skills

- Separate words into syllables
- Apply syllabication rules to decode words

Assessment Criteria

- Syllabication rules used to successfully separate words into syllables
- Multi-syllabic words read accurately in context

In pairs, carry out syllabication task below:

1. Place the word cards face up in a stack and have a worksheet in hand.
2. Take turns in selecting a card from the top of the stack, read it, and then say the syllables aloud.
3. Partner checks the back of the card to see if the segmentation is correct. If correct, enter the segmented word on the worksheet.

Word	Syllables
He-roes	2
ci-ti-zen	3
Pa-tri-o-ti-sm	5

4. Continue until all words and number of syllables are recorded.
5. Using a short passage which contains multi-syllabic words, do shared reading and highlight any word they find difficult. Discuss correct pronunciation of these challenging words.

STRAND 2b (i): READING FOR MEANING AND ENJOYMENT (Comprehension and Literature)

STANDARD 2: Students read a wide range of texts to understand the self. They read for meaning, fluency and engagement with text and critically respond to literature, the demands of society and other stimuli.

Attainment Target(s)

- 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
- Reflect on, and critically respond to literature and other texts, on paper and on screen
- Identify and comment on the structure of texts and on the language choices, grammar and techniques writers use to create an impact

ICT Attainment Targets:



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



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

Objective(s)

Students should be able to:

- Identify elements of fiction (plot, character, setting, conflict, and theme).
- Analyse a fiction book, locating elements of plot within that book.
- Communicate elements of plot in visual and written form.
- Analyze a variety of narrative texts and explain how the plot contributes to meaning and may impact readers' response

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

Suggested Teaching and Learning Activities

Read a short story to the class and using a story map, participate in a whole class activity to summarize the plot and describe the main character, setting, conflict, and theme of the story read to them.

Key Skills

- Summarise plot

Assessment Criteria

- Plot of story appropriately summarized

Suggested Teaching and Learning Activities


Key Skills

Assessment Criteria

Select from a range of short stories at their instructional or independent reading levels and in small groups of about 3 - 4 students from the same reading group (Group 1 and 2), complete a story map for each story read by the group members. Share story maps with the whole class and answer questions on elements represented. Display the completed maps.

- Describe story elements
- Construct story maps
- Answer questions on story elements

- Story elements satisfactorily described
- Story map accurately completed
- Presentation logically executed and reflects an understanding of story elements

Setting	
Characters	
Conflict/Problem	
Plot	Event 1
	Event 2
	Event 3
	Climax
	Resolution

Points to Note

Using a PPT presentation or Youtube video, have students view and discuss the elements of plot structure.

<https://www.youtube.com/watch?v=SvFB6XVbSAY>

<http://www.readwritethink.org/classroom-resources/lesson-plans/teaching-plot-structurethrough-401.html?tab=4#tabs>

Introduce the plot pyramid and discuss its use with the students. Work as class to create a plot pyramid for a story with which the students are familiar such as "Little Red Riding Hood" or "The Three Little Pigs". Read aloud the story to the class and diagram the plot on the board or on paper.

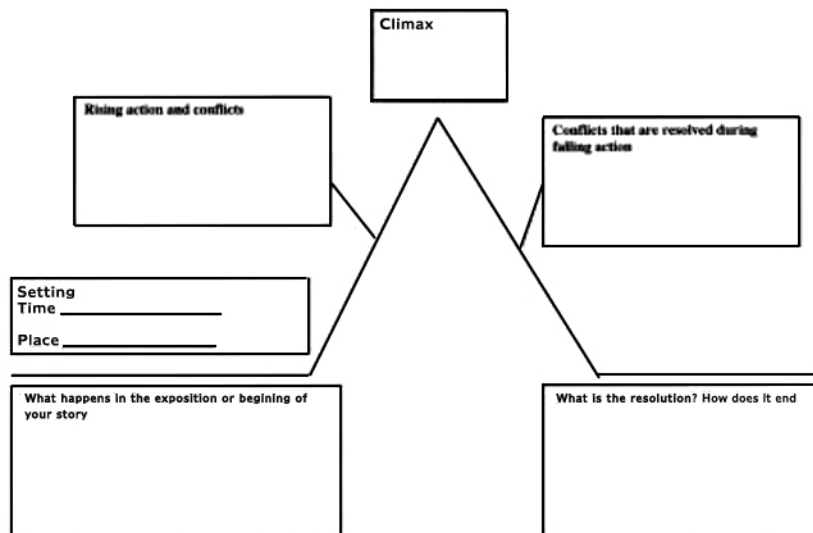
- Represent information
- Respond to peer presentations
- Navigate digital content

- Research elements of the pyramid plot structure

- Presentations include accurate content and are clearly articulated

- Graphic organizers accurately depict elements of plot

Plot Chart for Short Story



Having completed the story pyramid, review each section and make further suggestions or comments. Make connections between the plot and the conflict in the story. Review the terms “protagonist” and “antagonist”

Use specific questions to further review elements of plot; for example,

1. What is the conflict in this story?
2. How does the writer present the problem between the protagonist and antagonist?
3. What do you learn in the exposition or introduction of the story?
4. What events are included in the rising action of the story?
5. What is the climax of the story?
6. What events are included in the falling action of the story?
7. How is the conflict resolved?
8. How does the writer use suspense in developing the plot of this story?

Group 1

In small groups of 3-4 students, re-read short story and complete a plot chart by responding to the 8 guiding questions. Share the completed plot chart with the class. Discuss any differences in the presentations.

Complete a plot chart and respond to the 8 guiding questions. Share the plot chart with the class and the responses to the 8 questions. Indicate how the plot chart assisted them in developing their story.

STRAND 2C: READING FOR INFORMATION (Study Skills and Research)

STANDARD 4: Students apply study skills and search for information using a wide range of texts on paper and on screen

Attainment Target(s)

- 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

ICT Attainment Targets:



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

Objective(s)

Students should be able to:

- Prepare a research outline for a written presentation of a research project
- Give peer feedback on research outlines prepared to carry out research project
- Modify research outlines based on peer/teacher feedback
- Analyze a variety of narrative texts and explain how the plot contributes
- Share constructive feedback on research products respectfully with peers

Suggested Teaching and Learning Activities

Students will

As whole group, discuss how research questions may guide a particular research activity. Examine sample sets of research questions for topics at their level.

Groups 1, 2

In mixed ability group, randomly select one national hero/heroine. Using the unit subtheme “National Heroes”, answer the following question:

- What role did our national heroes play in Jamaica’s development?

As a whole class activity, design a list of questions to be answered on the role in the nation’s development. For example:

- Where in Jamaica did the national hero/heroine live?
- During which period did he/she make his/her contribution?
- What part did the hero/heroine play in Jamaica’s development?
- Based on his/her contribution, do you think that he/she deserved to be named a national hero/heroine and why?
- Are there any other Jamaicans that you believe should be named a national hero?

Key Skills

- Discuss the structure of research questions

Assessment Criteria

- Understanding of the role of research questions clearly articulated.

Suggested Teaching and Learning Activities

Participate in revising/editing questions suggested/written by peers by drawing on skills learnt in other strands of the language programme.

In group discussions, use a KWHL (Know, Want to Know, How I want to learn and What has been learnt) chart to assist them in planning for data collection and presentation. Review the KWHL chart and use a research paper to guide the research process.

Prepare group reports and creatively present their findings (poem, play, song etc.). Select leaders to make the presentations to the class.

Groups 1, 2

Character Traits of National Hero

For each national hero being researched, complete a character trait organiser for display. Mount the charts and move from station to station reading the information posted in order to make notes for discussion.



Key Skills

- Formulate research questions
- Use KWHL chart information
- Work collaboratively
- Present research findings
- Use ICT tools to gather

Assessment Criteria

- Research questions appropriate for the purpose of the research
- Questions satisfactorily revised and accurately edited.
- KWHL chart appropriately used to assist in organising the research
- Report presented includes adequate details in response to the questions
- Performing arts effectively used in group presentations to convey clear understanding of information gleaned
- ICT tools effectively used to gather information

STRAND 3A: WRITING (COMMUNICATION)

STANDARD 5: Students will write a wide range of text on paper and on screen for different purposes and audiences adapting their writing to create a range of effects and impact.

ATTAINMENT TARGETS:

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

Attainment Target(s)

- 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
- Write well-constructed paragraphs which have linking sentences within and between them

Objective(s)

Students should be able to:

- Develop descriptive writing skills by using adjectives and descriptive phrases
- Plot stories using a variety of graphic organisers
- Use words skillfully to create particular mood/atmosphere
- Compose descriptive pieces

Suggested Teaching and Learning Activities

Key Skills

Assessment Criteria

Descriptive Writing

Points to Note

Discuss the following questions to begin the lesson:

- What is a description?
- When do we describe things?
- What are some of the reasons that we describe things?
- What are some of the words we use to describe things?
- Use these questions to initiate a student-driven review and discussion of describing words, and descriptive writing.

- Identify descriptive language
- Group discussion
- Use words to convey mood
- Describe artwork

- Discussions indicate adequate understanding of the effective use of descriptive language
- Multi-syllabic words read accurately in context

Students will

As a whole group, look at a picture of a scene and using Sensory Activator Chart, generate words (adjectives, nouns, adverbs) and ideas (images, emotions) for description. For example

Sights	Smells
Textures	Tastes
Sounds	Emotions/Feelings

Suggested Teaching and Learning Activities

Participate in developing a model for extracting and using words/ ideas generated to formulate sentences and paragraphs.

In ability groups, select and use pictures to develop descriptive pieces, following the steps modelled in the whole group session.

Developing Stories

View the art works of famous Jamaican artists such as Barrington Watson, in order to extract details and to share their ideas on the possible stories they see in these works. Respond to questions related to artwork such as

- How does the title assist you to understand the painting?
- What kinds of colours do you see? Are they dark, light, bright?
- How are the people dressed?
- Where do you think the people are and why?
- What are the people doing?
- How does this painting make you feel when you look at it?
- What story appears to be represented in this painting?

In small groups based on their reading level (Group 1 and 2), examine a piece of artwork by responding to specific questions. Prepare and discuss the use of a graphic organiser such as the 5 W's and H web and use the graphic organiser to assist in structuring a simple plot about the painting. In addition, complete a 5 W's and H table by designing questions based on the painting they have. Create four to six questions in each box. For example:
Kas Kas by Barrington Watson

Key Skills

- Use a graphic organizer to plan a descriptive essay
- Compose descriptive essay

- Respond to stimulus
- Generate ideas for writing

- Compose plots
- Develop stories

Assessment Criteria

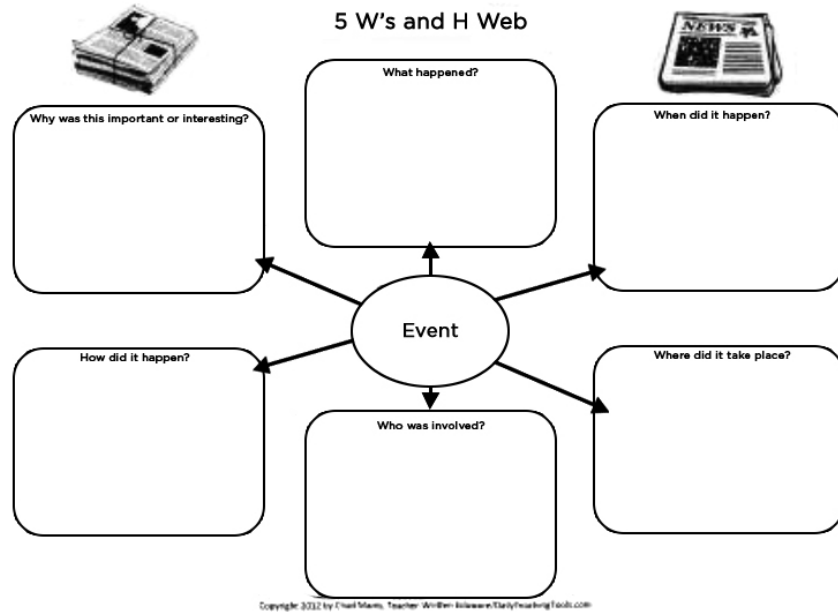
- Ideas generated are meaningfully used to develop descriptive sentences/paragraphs
- Descriptive pieces developed by groups appropriately follow the model used in whole group session and are satisfactorily done

- Graphic organizer used to generate and organise ideas related to artwork
- Stories are interesting and sufficiently linked to artwork viewed and analysed



© Barrington Watson

Who	What	Where
Who is in the kas kas? Who is pointing? Who has the baby? Who is carrying the water? Who appears to be upset?	What are to women doing? What should they be doing What are they arguing about? What are they wearing on their feet? What are they wearing on their head? What do the hands on the hips mean?	Where are the women? Where are they from? Where are they going? Where should they be going? Where else it cannot be done? Where is the baby?
When	Why	How
When did they go to catch water? When is it usually done? When in history did this take place? When are they going home? When is the bucket going to be filled? When is the woman with the bucket on her head going home?	Why are the women arguing? Why are so many women assembled here? Why are there no men at the standpipe? Why are some women's legs spread apart? Why is the kas kas taking place there? Why is one woman pointing?	How did they get there? How is catching the water being done? How should it be done? How are they getting home? How long have they been there? How can the problem be resolved?



Use ideas generated to develop story plots and use these plots to develop stories in follow-up class sessions).

STRAND 3B: LANGUAGE STRUCTURE (Grammar and Conventions)

STANDARD 6: Students apply knowledge of language structure and language conventions including the use of SJE and JC for meaning and impact.

Attainment Target(s)

- Use and adapt a range of sentences structures according to context, distinguishing between SJE and JC
- Write sentences which are grammatically accurate and correctly punctuated, using SJE and JC appropriately
- Use a range of punctuation correctly

ICT Attainment Targets:



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



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

Objective(s)

Students should be able to:

- Use the past tense form of verbs appropriately in a range of written forms
- Identify and use correct subject-verb agreement for singular and plural indefinite pronouns
- Identify and use correct subject – verb agreement for uncountable nouns
- Construct simple and compound sentences which incorporate correct subject –verb agreement for singular and plural forms of indefinite pronouns
- Navigate digital content to locate information about the three organisational strategies used to organise descriptive pieces.

Suggested Teaching and Learning Activities

Key Skills

Assessment Criteria

Read the article on the book by Charles Hyatt “When Me Was a Boy” to the class. If there is access to the book, read sections of the book. Discuss aspects of their own lives while growing up in Jamaica. Write their responses on the board or chart paper



Guiding Questions:

- What is the earliest experience you remember from your childhood?
- Did you ever visit different parishes in Jamaica?
- If yes, where and who did you visit?
- What is the happiest memory you have from your younger years?
- What do you remember about Jamaica from your younger years?

Students will

Review the past tense as a whole class activity. Using the responses to their question, indicate what the verbs are in the sentences on the board or on chart paper. Underline the verbs. Discuss what tense is used in the sentences and how they know they are past tense verbs.

Review rules for the use of past tense, based on the activity just completed. Complete a chart which describes how the past tense is used and when, and include a sentence using the past tense. Compare and contrast past tense structures with present tense structures such as simple past tense and simple present tense, past continuous and present continuous and past perfect and present perfect. Use a verb tense chart based on Azar to examine verb tense represented on a diagram.

- Identify past tense (simple, past progressive)
- Discuss past tense rules in text
- Use the past tense in oral and written language

- Past tense use accurately identified in newspaper article
- Discussion of the rules for forming the past tense using 'ed' and 'd' logically conducted
- Past tense used appropriately in oral and written language

	Simple	Continuous
Present	Simple form of verb or -s form	<i>am/is/are</i> + simple form+ -ing
	<i>I study English every day.</i> <i>He studies English every day</i>	<i>We are studying English this year.</i>
Past	Past form (simple form + -ed)	<i>was/were</i> + simple form+ -ing
	<i>I studied English in school</i>	<i>She was studying English when the phone rang.</i>
Present perfect	<i>had</i> + past participle	
	<i>They have studied English before.</i> <i>He has studied English since 1998.</i>	<i>She has been studying English for ten years.</i>
Past perfect	<i>had</i> + past participle	<i>had+been</i> + simple form+ -ing
	<i>She had studied English long before she got a new job.</i>	<i>He had been studying English for two years before the test.</i>

Verb Tense Chart based on Azar

<p>simple present I study every day. <i>(habitual action – past to present to future)</i></p>	<p>present continuous I am studying right now. <i>(action began in past, may continue into future)</i></p>	<p>present perfect I have studied Chapter 1. <i>(past action with indefinite time span)</i></p>
<p>simple past I studied last night. <i>(action completed in the past)</i></p>	<p>past continuous I was studying when you called. <i>(action begun in past, implies possible continuation after second past event)</i></p>	<p>past perfect I had studied drawing before I began to study painting. <i>(past action completed before second past action)</i></p>

Chart adapted from Betty S. Azar, Understanding & Using English Grammar, Prentice-Hall, Inc.: Englewood Cliffs, NJ, 1981, pages 74-77.

In a whole class discussion, use a brainstorming web/PPT Presentation/YouTube video to discuss subject-verb agreement. In small groups of 3 students, cut the following rules of subject-verb agreement table (or any of your choice) into strips with only one rule on each strip. Distribute one strip per group

Use the rule as a guide to peruse online and other sources to identify further information and examples related to that rule. Develop their own sentences and present newspaper/magazine clippings with the rule demonstrated, develop mnemonics, write a poem, contrast the rule with Jamaican Creole, or any creative way in which they choose to present the rule. Produce an anchor chart for display as seen below:

<p>1. A verb must agree with its subject in number. Ex: A book is on the table. My books are on the table.</p>
<p>2. The number of a verb does not change when one or more phrases come between a verb and its subject. Ex: The box of grapes from Saratoga Farms was delivered today.</p>
<p>3. The words here, there, and where are not subjects. The introduce a sentence in inverted order. The verb must agree with the subject of a sentence. Ex: Here is the package of letters.</p>

- Apply correct - verb agreement
- Rules for subject-verb agreement accurately applied in oral and written language
- Anchor chart accurately completed with the rule governing the type of subject-verb agreement accurately portrayed
- Distinguish between JC and SJE structures for subject-verb agreement
- Distinction made between JC and SJE rules of subject-verb agreement in oral and written language
- Write simple sentences
- Simple and compound sentences accurately constructed and reflect correct subject-verb agreement of pronouns used in both singular and plural forms
- Write compound sentences

<p>4. A singular verb must be used with the singular indefinite pronouns <i>each, neither, either, anyone, everyone, no one, someone, anybody, everybody, nobody, somebody, anything, everything, nothing, and something</i>.</p> <p>Ex: <u>Neither</u> of the houses is worth much. <u>Everyone</u> is bringing his own car.</p>
<p>5. A singular verb must be used with the pronouns <i>all, none, most</i> and <i>enough</i> if they mean how much; a plural verb if they mean how many.</p> <p>Ex: <u>Some</u> of the planes are ready. <u>Some</u> of the food is delicious.</p>
<p>6. Some subjects, although they appear plural, are singular in meaning and take a singular verb.</p> <p>Ex: The <u>news</u> seems more and more depressing everyday. <u>Measles</u> is the only childhood disease i haven't had.</p>
<p>7. A singular verb is generally used after works denoting an amount (time, money, measurement, weight, volume).</p> <p>Ex: <u>Three weeks</u> is a long vacation. <u>Two weeks</u> was all the vacation he got.</p>
<p>8. A singular verb is generally used after a collective noun. If the individuals of a group act separately, however, a plural verb must be used.</p> <p>Ex: The <u>jury</u> was out an hour only. The <u>team</u> have received their letters.</p>
<p>9. When the conjunction <i>and</i> connects the parts of compound subjects, the verb is generally plural. However, if the subject is preceded by <i>each, any, or every</i>, the verb will be singular.</p> <p>Ex: My <u>mother</u> and <u>father</u> are old. Each <u>mother</u> and <u>father</u> was recognized at the meeting.</p>
<p>10. When the conjunction <i>or, nor, either...or, or neither... nor</i> connect the parts of a compound subject, the verb will agree with the subject closer to it .</p> <p>Ex: <u>Either rain</u> or <u>snow</u> is falling all over the state. <u>Neither titles</u> nor <u>honors</u> are everlasting. <u>Neither</u> the <u>general</u> nor his <u>men</u> are at the fort. <u>Either apples</u> or the large <u>orange</u> is for Jack.</p>

Review simple and compound sentences and integrate the use of simple and compound sentences when writing sentences for each subject-verb agreement rule.



NSC

LANGUAGE & LITERATURE

GRADE 7: TERM 3

About the Unit

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

As in previous units, students will read literature closely alongside informational texts focusing on the use of concept maps to extract important concepts as well as the use of various strategies to derive the writer's purpose. The Unit also allows students to explore the plot structure of narratives.

The module pays keen attention to the fluent use of SJE and JC registers and styles in terms of purpose and audience. In addition, the Unit intentionally incorporates Guidance, Physical Education and Food and Nutrition themes to support potential interdisciplinary connections to this compelling content. These intentional connections will allow students to acquire age appropriate language skills through inquiry, evaluation and creative thinking in an effort to develop autonomous learners..

Guidance for the Teacher

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

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



Key Vocabulary

recreation

health

nutritious

diet

rest

meal

balanced

games

exercise

sleep

sport

activity

benefits

diseases

entertainment

relaxation

physical

mental

lifestyle

habit

safety

staples

wellness

Focus Question: What are some recreational activities in which I can be engaged?

What are the factors that contribute to my physical and emotional health, and how can I ensure a healthy lifestyle?

STRAND 1: LISTENING AND SPEAKING

STANDARD 1: Students will engage in active listening and speaking for a variety of purposes, developing an understanding of how language works in different contexts and cultures, using Standard Jamaican English (SJE) and Jamaican Creole (JC) appropriately

ATTAINMENT TARGETS:

- Listen to, recall, understand and respond to speakers’ messages, whether implicit or explicit
- Recognise, value and make distinctions between home language and SJE to improve/acquire language and literacy competencies

Attainment Target(s) – Unit 1

- 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

ICT Attainment Targets:



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



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

Objective(s) – Groups 1, 2

Students should be able to:

- Speak confidently and fluently, avoiding the use of speech fillers, nonlexical utterances, excessive breaks, false starts and repaired utterances
- Use a mix of SJE and JC where appropriate and effective
- Use language techniques including repetition and rhetorical questions for effect
- Respond to the appropriateness of diction for audience and purpose
- Discuss the effects of techniques a speaker uses to achieve his/her purpose
- Ask clarifying/probing questions
- Expand ideas where appropriate
- Discuss the function(s) of different language forms in speakers’ presentations

Suggested Teaching and Learning Activities

Students will

Use Think-Pair-Share teaching strategy to brainstorm behaviours that portray positive emotional health. These are behaviours that indicate a healthy balanced lifestyle. Present responses on chart paper or board for whole class sharing.

Use an appropriate thinking map to classify the responses into three categories: Healthy Eating, Physical Activity, and Emotional Health.

Interview a successful student athlete who displays a healthy lifestyle

Students will

- Suggest an appropriate student interviewee within the school or community.
- On chart paper, brainstorm a number of questions to be posed to the athlete regarding the following – mentors/support system, practices/routines and the impact of these on the success experienced. Use this information as an anchor chart for the rest of the activity.
- Work in small mixed ability groups to organise questions according to focus and use these to develop an interview schedule. Examples of questions:
 - Who in your life influences the way you make healthy choices?
 - What things do you avoid that make you sad or unhappy?
 - What do you do to relax?
 - How do your habits/routines help you to be successful?
- Request permission of the guest to record the interview. Conduct interview with student athlete using a student volunteer/appointee as interviewer.
- Using Interview schedule as a guide, listen for specific information and take brief notes of critical points
- At the end of the interview, thank the guest and complete the Interview Report Form

Key Skills

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

- Use SJE/JC appropriately
- Listen for information
- Formulate and ask questions
- Speak fluently
- Assume roles
- Record presentation
- Work collaboratively

Assessment Criteria

- Ideas effectively generated and organised
- SJE language structures used confidently and fluently in oral presentation

- Questions are relevant and useful and appropriately organised according to their focus

Sample Interview Report

Name: _____ Interviewee: _____ Why does he/she lead a healthy balanced lifestyle? _____	Explain how he/she builds a healthy balanced lifestyle. Healthy Eating: Physical Activity: Emotional Health:
Explain how each of the following influences how interviewee builds his/her positive behaviours. Family: Friends: Media: Other:	List some things you will use or do to promote your personal positive behaviours. Ex. How to feel good about myself; things to avoid

- Share their reports with the class.
- Edit the video and upload it on the class' social media page

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

- Relevant content effectively and confidently presented in simulated interviews using persuasive devices
- Presentations were confidently presented in SJE

Factors that influence Healthy Emotional Lifestyle**Students will:**

At mixed ability discussion tables, talk with their peers about ways in which their behaviours have been influenced by famous people and others they consider to be role models. Reflect on the appropriateness of their choices based on the impact of their choices on their behaviours. Address matters such as dress, language, food, attitudes. Appoint a moderator to ensure that discussion is conducted orderly, allowing each person a chance to share or clarify or extend ideas. Communicate ideas clearly and fluently using language forms appropriately; for example, JC to provide authentic examples relevant to experiences and SJE to communicate general information. Ask probing/clarifying questions.

- Speak fluently
- Discuss factors that contribute to a healthy lifestyle
- Ask probing/clarifying questions

- Ideas communicated clearly and experiences meaningfully discussed in an orderly fashion.
- Language forms used appropriately
- Probing/Clarifying questions are effectively used in the discussions

Suggested Teaching and Learning Activities

- Perform a self-assessment of strategies that student can use to make healthy choices. Headings could include the following:
 - a) A health-related scenario/situation recently encountered
 - b) Strategies to deal with the scenario/situation
 - c) Strategies for Future Use
- Share their self-assessment with class.

Simulate aspects of talk shows with which they are familiar, including information they have learned about healthy lifestyles. Presentations should appropriately demonstrate the use of SJE or a mix of SJE and JC.

In mixed ability groups, brainstorm the unhealthy practices in their communities that they have observed. Categorise responses into: – problem, who is responsible and solution. Create anchor charts to include pictures/illustrations, and to make oral presentations to the class.

Key Skills





- Listen attentively
- Apply knowledge grasped
- Perform creative pieces using SJE/ JC

- Speak clearly with awareness of audience
- Use SJE to articulate concerns
- Apply conversation skills
- Present dramatic presentation

Assessment Criteria

- Simulations adequately include information learnt about healthy lifestyles and effectively demonstrate the appropriate use of SJE/JC.

- SJE structures and good oral communication skills effectively used to present ideas and to respond to presentations.

Problem	Who is responsible	Solution
Poor garbage collection 	Parish council 	Increased number of collections per week
Community infected with mosquitoes 	Members of Community Ministry of Health	Community meetings to decide on actions to be taken. Inform MOH so they can send team to do fogging 

Write a letter to the appropriate agency to assist with the problem. Read the letter to the class to be critiqued and improved. Research to find the email addresses for the persons who should receive the letter of concern and send it off using their class email address.

Engage in role play and receive the letters and make an oral response to the citizens.

STRAND 2A: READING WITH FLUENCY AND WORD RECOGNITION

STANDARD 2: Students understand and are able to apply a wide range of word recognition and decoding strategies, as well as understand and use word meaning

ATTAINMENT TARGETS:

- Establish a concept of print and use a range of word recognition clues, re-reading and reading ahead, to identify new words
- Develop phonemic awareness and use knowledge of letter-sound correspondences in order to decode unfamiliar words

Attainment Target(s) – Unit 1

- Read fluently and with appreciation
- Automatically recognize words (including basic sight word lists) through repeated exposure and mnemonic devices

Objective(s) – Groups 1, 2

Students should be able to:

- Recognise and read words accurately and fluently in isolation and in context (high frequency words, monosyllabic and multi-syllabic words).
- Use syntactic cues such as word order, language patterns, and grammar to decipher or determine unfamiliar/missing words
- Use context clues to extract and clarify word meanings

Suggested Teaching and Learning Activities

Key Skills

Assessment Criteria

Groups 1

Students will

Read sentences and/or listen to sentences read and use syntactic clues to help them determine the most appropriate word based on either word order, language and/or grammar. For example:

Fewer sugary drinks and a more active ----- will help me achieve my ideal weight.

Ans. – lifestyle, routine

A ----- life does not only mean lots of money and physical assets.

Ans. satisfying, successful, fulfilling

- Identify the use of syntactic clues
- Discuss syntactic clues

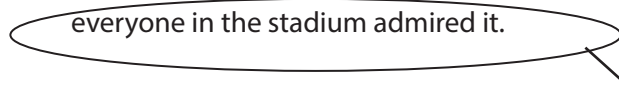
- Logical discussion on the processes involved in decoding/deciphering unknown/unfamiliar vocabulary using syntactic clues

Group 2**Students will**

1. Provide students with sentence strips containing positive statements. Have class read sentence strips aloud, underline unfamiliar word in each sentence, and circle the phrase that helps to find the meaning of the word in each sentence.

For example:

Mary's black, green and gold dress looks so unique that



Unique = special

context clue

2. Encourage students to draw on previous knowledge along with phonetic skills to help decode unfamiliar words. Use a dictionary to confirm word definition. Then, use unfamiliar words in sentences. Underline unfamiliar word.

Read cloze passages set at independent or instructional reading levels and complete the sentence with an appropriate word that requires the application of certain skills being reinforced (for example, the use of inflectional endings).

Group 1

In small groups of 3-4 students, select 6-10 sentences from text books, magazines and/or newspapers. Make sentence strips and cut them in two, with one section containing the subject and the other the predicate. Once completed, exchange sentence parts with other groups and attempt to put the sentences together to make sense.

The angry crowd > yelled at the footballer who missed the penalty.

Group 2

In small groups, compose 2-3 paragraphs using the Unit theme vocabulary. Select words to omit and replace with a line where the word is omitted. Place the words omitted on cards and create additional word cards as distractors. Exchange paragraphs and word cards and attempt to complete the passage using the correct words.

- Use syntactic clues to supply unknown words
- Work collaboratively
- Use syntactic clues to derive meaning

- Cloze passage accurately completed using syntactic clues
- Syntactic clues effectively used to accurately complete story

STRAND 2B (i): READING FOR MEANING AND ENJOYMENT (Comprehension and Literature)

STANDARD 3: Students read a wide range of texts to understand the self. They read for meaning, fluency and engagement with text and critically respond to literature, the demands of society and other stimuli.

ATTAINMENT TARGETS:

- Use deduction and inference to interpret information and ideas and to predict outcomes
- Reflect on, and critically respond to literature and other texts, on paper and on screen

Attainment Target(s) – Unit 1

- Read for meaning, fluency and enjoyment of texts, using a variety of clues to gain information and identify ideas and events
- Identify and comment on the structure of texts and on the language choices, grammar and techniques writers use to create an impact
- Literature: Recognize and comment on the elements of literature in its different genres

ICT Attainment Targets:

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

Objective(s) – Groups 1, 2**Students should be able to:**

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

Activity:**Fact and Opinion: Preparation for Lessons on Metaphors****Students will:**

Review the difference between a fact and an opinion. They will give examples of both.

- A fact is a statement that can be proven true or false. Students should understand that we cannot argue a fact.
- An opinion is a statement that expresses a belief, value or feeling. It cannot be proven true or false. Students should grasp the concept that different people have varying opinions on any given topic or idea.

Read an article about making positive decisions/choices. Assist the students to identify two interesting statements in the article. Illustrate the statements side by side on the board. Write a title/caption for each illustration and determine which statement is a fact or an opinion.

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

- Metaphor in poetry correctly identified and analysed

Group 1

In small groups study a selected photograph or picture. Use a graphic organizer to arrange four statements about the pictures into fact or opinion. Then, explain how they know the category.

Fact:	How do I know this statement is a fact?
Opinion:	How do I know this statement is an opinion?

Group 2**Students will:**

Read given sentences related to the theme, "Recreation and Health". Use similar graphic organizers as Group 1 to organize the statements into fact and opinion. Explain briefly how they arrived at the categories.

For example: All track and field stars are from Jamaica. (False)

Metaphors

Review metaphors and discuss how metaphors indirectly communicate opinions on particular concepts and/or subjects.

Word association activity:

- Review nouns
- Students write a variety of nouns on a slip of paper (teacher supplies a few interesting and unique ones as well)
- Place all the slips of paper in a hat or bag.
- Select one noun from the bag and have a student select one as well
- Students tell various ways how the two nouns are alike
- Write a metaphor

Example:

feet and cement blocks:

heavy, scared, shaking, trembling, move slowly, dragged, movement

Metaphor: Tony's feet were cement blocks as he tried to investigate the noise he heard in the cellar.

- Solicit responses from the students on the effect of the metaphor on the senses.
- Do several examples until students understand the concept

Students conduct online and book searches for poems that use metaphors and present them to the class. Share the effects the metaphors have had on them. Include poems written in Jamaican Creole which are a rich source of metaphors.

- Refer to previous lessons on identifying facts and opinions.

Suggested Teaching and Learning Activities

Key Skills

Assessment Criteria

Acrostic: Students write Author's Purpose on a piece of paper in the following format. Then they write a word or phrase that tells something about the topic beginning with each letter. Share with a partner followed by whole class sharing.

A
U
T
H
O
R
'S

P
U
R
P
O
S
E

Read a novel to the class dealing with someone influential who has impacted their community, country or the world. As you read, ask leading questions to solicit answers that reinforce the form of writing. Example:

- Did the author try to make you laugh? (entertain)
- Did the author try to teach you something? (inform)
- Did the author try to get you to believe something? (persuade)

Select appropriate titles from newspaper and magazine articles and have students determine how the title predicts the author's purpose for writing the article. Provide students with several forms of writing and have them work in small groups to state the author's purpose and explain their answers.

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

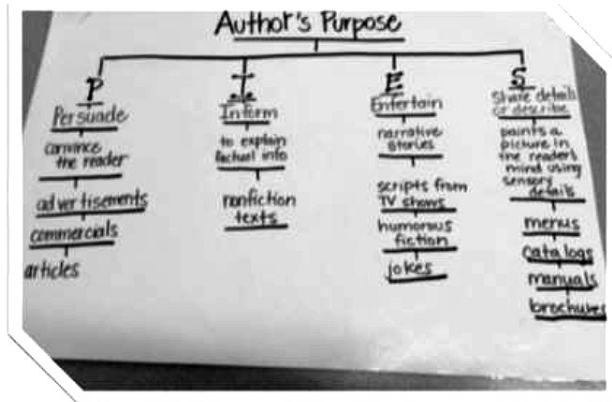
- Writer's purpose accurately inferred.
- Writer's purpose correctly classified using given categories.

Suggested Teaching and Learning Activities

Key Skills

Assessment Criteria

As a whole group activity, review attributes of different types of writing and have students in small groups complete a thinking map (tree map for classifying).



Select a brief text and model using a checklist of questions to determine the author's purpose. Using the checklist, have students answer questions (yes or no) and then decide on the author's main purpose in writing. They must identify the details in the written work which helped them to make a decision about the purpose.

In pairs, read a selection of texts and use given or other checklists to help them determine the author's main purpose in each text. Present findings, providing justification from the results of the checklist.

YES	NO	
<input type="checkbox"/>	<input type="checkbox"/>	Do you think the people in the story really exist?
<input type="checkbox"/>	<input type="checkbox"/>	Did you learn specific facts from the story?
<input type="checkbox"/>	<input type="checkbox"/>	Does the author tell you what to do?
<input type="checkbox"/>	<input type="checkbox"/>	Does the author try to make you believe anything?
<input type="checkbox"/>	<input type="checkbox"/>	Does the story have interesting characters that make you want to know more about them?
<input type="checkbox"/>	<input type="checkbox"/>	Does the author get you to enjoy what the characters say and do?
<input type="checkbox"/>	<input type="checkbox"/>	Does the author explain something or make something easier to understand?

<http://teacher.scholastic.com/lessonrepro/reproducibles/litplace/r980417d2.htm>

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

- Attributes of various kinds of writing accurately researched.
- Checklist appropriately developed and effectively used to identify author's purpose.
- Clues indicating author's purpose accurately identified.

Before Reading

- ✓ What does the title tell me about the author's primary purpose for writing?
- ✓ What can I learn about the author's purpose from chapter titles, section heads, or other text features?
- ✓ Is the author most likely writing to inform, to entertain, to persuade, to express, or to describe?
- ✓ Is there another reason the author has for writing? Does the author have a secondary purpose?

During Reading

- ✓ Does this look like material I will want to read slowly or quickly?
- ✓ Was I right about the author's reasons for writing? What evidence supports this?
- ✓ If I need to rethink author's purpose, what new evidence tells me this?

After Reading

- ✓ How well did the author accomplish his or her purpose? What evidence supports my opinion?
- ✓ If I was writing about this subject, what other approaches might I take?

<http://www.roberson.k12.nc.us/cms/lib6/NC01000307/Centricity/Domain/5211/Determine%20Authors%20Purpose.pdf>

In ability groups, read and discuss customized handouts on the elements of plot structure - the problem/conflict, exposition/story introduction, rising action, climax, falling action and resolution. – and on the role of suspense in the plot structure.

Participate in whole group discussion on plot structure. Use this information to contribute to the analysis of a narrative text.

In ability groups develop their own plot structure plans and then use these to construct simple narratives.

In pairs, based on reading levels, read a novel related to the unit theme and watch its related movie enactment. Discuss its plot structure and outline this either graphically, in note or narrative form. Join with other pairs who have read the same novel and viewed its enactment. Compare notes or illustrations and discuss the plot structure, noting gaps or strengths.

STRAND 2C: READING FOR INFORMATION (Study Skills and Research)

STANDARD 4: Students apply study skills and search for information using a wide range of texts on paper and on screen

Attainment Target(s)

- 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

ICT Attainment Targets:



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

Objective(s) – Groups 1, 2

Students should be able to:

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

Suggested Teaching and Learning Activities

Key Skills

Assessment Criteria

Points to Note

Understanding Me: Learning Styles Inventory

Use learning styles inventory to score and interpret their learning styles. Use this information in the development of their study skills strategies flier.

<http://www.helpteaching.com/tests/288998/learning-styles-questionnaire>

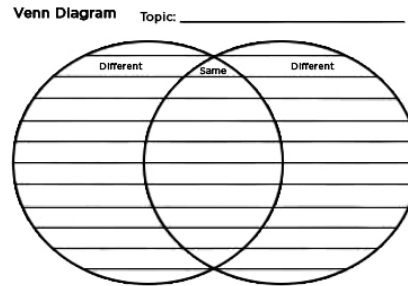
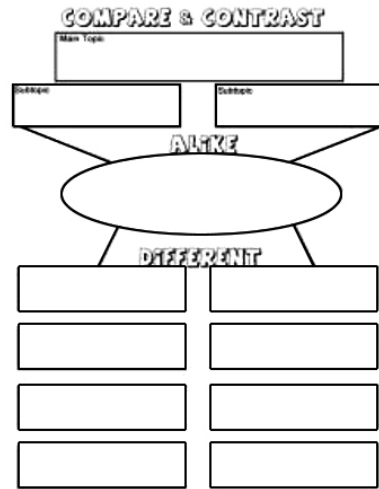
Students will:

In mixed ability groups of 3-4 students, research ways to use study skill strategies to develop effective study habits using online and offline sources such as PPT, videos and different search engines and create a strategies flier. Using visual aids, make presentations of their fliers to the class. Review each flier and upload contents to the class' social media page.

Review different types of 'compare and contrast maps' that were previously introduced to students. They will select their favourite maps and use it to compare and contrast characters from a story they have read.

- Work in groups
- Locate information
- Develop strategies fliers
- Create/collect and use visual aids
- Develop/source concept maps
- Compare/contrast information
- Discuss ideas

- Information adequately researched and discussed in groups
- Fliers appropriately outline effective study habits and strategies
- Visual aids appropriately chosen and effectively used to enhance presentation.
- Concept map appropriately chosen and effectively used in comparisons.
- Information in concept maps meaningfully discussed and justified.



STRAND 3A: WRITING (COMMUNICATION)

STANDARD 5: Students will write a wide range of text on paper and on screen for different purposes and audiences adapting their writing to create a range of effects and impact.

Attainment Target(s)

- Develop approaches to the writing process to enable them to organize their ideas into a coherent structure including, layout, sections and paragraphs
- Write to narrate, to persuade and for a range of transactional purposes, using SJE and JC appropriately and incorporating multi-media approaches to their writing
- Use language and text forms appropriately and with imagination to create vibrant and engaging texts
- Write well-constructed paragraphs which have linking sentences within and between them

ICT Attainment Targets:



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

Objective(s) – Groups 1, 2

Students should be able to:

- Write with increasing competence in Standard Jamaican English using appropriate structures and mechanics
- Establish a distinctive voice in their writing appropriate to the subject and audience
- Use knowledge of descriptions to write interesting stories which are based on given themes
- Reflect on their own writing processes and experiences using tools such as journals, portfolios, blogs, etc.

Suggested Teaching and Learning Activities

Students will:

Review transitional words and phrases, descriptive writing using sensory details and adjectives. Select and discuss a descriptive writing rubric that the members of both Groups 1 and 2 will use to grade their peer's descriptive piece.

Group 1

Select a family picture depicting an outing or memorable event, or select a picture of a family from an online or offline source and describe the picture using sensory details. Indicate why this picture appeals to them and write a story about the event depicted in the picture. Use appropriate transitional words and phrases and a variety of simple, compound and complex sentences. Give the story a title.

Key Skills

- Use transitions in describing procedures
- Use diction effectively
- Use sensory details/imagery to enhance writing
- Navigate websites

Assessment Criteria

- Story appropriately reflects given theme.
- Appropriate transitional words/phrases and sensory details included.
- Story titles accurately capture details of the story.

For example:
Family trip to Dunn's River Falls



Group 2

Present a scenario to the students related to the Unit theme which will require them to write a descriptive piece. Use appropriate transitional words and phrases, sensory details, and write a variety of simple, complex and compound sentences. Give the story a title.

Groups 1 & 2

Review the rubric used to evaluate their work. Indicate whether they agree or disagree with the rating of each section and give reasons. Use the feedback given to further edit their work and resubmit to the marker who will reread and remark the essay.

Provide feedback to each student on the accuracy of the ratings received and make commendations. Do a second descriptive piece using the rubric and peer marking. Indicate whether they believe they have improved in the areas that were pointed out to them.

- Reflect on their own writing using a rubric
- Rubric used appropriately to evaluate the descriptive essay
- Reflective piece indicates meaningful self-evaluation regarding descriptive writing competence

STRAND 3B: LANGUAGE STRUCTURE (Grammar and Conventions)

STANDARD 6: Students apply knowledge of language structure and language conventions including the use of SJE and JC for meaning and impact.

Attainment Target(s)

- Use and adapt a range of sentences structures according to context, distinguishing between SJE and JC
- Write sentences which are grammatically accurate and correctly punctuated, using SJE and JC appropriately
- Use a range of punctuation correctly

ICT Attainment Targets:



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



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

Objective(s) – Groups 1, 2

Students should be able to:

- Review and apply general rules of subject-verb agreement
- Construct sentences showing agreement of subjects with indefinite pronouns **all, some, most** and **any** with verbs
- Construct sentences using correct subject verb agreement in sentences where the subjects are joined by the words **or/nor**
- Use sentences which demonstrate correct use of the past participle form of verbs

Suggested Teaching and Learning Activities

Students will:

Review the table created in previous Units and enter new samples using more complex sentence structures. Work in small groups to populate the rows with their own examples.

Focus on Rule 3 and then complete the others.

Key Skills

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

Assessment Criteria

- Appropriate information relating to the rules governing subjects joined by **or/ nor** collected and collated.
- Sentences constructed with attention to accuracy in subject/ verb agreement

Rule	Example	Your own examples		
RULE 1 – A verb agrees with its subject in number.	Brianna and Tevin <u>command</u> great respect at school because of their positive attitudes.			
RULE 2 – The number of the subject (singular or plural) is not changed by words that come between the subject and the verb.	The principal, as well as his staff, ensures that students are comfortable in the school environment.			
RULE 3 – Some subjects always take a singular verb even though the meaning may seem plural. These subjects always take singular verbs: <i>each, someone, either of anyone, neither of, nobody, one, somebody, no one, anybody, everyone, everybody</i>	Neither of the two boys in the fight <u>is</u> from my school.			
RULE 4 – The following subjects (Indefinite Pronouns) may be singular or plural, depending upon their use in a sentence, <i>some of, any of, all of, most of.</i>	Most of the news <u>is</u> good. (singular) Most of the heroes <u>are</u> men. (plural) All of the play <u>includes</u> scenes that show positive behaviours. (singular) All of the heroes <u>are</u> great Jamaicans. (plural)			
RULE 1 – Subjects joined by 'and' are plural. Subjects joined by 'or', or 'nor' take a verb that agrees with the last subject.	Paul Bogle <u>and</u> George William Gordon are heroes. Neither our teacher nor the principal is smiling at the rude joke. Neither the teacher nor her students are in the class.			

Suggested Teaching and Learning Activities

Key Skills

Assessment Criteria

Select sentences written in the table to develop short paragraphs. Follow the Writing Process and do self-assessment edits specifically for subject-verb agreement errors. Circulate paragraphs among peers for further edits. Provide peer feedback by identifying the rules that should be applied to correct the errors identified.

- Create short paragraphs
- Review and edit paragraphs
- Apply subject/ verb agreement rules
- Answer subject/ verb agreement questions

- Subject/verb agreement errors accurately identified in paragraphs and corrected
- Changes adequately justified using knowledge of subject/ verb agreement rules.

Read online and other sources to review information on the past participle.

https://www.grammar-monster.com/glossary/past_participles.htm

<https://writingexplained.org/grammar-dictionary/past-participle>

In groups construct charts to assist peers in understanding one (1) function of participles and providing sentence examples as seen below:

Past participles used as adjectives; for e.g.,

My **injured** leg prevents me from leading the very active lifestyle I enjoyed before.

Past participles used as Perfect tense; for e.g., I have **injured** my leg twice in one year.

Past participle used in the passive voice; for e.g.,

My leg was **first injured** by a pole that fell suddenly on the football field as we played the match.

Display charts and do gallery walk to review critical points and examples.

- Review functions of the past participle
- Construct past participle charts

- Functions of past participle meaningfully reviewed.
- Charts accurately outline the functions of the past participle and present appropriate sentence examples



NSC

ENGLISH LANGUAGE & LITERATURE

GRADE 8 SECONDARY PATHWAY II

The curriculum is designed to facilitate differentiated instruction. The needs of students in Secondary Pathway II (SPII) will vary, therefore, the need for differentiation is of utmost importance. The evidence based on psycho-educational assessments conducted with similar students in 2013, 2014 and 2015 indicate that the majority of SPII students entering Grade 7 will require instruction pitched at the late Grade 4 to early Grade 5 level.

The table below indicates the instructional reading level at each grade and the projected instructional reading level at the end of the grade. The assumption is that students will enter Grade 7, receive instruction at their level of functioning and progress to the next grade where their individualized programme will continue up to Grade 8. If, however, a student begins the programme in Grade 8 without the benefit of the Grade 7 programme, then that student may require instruction at a lower level. All students must therefore, be assessed at the beginning of each grade to determine the level at which he/she is functioning so that their needs may be adequately met. The objective is to enable these students to make a seamless transition to SPI in Grade 9.

	GRADE 7 – YEAR 1		GRADE 8 – YEAR 2	
	Group 1	Group 2	Group 1	Group 2
Instructional Reading Level at Beginning of Grade	Grade 4/5	Grade 5/6	Grade 5/6	Grade 6/7
Instructional Reading Level at Beginning of Grade	Grade 5/6	Grade 6/7	Grade 6/7	Grade 7/8

Based on the students' reading level, grouping for instruction is required for several activities for planning purposes and lesson delivery when necessary. Throughout the curriculum, provisions have been made for student participation in activities based on whole class, reading level and mixed ability groups.

The curriculum contains 5 units covering Term 1 (Units 1 and 2), Term 2 (Units 1 and 2) and Term 3 (Unit 1). The theme for each Unit is consistent with the National Standards Curriculum (NSC) Strands, Standards and Attainment Targets. In most instances, the objectives are similar but modifications have been made to meet the needs of the SPII learner whose reading level has been taken into consideration. The suggested activities are to be used as a guide to achieving these objectives. Based on the levels of functioning of students in each SPII class, the teacher must be flexible in modifying or adapting activities to ensure success. Pacing is also very important, as some students may not be able to achieve **ALL** that is outlined in the curriculum. The reasons why students are functioning below age and grade expectancy level vary widely. There are 13¹ widely recognized special education categories that may be impacting students' performance. In addition, some students may have a poor record of attendance or nutritional issues that have impacted on their learning. The curriculum is therefore, "child centred" and must be delivered based on each child's needs. Once all students are assessed and levels ascertained, groups of learners with similar needs should be identified. It is anticipated that for SPII, only 2 groups may be necessary for differentiation when necessary. Identify common needs across groups of students and design instruction based on common objectives.

¹autism; • deaf-blindness; • deafness; • emotional disturbance; • hearing impairment; • intellectual disability; • multiple disabilities; • orthopaedic impairment; • other health impairment; • specific learning disability; • speech or language impairment; • traumatic brain injury; or • visual impairment (including blindness).

http://www.sagepub.com/sites/default/files/upm-binaries/27323_Chapter_1_Federal_Special_Education_Disability_Categories.pdf

TERM 1

UNIT 1

Theme: Health and Nutrition (7 Weeks)

- Eating Right
- Exercise and Keeping Fit

UNIT 2

Theme: Abstaining from Unhealthy Practices (7 Weeks)

- Physical
- Emotional
- Social

TERM 2

UNIT 1

Theme: Traditional forms of Communication (7 Weeks)

- Looking Back

UNIT 2

Theme: Communicating in Today's World (7 Weeks)

- Types of Communication
- Instruments of Communication

TERM 3

UNIT 1

Theme: Personal Rights & Responsibilities (9 Weeks)

- Personal Rights
- Responsibilities as a Citizen
- Justice



NSC

ENGLISH LANGUAGE & LITERATURE

GRADE 8: TERM 1

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 to meet their specific needs. The unit is structured to provide *students advancing through Grade 8 in Secondary Pathway III (SPIII) with the opportunities to build on the skills and knowledge acquired in the preceding grades, and to facilitate their continued growth and development towards becoming fully functionally literate.* 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.

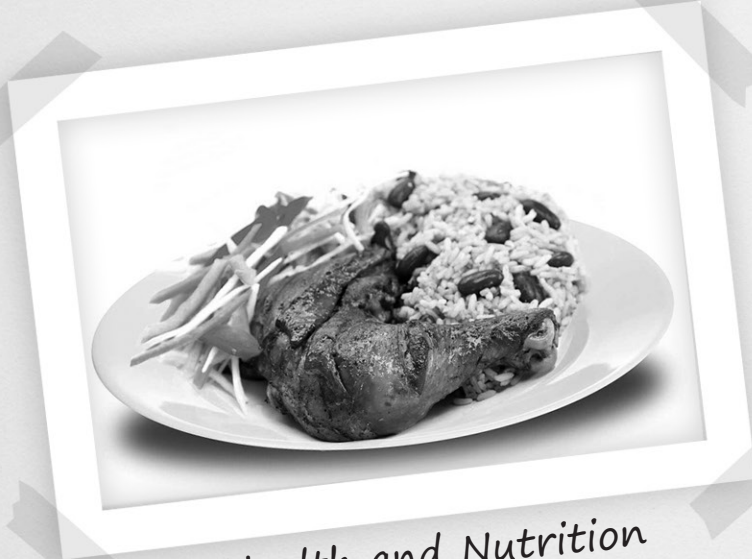
It is also important to note that in cases where the activities give students the opportunity to practise specific language skills, the teacher should explicitly teach rules, structures and strategies prior to these activities. Students should be encouraged to think critically and creatively, and reflect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

The curriculum is designed for differentiation to meet the needs of the learners. Group 1 refers to those students who may be reading independently at the late Grade 1/ early Grade 2 level and will require instruction at the Grade 2 / Grade 3 level. Group 2 refers to those students whose independent reading level is Grade Late Grade 2/ early Grade 3 and they will require instruction at the Grade 3 / Grade 4 level. Group 3 refers to those students who are reading independently at the late Grade 3/ early Grade 4 and will require instruction at the Grade 4/ Grade 5 level.

An informal Reading Inventory must be administered to determine the students’ independent and instructional reading levels before instruction begins.



Eating Right



Health and Nutrition



Keeping Fit

Key Vocabulary

- health
- nutrition
- eating
- right
- keeping
- fit
- types
- food
- groups
- exercise
- water
- fruits
- vegetables
- meat
- bread
- milk
- energy
- choices

Focus Question: How can I keep healthy and ensure that my body has the nutrients it needs?

STRAND 1: LISTENING AND SPEAKING

STANDARD 1: Students will engage in active listening and speaking for a variety of purposes, developing an understanding of how language works in different contexts and cultures, using Standard Jamaican English (SJE) and Jamaican Creole (JC) appropriately.

ATTAINMENT TARGETS:

- Recognise, value and make distinctions between home language and SJE to improve/acquire language and literacy competencies
- Explain and comment on speakers’ use of language, including use of SJE and JC, and their use of vocabulary, grammar and other features

Attainment Target(s)

- Listen to, recall, understand and respond to speakers’ messages, whether implicit or explicit
- Communicate with confidence and competence for different purposes and audiences, using SJE and JC appropriately and creatively

ICT Attainment Targets:



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



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

Objective(s)

Students should be able to:

- 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 questions or challenging ideas

Suggested Teaching and Learning Activities

Points to Note for both groups:

Teach students how to use Thinking Maps. (Refer to www.lifestreacenter.net or search for your favourite site; free apps are also available for smart phones, tablets, etc.). Thinking maps are excellent tools for helping students to map/organize their thoughts. Have templates of these maps available in the classroom for easy access to the students. They are also available online. They should become an integral part of their daily tools for learning.

Key Skills

- Use thinking maps to organize thoughts

Assessment Criteria

- Thinking maps effectively used to organize information

First Oral Reading of Poem**Students will:**

Recite a poem in which Creole is used to enhance characterization or for some other meaningful purpose. The poem should bear some link to health and or nutrition.

Background Work to Oral Presentations on Character Traits**Students will:**

Explore online/offline and other resources in order to understand the concept of 'character traits.' Discuss the idea that good writers seldom explicitly state features or traits of a character. Instead, the author allows the reader to infer or conclude, listen, and analyze from reading the piece.

Using the knowledge of how character traits are conveyed, participate in readers' workshop in order to fully explore character traits and character emotions. Display two graphic organizers to show definitions for:

Character Emotions (Emoticons)

- An outside force causes a character to have a specific feeling(s); shows through what is said or done;
- it's a feeling that comes and goes quickly.

Character Traits

- The character's personality shows through what is said or done;
- it's who the character is and it comes from within.

- Read poem aloud using different language forms

- Listen attentively
- Make notes
- Generate questions
- Rewrite JC in SJE
- Create a word bank of character traits

- Poems effectively read, using verbal and non-verbal techniques and different language forms

- Active listening demonstrated by the provision of meaningful feedback
- Notes made and questions generated provide evidence of attentive listening
- Translation from JC to SJE is accurate
- Word bank contains an accurate list of character traits

- Make a word bank of traits: Record all the character traits they know on a circle map. Discuss whether some words are traits or emotions. Place asterisk beside words on which they cannot reach a consensus.
- Read a story and create a character trait chart as seen on the following page. Write the trait and provide the evidence from what they have read about the character. Use the traits word bank they developed and consult the one provided.

http://www.educationoasis.com/curriculum/GO/GO_pdf/character_traits_wordbank.pdf

Character Trait Chart

Directions: In the left-hand column, write the character traits of the one of the characters in the story. In the right-hand column, list how the trait is revealed in the text. (Traits can be revealed by events, actions, words, thoughts, attitudes, and feelings.)

Trait	Revealed by..

Character Traits Word Bank

adventurous, afraid, ambitious, arrogant, bad, bold, bossy, brainy, brave, brilliant, calm, careful, careless, charming, cheerful, childish, cowardly, cruel, curious, demanding, depressed, dishonest, eager, easygoing, energetic, evil, faithful, fearless, foolish, friendly, funny, gentle, giving, gloomy, graceful, greedy, guilty, happy, healthy, helpful, honest, hopeful, imaginative, impatient, impolite, innocent, inventive, intelligent, jealous, kind, lazy, lonely, loving, loyal, lucky, mature, mean, mysterious, nervous, nice, noisy, obedient, peaceful, pleasant, polite, poor, proud, quiet, responsible, rough, rowdy, rude, sad, scared, selfish, serious, shy, silly, sly, smart, sneaky, spoiled, strange, sweet, talented, thoughtful, thoughtless, trusting, trustworthy, unfriendly, unhappy, upset, warm, weak, wicked, wise, worried, zany

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Record any traits they discovered during their independent reading over the next two days, specifically on the topic of health and nutrition. Add the students' words to the anchor chart (circle map). Encourage them to use asterisks to denote words they considered feelings and not traits.

At the end of two days,

- Sort the word bank into two categories (using a tree map).
The categories are Positive Traits and Negative Traits.
- Create an Undecided category for words they have trouble categorizing.
- Place list of the words in their reading journals.
- As an independent activity, select ten words that best define him or her. Work in pairs to create personal silhouettes and use them to display the character traits they selected? Display the silhouettes on the classroom walls under the title, "Character Trait Silhouettes."



Reread the original poem and in mixed ability groups, rewrite the section(s) of the Creole poem in Standard Jamaican English (SJE). Complete a Reading Response Organizer under the headings: Character Traits, Traits Exhibited, Proof from the Poem.

Suggested Teaching and Learning Activities

Key Skills

Assessment Criteria

Second Oral presentation of Poem

Read both versions of the poem aloud; that is, the original Creole version and the version modified to include segments rewritten Standard English. Use pauses, accent on certain words, and body language and facial expressions to communicate the poem's message.

Group 2:

Use note-taking skills and appropriate thinking map (double bubble map) to make notes on the differences observed in the performance of both the JC and SJE version. Share observations with classmates.

Use a bubble map to capture the character traits observed in the performance of both the JC and SJE versions of the poem. (They could use emoticons instead of words. Share observations with classmates.

- Identify linking/transitional words and phrases
- Use linking/transitional

- Linking/transitional words and phrases accurately identified in text book
- Sentences and paragraphs reflect the accurate use of linking/transitional words and phrases

Groups 1 and 2:

Invite a resource person from the Ministry of Health to give a short speech on Health and Nutrition. Prior to the visit, generate open-ended questions that they want to be answered about eating right, exercise, and keeping fit. Listen carefully to the presenter to be able to discuss the points made and to ask questions to seek clarification.

At the end of the presentation, ask relevant questions. Have peers record both questions and responses. Discuss the relevance of the questions and the appropriateness and adequacy of answers provided. Share their opinion on the content and quality of the presentation.

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

- Questions asked at the end of the presentation are relevant and meaningful
- Responses to questions are appropriate and adequate
- Critical points made by speakers adequately discussed using appropriate language

STRAND 2A: READING WITH FLUENCY AND WORD RECOGNITION

STANDARD 2: Students understand and are able to apply a wide range of word recognition and decoding strategies, as well as understand and use word meaning.

ATTAINMENT TARGETS:

- Develop phonological awareness and use knowledge of letter-sound correspondences in order to decode unfamiliar words

Attainment Target(s) – Unit 1

- Read fluently and with appreciation at independent reading level
- Automatically recognise words (including basic sight word lists) through repeated exposure and mnemonic devices
- Establish a concept of print and use a range of word recognition clues to identify new words and build vocabulary

Objective(s) – High Frequency Words

Students will be able to:

- Use context clues to aid in word recognition (explanation and gist clues)
- Apply word recognition strategies such as re-reading and reading ahead to identify new words
- Construct mnemonics to aid word recognition
- Demonstrate confidence when presenting independently

Phonological Awareness and Phonics

Students will be able to:

- Know and apply phonics and word analysis skills in decoding words.
- Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
- Use elements of structure to identify words including the use of familiar word chunks, compound words, and inflectional endings.

Suggested Teaching and Learning Activities

Key Skills

Assessment Criteria

A. Both Groups:

Use a digital presentation or an appropriate social media video which sets out the definition of context clues.

Brainstorm to define the context using a Circle Map (which will become an anchor chart)

<http://meadowpoint.cherrycreekschools.org/Documents/Thinking%20Maps/ThinkingMapOverview-1.pdf>

Students will:

Discuss and define synonyms and give examples. Supply words and have peers give synonyms for the same word.

Read sentences with underlined words and then write their own sentences with suitable synonyms for the targeted words from a given word list.

B. Organize the following information into a Flow Map that sequences five easy steps to use context clues:

1. Circle the word or phrase you don't understand.
2. Underline key phrases and ideas in the sentence. Look for words that give synonyms, antonyms, examples, etc.
3. Give the main idea of the paragraph in which the new word appears.
4. Say the sentence in your own words.
5. Guess at what the new word means. Use what you underlined to prove if your guess is right.

Before Reading

- Review the skill: context clues.
- Explain the purpose of the lesson, building on past lessons using context clues.
- Model how to find context clues.

Study these four common types of context clues. Working with a partner, identify different examples for at least two of the types and to say how the clues helped them to understand unfamiliar words.

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

- Context clues used effectively in the reading process to extract meaning

Four Common Types of Context Clues
1. Definition—the word is defined directly and clearly in the sentence in which it appears.
“The arbitrator, the neutral person chosen to settle the dispute, arrived at her decision.”
2. Antonym (or contrast)—often signalled by the words <i>whereas</i> , <i>unlike</i> , or <i>as opposed to</i> .
“Unlike Jamaal’s room, which was immaculate, Jeffrey’s room was very messy.”
“Whereas Melissa is quite lithe, her sister is clumsy and awkward.”
3. Synonym (or restatement)—other words are used in the sentence with similar meanings.
“The slender woman was so thin her clothes were too big on her.”
4. Inference—word meanings are not directly described, but need to be inferred from the context.
“Walt’s pugnacious behaviour made his opponent back down.”
“The man giggered the large fish, but he needed his friend to enlarge the hole to drag it out of the frigid water.”

During Reading

1. Read a short passage related to health and nutrition presented using Power Point/white board, or as a passage for pairs of students.
2. Read the passage in pairs.
3. Highlight unfamiliar words and surrounding context clues.
4. Share their thinking and discuss.
5. To confirm their thinking, search for words in dictionaries and other resources.
6. Repeat the process for one or two more words.

After Reading

- Share their answers and explain how they used context clues. In pairs, discuss at least two ways to
- figure out the meaning of a new word. Create a reference list of strategies.

C. Group 2:

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).

Suggested Teaching and Learning Activities

Key Skills

Assessment Criteria

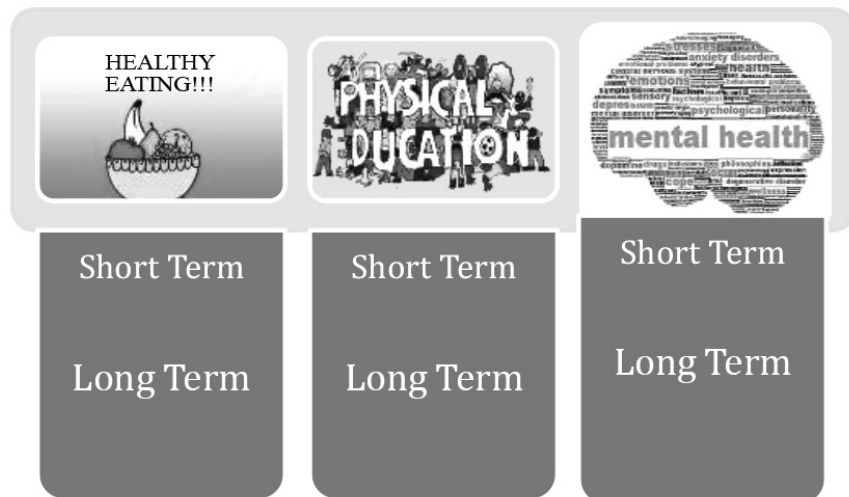
Write down words that helped them to find the meaning of the word (context clues). Write down what they think the word means (make a prediction). Check to make sure that the prediction makes sense (reread to confirm).

Group 1:

Provide 2-3 more examples to guide the students through the five steps of using context clues. Use reading information relevant to health and nutrition at their independent or instructional reading level.

Independently work in pairs to apply the context clue strategy to other passages.

Prepare a Benefits of a Healthy Lifestyle anchor chart as illustrated.



Group 1:**Students will:**

Research on line, their super heroes, what they look like, what they do and why they are considered super heroes. Use their note taking techniques to record answers to the following questions:

- How healthy do you think super heroes are?
- What kind of strength, endurance, and flexibility do they have?
- What kind of physical activities do you think they did to develop their strength, endurance, and flexibility?
- What do you think a super hero eats to stay healthy?
- What do you think a super hero do to stay emotionally healthy?

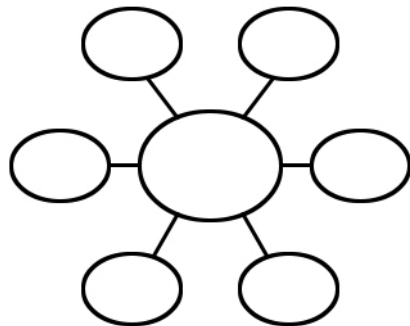
Regroup to do a think-pair-share and then brainstorm the long-term and short- term benefits of a Healthy Lifestyle Chart.

Group 1:**Students will**

Form groups of four. Distribute large sheets of drawing paper and markers to each group.

Using a webbing technique (example, Characteristics Web), list all of the characteristics of a Super Healthy Hero.

Regroup as a class to share their web of Super Healthy Hero characteristics. Amalgamate all their ideas onto a large Super Healthy Hero Characteristics Chart.



Suggested Teaching and Learning Activities

Key Skills

Assessment Criteria

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

Students will work in small groups and play mnemonics race. Given a set of words by the teacher, each group will compete to formulate the most creative mnemonics within a specified time frame.

1. Prefixes

Students will:

Use the common prefixes such as 'un,' 'in,' and 'im' to form new words. e.g.

Truthful - untruthful
healthy - unhealthy
visible - invisible
Possible - impossible
Curable - incurable

Research the meanings of prefixes selected and then use the meanings of the prefixes as clues to explain the meanings of the new words created.

Form the opposites of words by adding prefixes.

Group 2:

Create a bank of words and related prefixes and use them to create sentence pairs. For each sentence pair, use the root word only in one sentence and the root word plus the prefix added in the other. e.g. To remain **healthy**, we must eat right and exercise.

Unhealthy foods can lead to illnesses such as diabetes.

Group 1:

Create a bank of words at their reading level and related prefixes. Complete the same exercise assigned to Group 2.

Both Groups:

In mixed ability groups, play word bingo and create crossword puzzles, including words with prefixes, to be completed by their classmates.

- Use and develop mnemonics

- Identify and use prefixes
- Create word and prefix bank
- Create opposites using prefixes
- Play and create games with prefixes

- Mnemonics effectively used to aid word recognition

- Prefixes used to create sentences to accurately depict meaning
- Appropriate prefix added to root word to create opposites
- Sentences created with new word created demonstrate an understanding of the use of prefixes to form the opposite of a word

2. Consonant digraphs

Produce the sounds of the consonant digraphs /ch/, /ph/, /sh/, /wh/ and /th/ in the initial, medial and final position in words.

For example: Sounds of /ch/

- Sounds like /k/ in the word stomach
- Sounds like /ch/ in the word mischief
- Sounds like /sh/ in the word chef

In small mixed ability groups, locate words with digraphs in the initial, medial and final position in words and read them in isolation and in the context of sentences. e.g. choose, machine, stomach

Do a word search in a passage, newspaper article, or online article to locate words with the sounds of the digraphs.

Using an appropriate thinking map, arrange the words found under the various sounds of each of the digraphs.

- Pronounce the sounds of consonant digraphs

- Conduct word search
- Categorize digraphs

- Digraphs accurately pronounced and identified in different sources.

- Digraphs accurately categorized

3. Inflectional Endings

- Review definition and uses of inflectional Endings
 - Parts added to the end of a verb that changes its spelling and meaning (example, -ing, -ed, -s, -es)
 - Show how they are used to indicate tense
- Select 5-10 root words or verbs that can have inflectional endings. For example, jog: jogged, jogs, jogging; cleanse: cleansed, cleanses, cleansing, play: played, plays, playing)
- Write a number of words on chart paper/smart board/etc. and identify which inflectional endings may be applied and what tenses they indicate.
- Check using a dictionary or online search engine, if the newly created word is a real word and orally use each word in a sentence by presenting the sentence to the class. Indicate if the word was used appropriately. If not, then suggest how the word may be used appropriately.

- Identify the functions of inflectional endings
- Add inflectional endings to roots
- Use new words in sentences

- Functions of inflectional endings accurately identified
- Inflectional endings appropriately added to roots to create new words
- New words appropriately used in sentences

Point to Note

This activity may be modified to a game format with teams vying for the top honours as they try to outscore each other by forming a new word with inflectional endings and using the word accurately in a sentence.

STRAND 2B: READING FOR MEANING AND ENJOYMENT (LITERATURE AND COMPREHENSION)

STANDARD 3: Students read a wide range of texts to understand the self. They read for meaning, fluency and engagement with text and critically respond to literature, the demands of society and other stimuli.

ATTAINMENT TARGETS:

- Read fluently and with appreciation
- Reflect on and critically respond to literature and other text on paper and on screen

Attainment Target(s)

- Read for meaning, fluency and enjoyment of texts, using a variety of clues to gain information and identify ideas and events
- Connect experiences and ideas in text to their own lives

Objective(s)- Groups 1,2

Students should be able to:

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

Suggested Teaching and Learning Activities

Students will:

Listen to short poems written by Caribbean authors. Read the poems while others chant and sing with accompaniment of drums and instruments. Discuss the theme of each poem while paying attention to various interpretations

Group 2:

Write in their journals, the feelings the poems evoked in them. Illustrate scenes from the poems and discuss what the illustrations evoke. Respond to questions such as the following:

- Using your imagination, what can you see, smell, hear, taste or touch?
- When looking at the image, what does it make you think about?
- How does it make you feel?
- What do you think is happening?
- Who is involved?

Key Skills

- Interpret poetry
- Identify theme
- Discuss ideas
- Respond to questions
- Document reactions to poetry
- Illustrate understanding of poems
- Develop and respond to questions about poetry

Assessment Criteria

- Responses indicate an appropriate interpretation and identification of theme
- Journal entries clearly indicate the personal emotions that poems evoke in students
- Poems accurately learnt and recited to communicate understanding
- Questions developed about poem are appropriate and meaningful
- Responses to questions developed by peers are insightful
- Illustrations clearly communicate students' interpretations of poems

- When, where, and why do you think this event took place?
- What evidence can you provide to support your response?

Share their responses in small groups. Learn and recite poems.

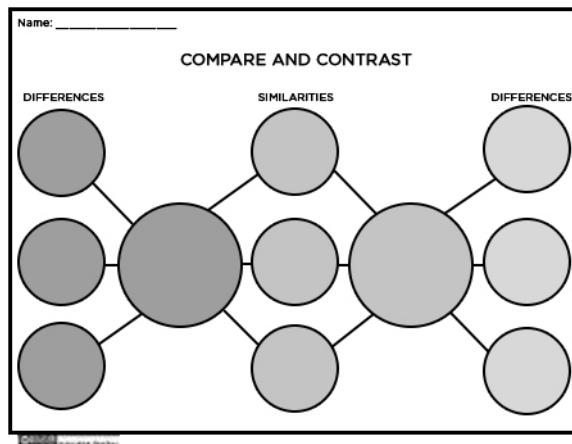
Group 1:

- Select a poem, and in their groups illustrate their interpretation of the poem
- Design questions about the illustrations and discuss responses.
- Document their responses and share both the illustration and the responses with the class.
- Learn and recite the poems

Select a short story from books or other sources which include topics related to the Unit theme and engage in silent reading. Review the use of graphic organizers and select one of several types of graphic organizers to show the similarities and differences between characters. Present their findings to the class. Using the information from the graphic organizer, write 2 – 3 paragraphs to highlight the similarities and differences listed in the graphic organizer.

- Compare and contrast literary elements
- Represent information graphically
- Relate text to personal experience
- Write comparatively in continuous prose
- Write journal entries

- Venn diagram and written paragraphs effectively show similarities and differences in story elements
- Details in text appropriately compared to their own experiences



Compare and Contrast graphic organizer

Name: _____

For more free printables, please visit www.thefairyprint.com
Created by 'Tm van de Veld' | Copyright © 2013 Dutch Renaissance Press LLC.

Name: _____ Date: _____ Class Period: _____

Character Comparison Venn Spider

Directions: Write the information requested for the two characters you are comparing in the starred boxes. Then, follow the arrows and directions as indicated.

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Based on the text read, share their thoughts and feelings about something that happened in the story, to which they can relate. Show how this event or character reminds them of something in their own experience or life. After discussing with the group, write one to two paragraphs in their journal about the connection they made with the story

STRAND 2C: READING WITH FLUENCY AND WORD RECOGNITION

STANDARD 4: Students apply study skills and search for information using a wide range of texts on paper and on screen

Attainment Target(s)

- 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

ICT Attainment Targets:

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



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



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



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

Objective(s)- Groups 1,2**Students should be able to:**

- Analyse topics to ascertain areas for focused research
- Formulate questions about the topic to guide focused research
- Respect intellectual property to avoid unethical practices

Suggested Teaching and Learning Activities

Key Skills

Assessment Criteria

Students will:

Using the Unit theme “Health and Nutrition”, complete a KWHL chart. Discuss what they already know about health and nutrition. Determine what they need to know by formulating questions for research. Indicate how they will gather the information. Once the data is gathered, complete the column indicating what they have learned.

e.g. KWHL Chart

What do i Know?	What do i want to know?	How do i find out?	What i Learned?
<ul style="list-style-type: none"> • Fruits and vegies are healthy • Some foods come from plants • Milk is healthy • Too much sugar is not good • We need food to stay alive 	<ul style="list-style-type: none"> • Why is too much sugar not good? • What are food the groups? • Where does food come from? • What are seeds? • Do all foods have seeds? • What makes food healthy 	<ul style="list-style-type: none"> • Look at the food and investigate • Read books about food • Ask abaker • Ask a chef • Go to the grocery store • Go to a farm • Make/grow your own food 	<ul style="list-style-type: none"> • How to grow a bean • The food groups • The food groups • Some foods come from animals and plants • Lots of people work with food, like chefs • Which foods are healthy and which are okay just sometimes

Group 2:

Use the information gathered to write a report on healthy lifestyles. Include illustrations and mount work for a class display.

- Brainstorm topics
- Formulate questions for research
- Conduct research
- Record information
- Publish research

- Topic for research appropriately developed
- Specific research questions satisfactorily developed
- Completed research paper adequately addresses research questions

- Select relevant details
- Compose report
- Create poster/display board
- Design menu
- Develop table

- Relevant details appropriately and accurately selected and effectively used to compose report, create poster/display board, design menu and develop table.

Group 1:

Use the information gathered to create a poster / display board with pictures about what they have learned about health and nutrition. Stage an exhibition of the work produced.

**Group 2:**

Work in small sub-groups. Appoint a Reader and a Recorder for each group. In sub-groups, focus on researching nutrients in food and use the information to design a menu for a healthy Jamaican breakfast which is cost efficient.

Group 1:

Work in small sub-groups. Appoint a Reader and a Recorder for each group. Readers read the material on nutrients in food. In sub-groups, focus on one of the nutrients in food; for example, proteins, fats, carbohydrates, vitamins, and minerals. Collaboratively select the relevant details. Prepare a table with the selected nutrient and the common foods in which it is found. Include a third column which indicates the Jamaican foods in which these nutrients can be found along with pictures or illustrations drawn by group members.

STRAND 3A: WRITING (COMMUNICATION)

STANDARD 5: Students will write a wide range of text on paper and on screen for different purposes and audiences adapting their writing to create a range of effects and impact.

ATTAINMENT TARGETS:

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

Attainment Target(s)

- Develop approaches to the writing process to enable them to organize their ideas into a coherent structure including layout, sections and paragraphs
- Write to narrate, to persuade and for a range of transactional purposes, using SJE and JC appropriately and incorporating multi-media approaches to their writing
- Write well-constructed paragraphs which have linking sentences within and between them

Objective(s)- Groups 1

Students should be able to:

- Compose business letters to complain about and order goods or services
- Know and use various types of transitional words (exemplification or illustration) to connect ideas: general/specific order
- Use varied sentence types to construct paragraphs

ICT Attainment Target(s):



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



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



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



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

ICT Objective(s):

Students should be able to:

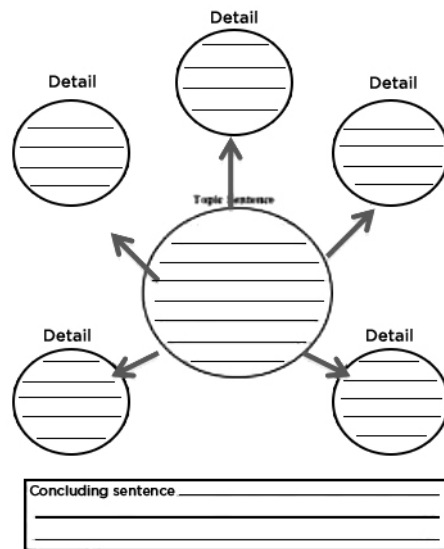
- Use selected ICT tools to create document
- Cite sources correctly and give credit to creators of digital content
- Navigate safely online and demonstrate respect for other users

Suggested Teaching and Learning Activities

Key Skills

Assessment Criteria

Discuss and review the writing and development of a paragraph. Use a thinking map to introduce the elements that are essential to writing a suitable paragraph.



- Develop paragraphs
- Write letters of complaint and order
- Create and format documents

- Paragraph is appropriately structured
- Writing process appropriately used to generate letters
- Content is appropriate to the purpose and type of letter
- Tone of each letter is appropriate to purpose, context and audience
- Letter format is appropriate

a) Topic Sentence:

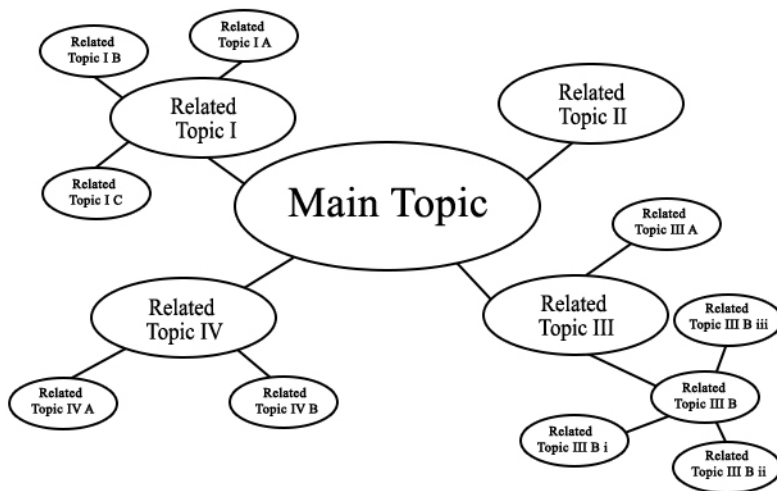
Discuss the beginning or topic sentence. Talk about how this sentence gives the reader an introduction as to what the writer is writing about. Discuss the relationship of other sentences in the paragraph to the topic sentence; for example, each sentence in the paragraph should support the topic sentence. Note that in handwritten pieces. The first sentence of each paragraph is indented but that for typewritten pieces, the first sentence may or may not be indented; a space is sometimes skipped to separate paragraphs.

Supporting Sentences/Details:

Discuss how to group the middle sentences that give details to further support the topic. Talk about how these sentences or details help the reader to better understand the meaning of the piece of writing. Additionally, discuss the following points:

- I. Make sure there is connection between the sentences. Use transition words to sequence or bridge the sentences in the paragraph (first, second, third, above, below, in fact, in addition, as well, also, furthermore).
- II. The same verb tense must be used throughout the paragraph.
- III. Concluding Sentence: The ending sentence will bring closure to the paragraph and gives a summary of the topic/ beginning sentence.

As a whole group activity, brainstorm matters about which they would like to make a complaint. Use a brainstorming web to guide the discussion. Once the ideas have been generated, indicate the appropriate person or organization that should receive a letter of complaint so that the matter can be addressed. For example, a complaint about poor water supply could be addressed to the National Water Commission, the Member of Parliament or the Councilor for the division.



Suggested Teaching and Learning Activities

In small mixed ability groups, examine a template for a business letter and discuss the format and examine all the features and begin to fill in the various sections with their own information. Construct a complaint letter that will be read to the class.

As a whole group discuss how the following elements show how to capture the recipient's attention:

- The beginning sentence clearly states the reason for the complaint.
- The supporting sentences connect to the beginning sentence.
- The letter addresses the issue concisely – it is not too long

Points to Note

A word processing programme will be used to teach students how to create and format documents. They will type and print the final version of their letter. This activity should be done in collaboration with the ICT department of the school.

Key Skills

- Develop paragraphs

Assessment Criteria

- Paragraph is appropriately structured

Sample Business Letter

Begin your heading 1 to 1.5 inches from the top of your paper. Side margins should also be 1 to 1.5 inches.

1254 Melrose Street
San Diego, CA 92122
December 10, 2002

Mr. Helen Moss
Pony Unified School Board Member
1820 Twin Oaks Road
Pony, CA 92664-3598

Dear Mr. Moss:

I am currently a student in the Pony Unified School District, and I am writing to you regarding the recent ban on soda sales in the Los Angeles Unified School District. I am concerned that the Pony Unified School District will attempt to do the same, and in doing so, will be making a grave mistake. There are many reasons not to ban soda sales.

Our schools desperately need the money brought in by soda sales. If we sacrifice such profits, we will have greater difficulty supporting the events they fund. Furthermore, the ban might not even work, since having soda sales is not enough to combat the problem of childhood obesity. Students should adopt healthier lifestyles, not over-purchase sodas. In addition, it would be hypocritical to refuse to sell sodas but still offer French like pizza, French fries, and doughnuts. Schools instead should better educate students on how to make healthy choices on their own.

As you can see, banning the sale of sodas on high school campuses would be an inadequate solution for teen health problems. I have enclosed an essay on this topic that gives evidence to support my claim. Please read my essay, and when you receive the chance to vote on whether to enforce a soda ban, please vote against it.

Sincerely yours,

Sean Kosimo

Sean Kosimo
Student

Enclosure
re: Mr. Lopez, Pony Unified School Board member

Heading
Type the writer's address (no name), followed by the current date.

Inside Address
Type the name and address of the receiver.

Salutation
Sign with Dear, and with a colon.

Body
The first question states the letter's subject and purpose and answers the question: Why are you writing this letter?
The middle presents details of the message.
The ending requests action, shows appreciation or motivates the receiver. It answers the question: What do you want the reader to do?

Complimentary closing
Capitalize the 1st word, and with a comma.

Signature lines
Sign your name in blue or black ink above your typed name.
Indicate whether you are including enclosures and/or sending copies of the letter to others.

Four to seven spaces

Double space

Double space between paragraphs

Double space

Four spaces

Double space

STRAND 3B: WRITING (LANGUAGE STRUCTURE)

STANDARD 6: Students apply knowledge of language structure and language conventions including the use of SJE and JC for meaning and impact.

ATTAINMENT TARGETS:

- Use a range of punctuation correctly

Attainment Target(s)

- 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

ICT Attainment Target(s):



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

Objective(s)

Students should be able to:

- Identify the difference between simple, compound and complex sentences
- Construct simple, compound and complex sentences

Suggested Teaching and Learning Activities

Construct simple compound and complex sentences for effect in writing

1. Watch "Simple, Compound and Complex Sentences" video presentation (readily available on online sources such as YouTube) to review and distinguish among these.
2. At the end of the video, discuss the key vocabulary introduced: simple sentence, compound sentence, conjunctions (joining words), and clauses.

Points to Note

Do not focus on the terminology. Students need to simply understand the effectiveness of a compound sentence and how words fit together for meaning. This also helps to improve their writing.

Key Skills

- Distinguish between Simple, compound and complex sentences
- Compose simple, compound and complex sentences

Assessment Criteria

- Simple, compound and complex sentences accurately differentiated
- Simple, compound and complex sentences accurately constructed

Provide samples of simple sentences and have students discuss why they are simple. Then build on each sentence to show the development from simple to compound to complex and discuss the characteristics using a table or chart.

• Develop paragraphs

• Paragraph is appropriately structured

Sentence Types

Simple Sentence	Compound Sentence	Complex Sentence
<ul style="list-style-type: none"> Contains a subject and a predicate Expresses a complete thought. <p>Examples:</p> <p>The boys went to the park. We like pizza.</p> <p>Tip: A simple sentence is also called an independent clause.</p>	<ul style="list-style-type: none"> Contains two or more independent clauses. Clauses are joined by a coordinating conjunction. <p>Examples:</p> <p>The boys went to the park, but they did not go to the zoo. We like pizza, and we like spaghetti.</p> <p>Tip: Look for these conjunctions: <i>for, and, nor, but, or, yet.</i></p>	<ul style="list-style-type: none"> Contains an independent clause and a dependent clause. Dependent clause begins with a subordinating conjunction. <p>Examples:</p> <p>Because the boys went to the park, they did not go to the zoo. The boys did not go to the zoo because they went to the park.</p> <p>Tip: Look for these subordinating conjunctions: <i>after, before, because, although, when, since, if, whenever, unless, while, so that, even though, wherever.</i></p>

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For example:

I played football all day on Saturday (simple)

I played football all day on Saturday and my brother played cricket. (compound)

While I was playing football, my brother was playing cricket. (complex)

Group 1

Work in small groups to categorize sentences into simple, compound and complex. Add appropriate conjunctions to convert simple sentences into compound sentences.

Group 2

Work in small groups with clauses and conjunctions written on sentence strips. Students are to match them to make complete and meaningful compound sentences.

Internet Links: Recognize and differentiate among simple, compound, and complex sentences.

http://www.internet4classrooms.com/grade_level_help/language_sentence_types_language_arts_seventh_7th_grade.htm

Compound and Complex Sentences - Combine simple sentences to make complex, compound, or complex-compound sentences. Then click the submit button to compare your answers to sample answers.

- **Compound and Complex Sentences** - a Quia quiz for review using the Battleship format
- **Identifying Simple, Compound, and Complex Sentences** - ten question multiple-choice quiz
- **Parts of the Sentence - Compound/Complex Sentences** - five sets of sentences to classify, followed by answers just below the sentences - each set contains five sentences [not interactive]
- **Quiz on Sentence Types** - select the option that best describes that sentence

Sentence Definitions: Simple-Compound-Complex - In this game choose the correct term or punctuation mark that fits in the sentence that deals with simple, compound, or complex sentences.

Sentence Structure Practice Game - Practice identifying simple, compound, complex, and compound/complex sentences. [Quia quiz in Rags to Riches format]

Sentences: Simple, Compound or Complex - explanation of the three types of sentences using colour codes to identify components

Simple, Compound, & Complex Sentences - Read each of the following fifteen sentences and identify them as simple, compound, or complex.

Simple, Compound, or Complex - online quiz - Identify the sentences

Simple, Compound, Complex and Compound-Complex Sentences in Your Writing - [12 slides] use this PowerPoint show to introduce or review the topic.

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.”



Key Vocabulary

- abstain*
- anorexia*
- bingeing*
- bullying*
- diet*
- disease*
- exercise*
- habit*
- healthy*
- lack*
- media*
- network*
- over-weight*
- practice*
- proper*
- poor*
- sexually*
- sleep*
- smoking*
- social*
- stress*
- tiredness*
- transmitted*
- unhealthy*
- vegetable*
- water*

Focus Question: What are the effects of unhealthy practices?

STRAND 1: LISTENING AND SPEAKING

STANDARD 1: Students will engage in active listening and speaking for a variety of purposes, developing an understanding of how language works in different contexts and cultures, using Standard Jamaican English (SJE) and Jamaican Creole (JC) appropriately.

ATTAINMENT TARGETS:

- Communicate with confidence and competence for different purposes and audiences, using SJE and JC appropriately and creatively
- Listen to, recall, understand and respond to speakers’ messages, whether
- Explain and comment on speakers’ use of language, including use of SJE and JC, and their use of vocabulary, grammar and other features

Attainment Target(s)

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

ICT Attainment Targets:



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



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

Objective(s)

Students should be able to:

- Practise the use of critical thinking skills in oral discussions
- Observe communication protocol in oral communication activities

Students will:

After listening to a recording related to the theme, develop related questions/statements. e.g.

1. What is bullying?
2. What is cyber bullying?
3. What is stress and in what ways does it affect the individual?
4. Describe how peer pressure influences unhealthy practices.
5. Critique how the media and other technology affect behaviour practices.
6. Discuss how to get support when making personal behaviour choices or getting help for others.

In mixed ability groups, discuss the elements of an oral presentation rubric.

- Construct questions/statements
- Participate in discussion
- Evaluate oral presentations
- Ask clarifying questions

- Questions/Statements relate to the audio recording
- Ideas contributed in discussions reflect the elements of the oral presentation rubric
- Oral presentation rubric satisfactorily applied in preparation and presentations

Oral Presentation Rubric

	4—Excellent	3—Good	2—Fair	1—Needs Improvement
Delivery	<ul style="list-style-type: none"> • Holds attention of entire audience with the use of direct eye contact, seldom looking at notes • Speaks with fluctuation in volume and inflection to maintain audience interest and emphasize key points 	<ul style="list-style-type: none"> • Consistent use of direct eye contact with audience, but still returns to notes • Speaks with satisfactory variation of volume and inflection 	<ul style="list-style-type: none"> • Displays minimal eye contact with audience, while reading mostly from the notes • Speaks in uneven volume with little or no inflection 	<ul style="list-style-type: none"> • Holds no eye contact with audience, as entire report is read from notes • Speaks in low volume and/or monotonous tone, which causes audience to disengage
Content/Organization	<ul style="list-style-type: none"> • Demonstrates full knowledge by answering all class questions with explanations and elaboration • Provides clear purpose and subject; pertinent examples, facts, and/or statistics; supports conclusions/ideas with evidence 	<ul style="list-style-type: none"> • Is at ease with expected answers to all questions, without elaboration • Has somewhat clear purpose and subject; some examples, facts, and/or statistics that support the subject; includes some data or evidence that supports conclusions 	<ul style="list-style-type: none"> • Is uncomfortable with information and is able to answer only rudimentary questions • Attempts to define purpose and subject; provides weak examples, facts, and/or statistics, which do not adequately support the subject; includes very thin data or evidence 	<ul style="list-style-type: none"> • Does not have grasp of information and cannot answer questions about subject • Does not clearly define subject and purpose; provides weak or no support of subject; gives insufficient support for ideas or conclusions
Enthusiasm/Audience Awareness	<ul style="list-style-type: none"> • Demonstrates strong enthusiasm about topic during entire presentation • Significantly increases audience understanding and knowledge of topic; convinces an audience to recognize the validity and importance of the subject 	<ul style="list-style-type: none"> • Shows some enthusiastic feelings about topic • Raises audience understanding and awareness of most points 	<ul style="list-style-type: none"> • Shows little or mixed feelings about the topic being presented • Raises audience understanding and knowledge of some points 	<ul style="list-style-type: none"> • Shows no interest in topic presented • Fails to increase audience understanding of knowledge of topic
Comments				

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http://www.readwritethink.org/files/resources/printouts/30700_rubric.pdf

Select one of the statements/questions constructed and respond to it. At the end of the presentation, observe oral communication protocol when asking for clarification or commenting on areas of strengths and weaknesses. Apply the rubric to rate the presentation.

STRAND 2A: READING WITH FLUENCY AND WORD RECOGNITION

STANDARD 2: Students understand and are able to apply a wide range of word recognition and decoding strategies and understand and use word meaning' to reflect vocabulary development.

ATTAINMENT TARGETS:

- Develop phonological awareness and use knowledge of letter-sound correspondences in order to decode unfamiliar words

Attainment Target(s)

- Read fluently and with appreciation at independent reading level
- Automatically recognise words (including basic sight word lists) through repeated exposure and mnemonic devices
- Establish a concept of print and use a range of word recognition clues to identify new words and build vocabulary

Objective(s) - Groups 1 and 2

Students should be able to:

- Use synonyms to convey different impressions and/or attitudes
- Increase their knowledge of synonyms for common words
- Expand their written and oral vocabularies
- Identify clues in context for more specific word choices

Objective(s) - Groups 1 and 2

Students should be able to:

- Know and apply phonics and word analysis skills in decoding words.
- Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
- Use elements of structure to identify words including the use of familiar word chunks, compound words, inflectional endings

Suggested Teaching and Learning Activities

Students will:

Locate or write a descriptive passage that repeatedly uses words such as: good, bad, pretty and nice. Next, read the same passage but substitute the overused words with descriptive synonyms. Say which reading is more interesting and give reasons for their views. Discuss why writers use more direct descriptive language (appeal to reader's senses), and give examples of situations where specific adjectives that appeal to the senses are required (advertisements, travel brochures, newspapers).

Key Skills

- Use synonyms effectively
- Build vocabulary

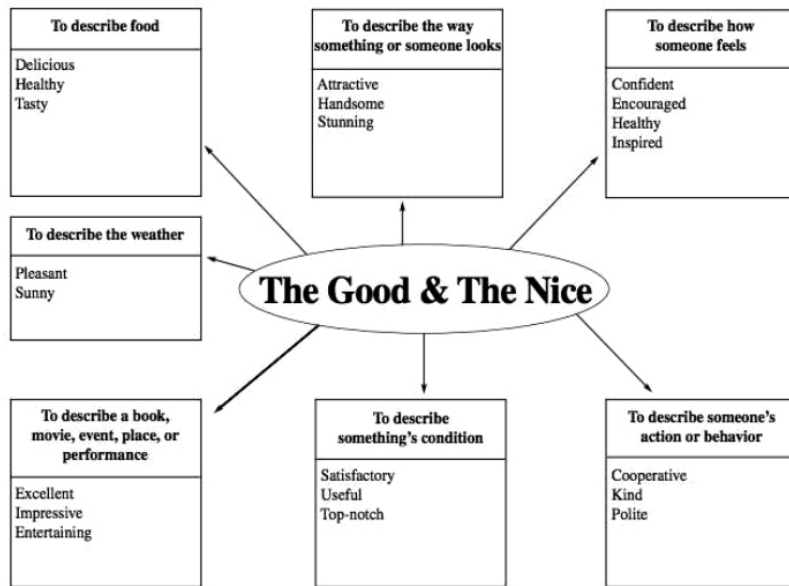
Assessment Criteria

- Vocabulary is used with increasing specificity as appropriate to context
- Synonyms identified and used appropriately to create sentences
- Word web used appropriately to complete synonym chart

In groups, replace overused words in a word web with synonyms. Use online resources (www.dictionary.com and www.thesaurus.com), dictionary or thesaurus to assist them to identify synonyms. Use the words in complete sentences.

- Use dictionary and thesaurus
- Use contrast and synonym clues to convey attitudes

- Dictionary and thesaurus effectively used effectively to identify suitable synonyms to describe feelings, people, things, conditions and attitudes



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Group 1

Find 'good, bad, and nice' words for abstaining from unhealthy practices (bullying).

Group 2

Find words for abstaining from unhealthy practices (stress), etc.

Point to Note

Combine and categorize all the groups' word webs, create a clean copy and distribute to students. Instruct students to keep their copy for future writing projects

Suggested Teaching and Learning Activities

Key Skills

Assessment Criteria

Groups 1 and 2

Use a crossword puzzle tool to create synonym puzzles for practice and reinforcement.

<http://www.readwritethink.org/files/resources/interactives/crossword/>

Write journal entries using synonyms from the word webs.

Work in small groups to prepare skits demonstrating their capacity to use synonyms correctly. For reference, they can use the vocabulary from the word web and include the overused words in the production of their skits to show contrast and effect of the synonyms used instead of the overused words.

- Create and use games to identify synonyms

- Word games are satisfactorily and meaningfully constructed and used for practice and reinforcement

- Use skits to demonstrate understanding and use of synonyms

- Skits appropriately used to demonstrate use of synonym and effectively showed contrast and effect of the new word

Review phonogram by playing a game called, "Bat the Ball" found at www.teacher.scholastic.com

Be sure to include:

- short-vowel phonograms (e.g. ab, eld, inge, ough, ove, udge, ung, utch, utt, etc);
- long-vowel phonograms (e.g. ace, ain, aint, ey, e, ea, eeze, ide, oad);
- other vowel phonograms (e.g. air, are, ear, earn, ur, urb, oo, ool, ooze, owl, ude, ume, une, ood, oot, ull, ush)

- Use phonics to decode words

- Letter-sound relationship used to decode phonetically regular words

Strategies to decode multi-syllabic words in parts (chunking)

Participate in introductory session aimed at chunking words they have already mastered. Having chunked words mastered, attempt words at their instructional reading levels. Follow the following steps in chunking words:

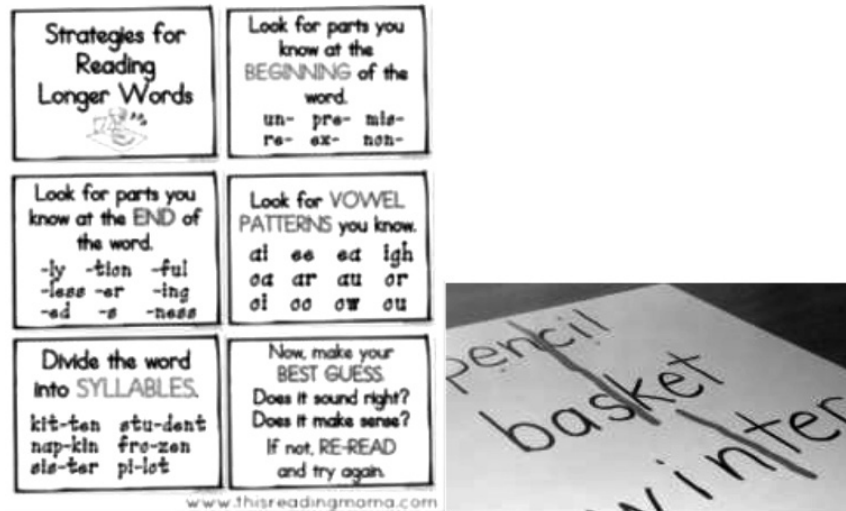
Steps

1. Look for parts of the word they know at the beginning or end
2. Look for vowel patterns they know
3. Identify the syllables, pronounce them, then read words as a whole

Create a chart as seen on the following page or use the chart to enter the information in their log book.

- Identify multi-syllabic words
- Use chunking to read multi-syllabic words

- Multi-syllabic words accurately identified in isolation and in the context of sentences
- Word chunking used to assist in word recognition



- Use dictionary and thesaurus
- Use contrast and synonym clues to convey attitudes

- Dictionary and thesaurus effectively used effectively to identify suitable synonyms to describe feelings, people, things, conditions and attitudes

Group 1 Students

Select 10 multi-syllabic words from the Unit Key word list such as: abstain, bullying and exercise. Use a marker, highlighter or a pen to chunk the words and then use them in sentences.

abstain

Group 2 Students

Select 15 multi-syllabic words from the Unit Key word list. Chunk the words and then list as many words as they can with a similar pattern. Choose 15 words and use them in sentences.

di et - quiet, anklet, cabinet, basket, bucket, magnet

Compound Words

View YouTube video at www.youtube.com/watch. (Ensure that the video is queued up prior to the start of the lesson.)

- Read a selected passage containing compound words (text books are a good source). Highlight or copy in their notebooks, the compound words they have identified. Read aloud the ones identified.
- Anchor chart creation:
 - a) Write definition of compound word on chart paper.
 - b) Create a T Chart with Compound Words on one side and Meaning on the other side.
 - c) Divide the word into its two parts in order to help ascertain the word meaning. Record the meaning on the T Chart. If meaning can't be determined through the two-word parts, refer to the passage and use context clues to get the meaning.
 - d) Review compound words and use a graphic organizer to assist in making inferences about the meanings of a list of compound words and then to confirm the meaning using a dictionary or thesaurus.

- Use word structure to identify words

- Compound words accurately read and understood
- Compound words accurately defined, analysed and used in sentences

Compound Word	What i think it means...	How i figured it out...	What it really means...

Group 1

- a) Walk around the room with a one-word card to find a match that makes a sensible compound word.
- b) Stand together once they have a match, share their words and give definitions.
- c) Post their words on a Compound Word Wall for further use.

Group 2

Use sentence strips and markers to write sentences using compound words.

Both Groups

- a) Practise to create or identify compound words using interactive computer games.
- b) Play compound word trivia games
- c) Display anchor chart in classroom and challenge students to add compound words from their reading.

STRAND 2: READING FOR MEANING AND ENJOYMENT (COMPREHENSION AND LITERATURE)

STANDARD 2: Students read a wide range of texts to understand the self. They read for meaning, fluency and engagement with text and critically respond to literature, the demands of society and other stimuli.

Attainment Target(s)

- Read for meaning, fluency and enjoyment of texts, using a variety of clues to gain information and identify ideas and events
- Connect experiences and ideas in text to their own lives
- Recognize and comment on the elements of literature in its different genres
- Use deduction and inference to interpret information and ideas and to predict outcomes

Objective(s) - Groups 1 and 2**Students should be able to:**

- Determine the effect of technical elements of drama such as scenery, costumes, props and other stimuli on making meaning
- 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
- React to stimuli from text and compare these with knowledge of the world

ICT Attainment Target(s):

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



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



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

ICT Objective(s):

- Use appropriate digital tools to create document to represent information for a specific audience

Main Idea and Summarizing

Students will:

- Reflect on the last movie (appropriate movies) they watched
Write a 4-6 sentence paragraph about the movie using the following scenario below:
Your audience is your friends rushing in the hallway to get to class. They have just enough time to hear the main idea about the movie.
- Participate in the discussion and demonstration of the strategy “Somebody-Wanted-But-So-Then (SWBST)” (A strategy to help students identify key elements and main idea in a story/event). Extract the main ideas from a story/event related to the Unit theme (Abstaining from Unhealthy Practices), as well as other reading materials of interest to them and with which they are familiar.

- Identify/Extract main ideas
- Compose summaries
- Create organizer
- Review summaries

- Main idea accurately identified in prose and picture sets
- Main ideas used to satisfactorily compose summaries
- Graphic organizer is appropriate for the task

Somebody	Wanted	But	So	Then
main character, speaker, or author	motivation: the gist of the issue; what somebody is trying to accomplish, achieve or acquire	the problem: what is standing in the way of success, the conflict or opposition	how the problem is solved	resolution: the ending or outcome, what eventually happened
Cinderella	Wanted to go to the ball	However her stepmother wouldn't let her go.	So, her fairy godmother helped her.	In the end she married the prince and lived happily ever after.

Summarizing**Students will:**

Read short stories at their independent or instructional reading level. Participate in completing a Summarizing Chart as seen below. After reading a story, place a sticky note comment under each heading (SWBST). Read each summary statement placed by a peer and make comments.

**Elements of Drama:**

1. View/Read a dialogue for a plot (script) and discuss the reasons why characters act the way they do. Using the Unit theme, create their own scripts in mixed ability groups.
2. Participate in role-playing (acting) to explore various situations situations to include aspects of the Unit theme. Include choral readings, reader's theatre, and mimes.
3. Add costumes, props, light and colour, and musical sounds to enhance dramatization of a story or poem. (Acting and Drama)

- Identify linking/transitional words and phrases
- Use linking/transitional words and phrases in the context of sentences and paragraphs

- Linking/transitional words and phrases accurately identified in text book
- Sentences and paragraphs reflect the accurate use of linking/transitional words and phrases

- Identify and discuss technical elements of drama
- Interpret texts
- Use props and other drama elements

- Technical elements of drama identified and discussed
- Interpretation of texts is effectively communicated through created theatre scripts and dramatic presentations
- Props incorporated are relevant and drama elements effectively used

Suggested Teaching and Learning Activities

4. View and comment on appropriate audience behaviour/ etiquette during live or theatre performances. (Audience). Discuss the effects of inappropriate behaviour on the actors and other audience members. Watch an actual live performance and write and orally share critique of this performance.
5. Video record each group's presentation and vote to select the "best original play" which can be uploaded on the class social media page or on YouTube.

Point to Note

Drama lesson plans can be found on various websites. For example, www.uen.org, www.lessonplanspage.com, <http://www.readwrite-think.org/>

Key Skills

- Make video recording of play

Assessment Criteria

- Participation in discussion of recorded play/skit is meaningful

Metaphors

Review the definition of metaphor, then listen to Bob Marley's song "Wake up and Live." Examine the lyrics to find examples of metaphors. After discussing the metaphors, they have found, search through their own music collections (fit for air play) for additional examples. Present the songs and indicate the metaphors they have identified.

Discuss questions like the following below:

What do the following lyrics from the song mean?

*Life is one big road with lots of signs
So when you riding through the ruts
Don't you complicate your mind*

Why does Bob Marley use the phrase "Don't bury your thoughts"?
What other metaphors can you find in the lyrics?

- Identify sentences or ideas demonstrating implicit comparisons
- Compose figurative phrases demonstrating implicit comparisons
- Critique compositions

- Implicit comparisons in metaphors are accurately determined
- Figurative phrases appropriately communicate metaphors

Wake Up and Live (Robert Nesta Marley)

One, two, three, four!
 Wake up and live, y'all
 Wake up and live!
 Wake up and live now!
 Wake up and live!

Life is one big road with lots of signs
 So when you riding through the ruts
 Don't you complicate your mind
 Flee from hate, mischief and jealousy!
 Don't bury your thoughts
 Put your vision to reality, yeah!

All together now
 Wake up and live (wake up and live, y'all)
 Wake up and live (wake up and live)
 Wake up and wake up and live, yeah! (Wake up and live now)
 Wake up and (wake up and live), wake up and live!
 Rise ye mighty people, yeah!
 There's work to be done
 So let's do it a little by little
 Rise from your sleepless slumber! Yes, yeah! Yes, yeah!
 We're more than sand on the seashore
 We're more than numbers

All together now
 Wake up and live now, y'all!
 (Wake up and live) Wake up and live! Wake up
 (Wake up and live, y'all) Wake up and live now!
 You see, one, one cocoa full a basket
 Whey they use you live big today, tomorrow you buried in a casket
 One, one cocoa full a basket, yeah, yes!
 Whey they use you live big today, tomorrow you bury in a casket

W'all together now (wake up and live now!)
Wake up and live! Oh! Yeah! (Wake up and live!) Uh!
(Wake up and live now!) Wake up and live!
(Wake up and live) Keep on playin'!
(Wake up and live, y'all) Uh! Yeah! Yeah!
(Wake up and live!)
(Wake up and live now!)
(Wake up and live!) Break it down!

Come on, man!
How is it feelin' over there?
(Wake up and live now) All right!
(Wake up and live!) Yeah, yeah, yeah, yeah, yeah! Uh!
Come on, man!
You gotta wake up and live!

Life is one big road with lots of signs, yes!
So when you riding through the ruts
Don't you complicate your mind
Flee from hate, mischief and jealousy!
Don't bury your thoughts
Put your dream to reality, yeah!

W'all together now (wake up and live, y'all)
(Wake up and live!) Wake up and live, yeah!
(Wake up and live now!)
(Wake up and live!)
(Wake up and live now!)
(Wake up and live) Wooh!
(Wake up and live now!)
(Wake up and live!)

Group 1
In small groups of 3-4 students write their own song lyrics using metaphor.

Group 2

In small groups of 3- 4 students, select a song that contains metaphors and rewrite the song by replacing the metaphors with literal phrases. Present (sing or read) both versions to the class, comparing the original with their version. Discuss the ways song lyrics are like poetry and why the lyricists make use of poetic devices, such as metaphor.

Point to Note

Help students understand that Jamaican sayings are metaphorical and portray experiences throughout life. They are influenced by African and European culture. Jamaican metaphors teach life survival skills.

Students will:

Read examples of Jamaican metaphor and have students explain their meaning. Supply other examples and explain their meanings in a mix of SJE and JC where appropriate.

Examples and their interpretation:

http://www.my-island-jamaica.com/jamaican_sayings.html

1. Mi old, but mi nuh cold" [Do not underestimate the value of the elderly]
2. "Every mikkle mek a mukkule" [Every little bit counts]
3. "Every dawg has his day and every puss his 4 o'clock" [Today for me, tomorrow for you]
4. "Cock mouth kill cock" [A person's own words can end up hurting the same speaker or be used against him/her]
5. "Sorry fi mawga dog, mawga dog wi tun round bite you" [Sometimes it is those whom we help who are the least grateful]
6. "Duppy know who fi frighten" [Bullies pick on those who can defend themselves the least]
7. "De olda de moon, de brigher it shines" [The older a person is, the wiser]
8. "Hog say, 'de first dutty water mi ketch, mi wash." [Make use of the first opportunities that come your way]

Suggested Teaching and Learning Activities

Key Skills

Assessment Criteria

9. "One eye man a king in blind man country". [Where standards are low or situations are difficult, persons who are barely able or average in their skills are seen as very talented and indispensable]
10. "Talk and taste your tongue" [Think before you speak].
11. "Cockroach nuh business inna fowl fight" [Don't get involved in things that don't concern you]
12. "One, one coco full basket" [Seemingly little things or inputs can help you achieve a big goal over time.]

STRAND 3: READING FOR INFORMATION (STUDY AND RESEARCH SKILLS)

STANDARD 2: Students apply study skills and search for information using a wide range of texts on paper and on screen

Attainment Target(s)

- 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

Objective(s)

Students should be able to:

- Define the term “plagiarism”
- Highlight the implications of plagiarism
- Explain the various ways in which plagiarism can be prevented.

ICT Attainment Target(s):



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



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



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



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

ICT Objective(s):

- Use selected ICT tools to create original work for a specific purpose and audience

Suggested Teaching and Learning Activities

Key Skills

Assessment Criteria

Students will:

- View acrostic poem without proper citation written on chart paper or smart board to illustrate plagiarism.
- View second copy of the acrostic poem to the class, this time with the proper citation included.
- Explain the difference between the two presentations. Guide them to discover that citation information gives credit to the author while the other copy is an example of plagiarism.
- Develop a definition for plagiarism and compare to definition provided in dictionary sources; for example, (www.dictionary.com)
- Discuss forms of what may be categorized as plagiarism:
 - stealing word-for word without using quotation marks;
 - stealing parts of your own work from previous assignments and mixing them to complete a new assignment;
 - using phrases from another author without quotation marks or just finding synonyms to make the work look new or different; making a mistake and forgetting to use proper citation.
- Discuss ways to prevent plagiarism; for example, citing as they write, making a bibliography page, writing down page numbers, etc.
- Do a Plagiarism Scavenger Hunt Activity found at www.edteach2.boisestate.edu.
- Explore other websites which provide activities that will help them to detect plagiarism and how to cite sources.
www.plagiarism-detect.com/
www.eduplace.com/parents/resources/homework/reference/bibliography.html#head
- Students work in small groups to design pamphlets, brochures, or posters outlining the implications of plagiarism.

- Discuss aspects of plagiarism
- Identify implications of Plagiarism
- Prepare information on implications of plagiarism

- Types of plagiarism discussed and responses indicate an understanding of the topic
- Various ways of preventing plagiarism presented
- Pamphlets, brochures or posters satisfactorily outline the implications of plagiarism.

STRAND 3B: LANGUAGE STRUCTURE (GRAMMAR AND CONVENTIONS)

STANDARD 6: Students apply knowledge of language structure and language conventions including the use of SJE and JC for meaning and impact

Attainment Target(s)

- Use and adapt a range of language structures according to context, distinguishing between SJE and JC
- Write sentences which are grammatically accurate and correctly punctuated, using SJE and JC appropriately
- Use a range of punctuation correctly

ICT Attainment Target(s):



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



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

Objective(s)

Students should be able to:

- Review and use compound sentences
- Use coordinating conjunctions to create compound sentences

Suggested Teaching and Learning Activities

Students will:

1. Review lessons covered in Unit 1 on simple and compound sentences.
2. Refer to anchor chart posted in classroom indicating the differences between simple and compound sentences. Use FANBOY covered in that lesson to help improve their writing.

Points to Note

If there is access to a SMART BOARD, then utilize the lesson provided called FANBOYS SMART Board.
At www.scholastic.com it is recommended that if you do not have a SMART Board you can download their free Notebook Interactive Viewer in order to use the lesson.

Key Skills

- Review differences between simple and compound sentences

Assessment Criteria

- Simple and compound sentences clearly and accurately distinguished

Suggested Teaching and Learning Activities

Key Skills

Assessment Criteria

Students will:

3. Compare and contrast a paragraph with only simple sentences with one with compound sentences. Explain the differences in the two paragraphs. Discuss the impact of the change in sentence structure on the flow of the second paragraph.
4. Write a journal entry on how a compound sentence is like a compound word. Share their entries in small groups or with the whole class.
N.B. Group 2 students may work on this activity in pairs

- Compare and contrast impact of sentence structure
- Compare compound sentence and compound word

- Impact of sentence structure (simple and compound) on paragraphs satisfactorily described.
- Compound sentence and compound word meaningfully compared

STRAND 3B: WRITING (COMMUNICATION)

STANDARD 6: Students apply knowledge of language structure and language conventions including the use of SJE and JC for meaning and impact

ATTAINMENT TARGET(S):

- Develop approaches to the writing process to enable them to organize their ideas into a coherent structure including layout, sections and paragraphs
- Use language and text forms appropriately and with imagination to create vibrant and engaging texts

Attainment Target(s)

- 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
- Write well-constructed paragraphs which have linking sentences within and between them

Objective(s)

Students should be able to:

- Know and use various types of transitional words (compare and contrast) to connect ideas: general/specific order
- Use dialogue to portray the qualities and actions of characters and their relationship to the resolution of the conflict.

ICT Attainment Target(s):



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.

ICT Objective(S)

- Create document using appropriate digital tools

Suggested Teaching and Learning Activities

Students will:

- Review character emotions and character traits as covered in Term 1 and revisit the word bank of traits, anchor charts, and thinking maps created during those lessons.
- Review creating a dialogue as covered in Term 1 Unit 2 Strand 2 (Elements of Drama)

Key Skills

- Composing dialogues

Assessment Criteria

- Character traits are clearly revealed through dialogues constructed.

Students will:

- Think of a good (protagonist) or bad character (antagonist) from a favourite video game. Brainstorm the traits that make them believable. Practise how to get into the head of their chosen character, and stay in character. Work in pairs (especially those who chose the same character), generate a scenario, and write a dialogue showing how the character would respond in the situation.

Discuss as a whole class activity, the role of transitional words in a story. Analyse the role of transitional words in stories in helping the story to flow smoothly and helping the reader to make connections with the ideas/details in the story. Additionally, discuss other uses such as helping to sequence ideas, showing timelines, showing movement between paragraphs, and summarizing a story.

Identify different kinds of transitional words, for example, those below in given short stories or paragraphs.

Examples of Transitional Words

Also again besides as well as as a result then
As well first second Furthermore therefore usually

Make the connection between compare and contrast words/phrases and character comparison. Create a list of transitional words that signal compare and contrast.

Words and Phrases Used in Comparison and Contrast

Words that signal a comparison

- As
- Also
- Like
- Alike
- Likewise
- Resemblers
- Similar
- Just as
- Just like
- Equally
- Same both

Words that signal a comparison

- however
- Although
- Whereas
- In contrast
- Yet
- Differs from
- Instead
- Unlike
- On the contrary
- Different from
- On the other hand

- Develop characters

- Use, compare and contrast transitional words or phrases in writing

- Sentences organized appropriately into paragraphs using 'compare and contrast transitional words and phrases'

Group 1

Read a short story that involves sequencing of events or a time line with the students. Record the transitional words on a storyboard template. Add other relevant transitional words to the list.

Storyboard Template

Name	NOTES	page
PROJECT		

<div style="position: absolute; top: -15px; left: -15px; width: 15px; height: 15px; border: 1px solid black; border-radius: 50%;"></div>	<div style="position: absolute; top: -15px; left: -15px; width: 15px; height: 15px; border: 1px solid black; border-radius: 50%;"></div>	<div style="position: absolute; top: -15px; left: -15px; width: 15px; height: 15px; border: 1px solid black; border-radius: 50%;"></div>

<div style="position: absolute; top: -15px; left: -15px; width: 15px; height: 15px; border: 1px solid black; border-radius: 50%;"></div>	<div style="position: absolute; top: -15px; left: -15px; width: 15px; height: 15px; border: 1px solid black; border-radius: 50%;"></div>	<div style="position: absolute; top: -15px; left: -15px; width: 15px; height: 15px; border: 1px solid black; border-radius: 50%;"></div>

Group 2

Create a list of transitional words for the beginning, middle and end of a story. Select as many words from the list created to write a short story which makes sense.





NSC

ENGLISH LANGUAGE & LITERATURE

GRADE 8: TERM 2

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.

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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.



Key Vocabulary

- communication
- dear
- deliver
- delivery
- form
- landline
- letter
- mailbox
- office
- operator
- package
- post
- postal
- postman
- radio fusion
- seal
- service
- sign
- sincerely
- stamp
- telegram
- telegraph
- telephone
- traditional
- truly

Focus Question: How did we communicate before modern technology?

STRAND 1: LISTENING AND SPEAKING

STANDARD 1: Students will engage in active listening and speaking for a variety of purposes, developing an understanding of how language works in different contexts and cultures, using Standard Jamaican English (SJE) and Jamaican Creole (JC) appropriately

ATTAINMENT TARGETS:

- Communicate with confidence and competence for different purposes and audiences, using SJE and JC appropriately and creatively
- Listen to, recall, understand and respond to speakers’ messages, whether implicit or explicit
- Explain and comment on speakers’ use of language, including use of SJE and JC, and their use of vocabulary, grammar and other features

Attainment Target(s)

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

Objective(s)-

Students should be able to:

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

ICT Attainment Target(s)



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



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



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



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

ICT Objective(s)

- Use relevant research tool to locate information online
- Cite sources correctly and give credit to creators of digital content

Suggested Teaching and Learning Activities

Key Skills

Assessment Criteria

Theme: Traditional and Modern Communication

Topic 1: Traditional Communication: Brainstorm to develop a list of the early forms of communication.

- Drumming
- The abeng
- Beeper
- Letter writing
- Smoke signal
- Cablegram
- Telegram
- Verbal
- Non-verbal

- Use problem solving techniques
- Discuss issues
- Contrast forms of communication
- Navigate digital content on website and storage
- Create digital presentation

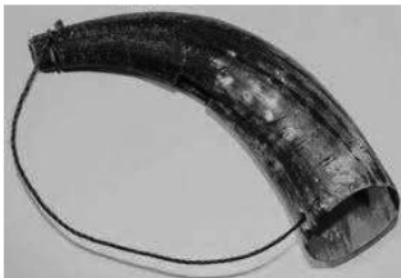
- Inductive reasoning effectively used to analyse past society devoid of modern forms of technology.
- Traditional and modern types of communication adequately contrasted through role play

Students will :

Work in groups of 3-4 and each group to fill out the first three columns of the KWHL chart in order to tell what they know, want to know about 3-5 of each of these forms of communication and how they will find the information. Select a recorder and reporter for their group. they will then share the information gathered in a whole class setting and present their findings using the visual and performing arts.

For example:

Prepare a skit depicting how the abeng was used during the slavery period. Collect pictures and/or the actual objects. Present them, describe their use and indicate the era in which they were used.



Students will engage in a guessing game on the time period of each of these methods and which culture or people used these forms of communication. For example:

- Smoke signal – Indians
- The abeng - Maroons
- Drumming – Africans

Group 1:

Use an online search engine to check the accuracy of the guesses their classmates made from the previous activity.



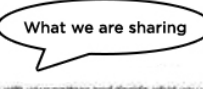
Group 2:

Pair and share regarding the effectiveness of each of these methods of communication. Record their thoughts on an appropriate think, pair, share graphic organiser and then share with the whole group.

Name: _____ Date: _____

Guided Peer Discussion: Think-Pair-Share Unlined Template

Question/Topic: _____

 <p>My Ideas</p> <p><small>Write or draw your thoughts on the question or topic in the space below.</small></p>	 <p>My Partner's Ideas</p> <p><small>Listen to your partner and write or draw their ideas on the question or topic.</small></p>	 <p>What we are sharing</p> <p><small>Talk with your partner and decide what you would both like to share with the class. Write or draw what you will share in the space below.</small></p>

In groups, do a hat debate. Select a topic from the hat and speak confidently on the topic chosen, using the criteria/rubric set out by the teacher.

Topic 2:**Communicating in Today's World****Students will:**

Discuss today's forms of communication. Note that written, verbal and non-verbal forms of communication were always being used. Discuss the components of active listening and listening as an integral part of oral communication.

Brainstorm what they know about email, fax, video conferencing, voice mail as part of modern forms of communication. Use a Venn diagram to show similarities and differences with the traditional methods of communication.

Copy the diagram and write a paragraph showing the connections they have made with both methods. For example: the first marathon by the Greeks and today's athletes running marathons for different purpose.

Group 2:

In groups, participate in a hat debate. Select a topic and speak about it using teacher provided criteria. For example, e-mail

- What is required for a person to use e-mail?
- How is this form of communication done?
- Speed and efficiency of using email.
- What are the disadvantages of using emails?

Points to Note**Group 1:**

Work with this group to develop a format for their topic. Then they will be placed in groups to complete the hat debate.

Ensure that the students (**Groups 1 and 2**) have access to computers or tablets to do research as needed. Remind the students to stay on task on sites and be responsible about using search engines.

Other topic suggestions for hat debate:

- Advantages and disadvantages of using (choose one) form of communication.
- The cell phone as a communicating tool.
- Verbal communicating: What does it require of the speaker and the listener?

Panel discussion (two groups)

Group One

Speak on some form of traditional communication highlighting advantages and disadvantages.

Group Two

Speak on one form of today's communication tool highlighting advantages and disadvantages.

STRAND 2A: READING WITH FLUENCY AND WORD RECOGNITION

STANDARD 2: Students understand and are able to apply a wide range of word recognition and decoding strategies and understand and use word meaning to reflect vocabulary development.

ATTAINMENT TARGETS:

- Read fluently and with appreciation
- Develop phonemic awareness and use knowledge of letter-sound correspondences in order to decode unfamiliar words

Attainment Target(s)

- Automatically recognise words (including basic sight word lists) through repeated exposure and mnemonic devices
- Establish a concept of print and use a range of word recognition clues to identify new words

Objective(s)

Students should be able to:

- Use various sources of semantic cues to unlock meaning of unknown words.
- Use mnemonics to create mental images and study meanings of unknown/unfamiliar vocabulary
- Identify and use technology- related words in context

ICT Attainment Target(s)



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.

ICT Objective(s)

- Use appropriate technology tools to create multimedia presentation with text and audio

Groups 1 and 2:

Students will use sentence strips, they will:

- read the sentence strips aloud
- underline unfamiliar words in each sentence
- circle the phrase that helped them to find the meaning of the word in each sentence. For example:

Mary’s black, green and gold dress looks so unique that everyone in the stadium admired it.

Unique = special

context clue

Students will select reading material at their instructional reading level. On the Context Clues Graphic Organiser, they will list all unknown words, write the sentence from the text, the clues found and then infer the meaning. They will use online and offline sources to confirm the meaning and its pronunciation, and then use the word in a sentence.

Context Clues Graphic Organiser

Unknown Word	Sentence from Text	Clues Found	Inferred Meaning	Use word in your own sentence

Point to note:

Create a Word Wall for reference for the students. Allow students to add words to the wall. As well, have students create individual flash cards for practice.

- Identify sources of semantic cues
- Use cues to unlock meaning

- Completed table clearly outlines the link between semantic cues, sentence structures and word meanings
- Semantic clues are effectively used to accurately determine the meanings of unfamiliar words
- Explanations about the process of using semantic cues to derive meaning are clear and logical

Groups 1 and 2**Students will:**

Using vocabulary that is related to the theme “Traditional and Modern Forms of Communication,” participate in a Memory Game, which includes the use of a maximum of 25 cards - twelve (12) word cards, twelve (12) match cards and one (1) wild card. Shuffle cards and place them face down. For each try, turn over two cards and reads them. If the cards are a match, pick up card pair. Continue trials until only a single card remains. Declare the student with the most cards the winner. Read the words on each card.

Engage students in activities such as crossword puzzles to reinforce word meaning.

Select challenging words from the Context Clues Graphic Organiser and in small groups create mnemonics which they will share with their peers. Use online sources to assist in the building of the mnemonics.

Use a bubble map to brainstorm technology-related vocabulary. In groups, select one of the bubbles and expand on it by preparing a short speech on the pros and cons of the particular technology.

For example: laptop

Pros:

Cons:

- Create mnemonics

- Use technology-related vocabulary

- Mnemonics are able to meaningfully assist students in learning unknown or unfamiliar vocabulary.

- Technology-related vocabulary accurately used in varied contexts

STRAND 2B: READING FOR MEANING AND ENJOYMENT (LITERATURE AND COMPREHENSION)

STANDARD 3: Students read a wide range of texts to understand the self. They read for meaning, fluency and engagement with text and critically respond to literature, the demands of society and other stimuli.

Attainment Target(s)

- 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
- Identify and comment on the structure of texts and on the language choices, grammar and techniques writers use to create an impact
- Reflect on and critically respond to literature and other texts, on paper and on screen

Literature

- Recognize and comment on the elements of literature in its different genres (**Poetic forms: ballad, free verse; Rhythm and rhyme: end and near rhyme**)

Objective(s)- Groups 1, 2**Students should be able to:**

- Select and read to gain information from personal interest materials such as books, pamphlets, how-to manuals, magazines, websites, 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, the author's point of view and purpose
- Read and analyse different genres of poetry
- Explore the rhyme and rhythm patterns in poetry focusing on near and end rhymes
- Compose ballads and free verse poems that utilise near and end rhymes

ICT Attainment Target(s)

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

ICT Objective(s)

- Use relevant research tool to locate information online
 - Cite sources correctly and give credit to creators of digital content
-

Points to Note

Review Expressive Reading and its components:

- Expressive readers change the pitch in their voice.
- Expressive readers change the tone of their voice.
- Expressive readers change the rhythm
- Expressive readers change the volume.

Give examples of pieces being read using and not using the above listed four components of expressive readers. The following is an excellent website that provides activities for training in expressive reading. www.ttms.org.

- Review strategies that enhance reading comprehension skills
- Discuss the types of comprehension questions that students typically have problems answering (inferential).
- Reinforce questions students should ask before, during, and after reading. One strategy for during or after reading is a “Somebody – Wanted – But - So” chart

Somebody Who wanted something	Wanted What they wanted	But What’s the conflict	So Resolution

- Demonstrate how to use graphic organizers and thinking maps to help them stay focused on the information needed to answer questions.
- To enhance students’ ability to respond to questions appropriately, review and use the QAR strategy previously introduced.
- Students should individually and in their group, develop the habit of designing their own questions based on what they have read.
- Review how to summarize what they have read.
- Have students order pictures in sequence. Ask questions based on pictures and have students write their response.

- Read fluently
- Respond to comprehension questions
- Use graphic organisers and thinking maps

- Read with appropriate intonation and pronunciation
- Responded appropriately to comprehension questions at the literal and inferential levels
- Graphic organisers and thinking maps used appropriately to aid comprehension

Whole Class Activity – Oral Reading**Students will:**

Participate in a Reading Competition. They will practise to read as scripts, collected samples of short stories and poems that are related to forms of communication poems. Demonstrate the reading of particular sentences based on the end punctuation mark used. For example; how do you read a sentence that ends with an exclamation mark?

Points to Note

- Allow students to take home the scripts for practice, and to practise reading these scripts in their groups.
- Invite teachers from the English Department and the school's librarian to be the judges. Competitors should read aloud with proper enunciation, intonation and expression to demonstrate fluency and understanding of the material.
- Competitors should also give correct answers to questions asked relating to story read.
- If a video camera is available, tape the readings and have briefing sessions on segments later with students to help them set goals for improvement.
- Have the video running during parent visits to profile students' achievement.
- Winners will receive a certificate.

Author's Purpose**Students will:**

Read 5 given paragraphs based on the theme, "Traditional and Modern Forms of Communication". Match the number of each paragraph with sentence(s) that tells the authors' purpose.

Select a short story from those that are collected. Read and discuss story and make a list of the most important events of the story/plot. Complete the Scholastic Checklist for evaluating the author's purpose and answer the questions that follow.

- Determine author's purpose

- Author's purpose accurately recognized using information presented in text set

YES NO

- | | | |
|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | Do you think the people in the story really exist? |
| <input type="checkbox"/> | <input type="checkbox"/> | Did you learn specific facts from the story? |
| <input type="checkbox"/> | <input type="checkbox"/> | Does the author tell you what to do? |
| <input type="checkbox"/> | <input type="checkbox"/> | Does the author try to make you believe anything? |
| <input type="checkbox"/> | <input type="checkbox"/> | Does the story have interesting characters that make you want to know more about them? |
| <input type="checkbox"/> | <input type="checkbox"/> | Does the author get you to enjoy what the characters say and do? |
| <input type="checkbox"/> | <input type="checkbox"/> | Does the author explain something or make something easier to understand? |

1. What is the author's main purpose in writing?
2. What details in the story helped you decide what the author's purpose was?

Using Imagery

Students will:

Use senses to gather important information about a given topic related to the unit theme. Read some descriptive sentences which are written on the board. Underline the words that describe the senses. Observe how differently they see and hear various things about the same topic.

Examples of descriptive sentences:

- The clown has a bright red nose.
- The bees were buzzing away on the colourful flowers.

Students will use sense words to describe a given topic.

Group 1:

View a video on how diction determines the tone of a piece of literature. In two paragraphs, write about the effect of one form of modern communication such as a cell phone. Use words that describe the senses to build imagery in order to create a certain tone.

- Locate clues indicating point of view

- Aspects of the text that highlight/confirm the author's point of view are correctly identified

Group 2:

Play a game of "Show, don't tell." The game involves the following steps:

On the board, write two sentences describing an event. For example: The soccer player was angry at the referee. The star soccer player made a hand gesture at the other player, and flew in the referee's face to spit his concerns.

Points to Note

- Help the students to determine that the second sentence tells or shows what happened because it gives a clearer picture.
- Explain that authors use words that help readers to see in their minds what they are writing about.

Students will work in pairs to turn 3-5 given sentences into ones that use more precise words to show what is really happening. Here are some examples:

The car was in an accident.

The trees fell down.

My baby sister was mad at me.

Review how to use illustrations and text to develop an understanding of the point of view of characters.

Point of View



That's Suitable	Why?	That's Harmful	Why?

<i>I think that</i>
<i>On the other hand,</i>
<i>My personal view</i>

Students broaden and clarify their points of view by examining the ideas of others.

- a) In collaboration with the school librarian and computer/IT teacher, allot sufficient time and access to the internet, periodical databases, newspapers, telephone, and fax machine.
- b) Review the meaning of "perspective" and "point of view using the topic, Modern Forms of Communication."
- c) Work in groups or individually to collect information/data, using an appropriate thinking map to record their data.
- d) Collect data from various perspectives. For example, students, parents, business, government security agencies, school.
- e) Ensure they are gathering up to date information, and get clarifications from sources through telephone, email, and fax. Provide students with a source form that the teacher has created prior to the lesson.
- f) After gathering data, use another thinking map with reflective prompts in order to establish their personal points of view on the topic.
- g) Work in pairs to rehearse their point of views.
- h) In small groups, present and defend their points of view.

Points to Note:

Cite appropriate websites and other sources for Group 1 students.

Collect students' source forms, thinking maps, and points of view note to be used as assessment tools.

Suggested Teaching and Learning Activities

Students will use The Ballad of 65 by Alma Norma as an introduction to ballads and end rhyme. Read the poem together (reading level is satisfactory for both groups). They will then analyse the poem and arrive at a definition of a ballad which they will then confirm using online or offline sources.

Points to Note

Ensure that students identify the three (3) common features of ballads.

Discuss the rhyming pattern with the students and ask them to share poems, nursery rhymes, lyrics from favourite songs etc. that have a similar pattern. They will then research the term “end rhyme”.

Place students in small groups of 3-4 students and instruct them to use the Unit theme or any other theme they wish to choose to create poems with the end rhyme pattern. They will then share their poems or lyrics to the class.

The Ballad of 65 by Alma Norma

The roads are rocky and the hills are steep,
The macca stretches and the gully's deep.
The town is far, news travels slow.
And the mountain men have far to go.

Bogle took his cutlass at Stony Gut
And looked at the small heap of food he'd got
And he shook his head, and his thoughts were sad,
'You can wuk like a mule but de crop still bad.'

Bogle got his men and he led them down
Over the hills to Spanish Town,
They chopped their way and they made a track
To the Governor's house. But he sent them back.

As they trudged back home to Stony Gut
Paul's spirit sank with each bush he cut,
For the thought of the hungry St Thomas men
Who were waiting for the message he'd bring to them.....

Key Skills

- Identify the common features of ballads
- Identify songs and poems that are ballads
- Identify and explain rhyming words
- Identify near and end rhymes in poems
- Compose ballads using near and end rhymes

Assessment Criteria

- Ballads clearly defined and their purposes established
- Three (3) common features of ballads accurately identified
- Poems and songs selected include the features of ballads
- Discussion meaningfully addressed the use of rhyming words, specifically near and end rhymes
- Poems satisfactorily written to include near and end rhymes

Paul Bogle died but his spirit talks
 Anywhere in Jamaica that freedom walks,
 Where brave men gather and courage thrills
 As it did in those days in St. Thomas hills.

Near Rhymes

View and discuss poems with near/slant rhymes like the one below by Joan Andrea Hutchinson or one by Louise Bennett. Read the poem and tell the difference between the end rhyme poem previously studied and the near rhyme. In their groups, create near rhyme poems or lyrics which they will present to the class.

After reviewing the poems, select poems representing a variety of themes and create an anthology of poems from the class which may be uploaded on the class' social media page and/or printed for distribution to other members of the school's population.

Usain Bolt An Mi Marriage by Joan Andrea Hutchinson

Well wah never happen in a year happen in a day
 Mi kyaan believe mi eyes
 Ever since Usain Bolt win di Olympics 100 metres
 Fi mi husband start exercise

Yuh tink a lickle talk mi a talk to him
 Bout how him belly a get big
 Mi tired fi tell him how him a get waggaty
 An start to fayva pig

Mi spend mi money sign him up a gym
 Steam vegetable gi him every day
 Him suck him teet an say "Man must have guts"
 And galang him merry way

But when Usain Bolt win di Olympic 100 metre gold
 An mi start fi scream
 "Usain Bolt mi love yuh, mi love yuh, mi love yuh
 Yuh fulfil mi wildest dream".....

Suggested Teaching and Learning Activities

Key Skills

Assessment Criteria

Well Usain mi dawlin, dem say who bex lose
So mi say later fi him
But one ting mi know all of a sudden him start eat healty

And find himself a gym
And between mi an yuh Usain, him proud a yuh big time
But mi dear, nuh watch no face
Yuh name write pon mi heart dat Satiday when yuh get di gold
Inna di Olympics 100 metre race

STRAND 2C: READING FOR INFORMATION (RESEARCH AND STUDY SKILLS)

STANDARD 4: Students apply study skills and search for information using a wide range of texts on paper and on screen

Attainment Target(s)

- 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

Objective(s)- Groups 1, 2

Students should be able to:

- Explain the importance of evaluating sources of information
- Identify critical elements to be considered when evaluating various sources of information

ICT Attainment Target(s)



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



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

ICT Objective(s)

- 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

Suggested Teaching and Learning Activities

Engage in whole group discussion on the importance of evaluating sources of information. Examine scenarios where incorrect/misleading information was collected from an unreliable source. Students will decide what the possible implications are.

View a checklist to evaluate information sources. In small mixed ability groups, gather information on a given topic related to the unit theme or from other subjects such as history, poetry, music etc. Use a checklist that evaluates: Authority, Purpose, Objectivity, Accuracy and Currency to analyse and evaluate a misleading report from an online source. At the end, write an evaluation summary of the report.

Key Skills

- Identify and discuss criteria for evaluating sources of information
- Use checklist to evaluate sources
- Conduct electronic search for kinds of information

Assessment Criteria

- Essential element/characteristics of sources are appropriately determined and discussed
- Checklist appropriately completed and use to make decision about sources
- Electronic searches conducted successfully

Website Evaluation Checklist	
Title of the Website: _____ URL: _____	
Authority	
<i>Tips:</i> To help determine the author's expertise, look at the links: "About us," "FAQ," "Background," or "Biography."	
Is it clear who the Author of the website is?	<input type="checkbox"/> Y <input type="checkbox"/> N
Has the author provided contact information (name, email, phone number or address)?	<input type="checkbox"/> Y <input type="checkbox"/> N
If there is no personal author, is a publisher or institution provided along with contact information?	<input type="checkbox"/> Y <input type="checkbox"/> N
Does the individual or organization list all of their qualifications, or credentials?	<input type="checkbox"/> Y <input type="checkbox"/> N
Purpose	
<i>Tips:</i> Looking at the URL of the site will help you determine its purpose. Judge whether the website is geared to a scholarly or non-professional audience.	
Does the website have an .edu, .org, or .gov ending in its URL?	<input type="checkbox"/> Y <input type="checkbox"/> N
Does the website avoid trying to persuade or sell something?	<input type="checkbox"/> Y <input type="checkbox"/> N
Is the information on the site relevant to your needs?	<input type="checkbox"/> Y <input type="checkbox"/> N

<http://library.acphs.edu/PDFs/Website%20Evaluation%20Checklist.pdf>

Students share their findings and discuss their overall evaluation and what they have learned about precautions to be taken when collecting data.

STRAND 3A: WRITING (COMMUNICATION)

STANDARD 5: Students will write a wide range of text on paper and on screen for different purposes and audiences adapting their writing to create a range of effects and impact.

ATTAINMENT TARGETS:

- Develop approaches to the writing process to enable them to organize their ideas into a coherent structure including, layout, sections and paragraphs
- Use language and text forms appropriately and with imagination to create vibrant and engaging texts

Attainment Target(s)

- 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
- Write well-constructed paragraphs which have linking sentences within and between them

Objective(s)- Groups 1, 2

Students should be able to:

- Define the elements of plot structure
- Analyse and compose several short stories to demonstrate understanding of plot structure.
- Use transitional words to meaningfully connect ideas

ICT Attainment Target(s)



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



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

ICT Objective(s)

- Use digital tools to collaborate and communicate ideas and information to complete ICT tasks

Groups 1, 2**Students will:**

Discuss the elements of plot, character and setting in a story.

- Characters are the actors in a story.
- The events in the story make up the plot.
- The place where the events take place is the setting.
- Within the plot there is a conflict.

Use their favourite television shows or movies or short stories from their literature text. Use a thinking map to diagram the structures.

- Have them tell where the stories take place (setting)
- What happens in the story (plot)?
- What was the conflict or problem?

Group 1**Students will :**

Work in groups using the following pointers to develop a story.

- Who are the characters in the story?
- What is the setting of the story?
- What is the conflict or problem?
- How was the problem solved?

In small groups, discuss and choose a short story or a television show to write about. At the end of the lesson each group will present the story to the class.

Group 2**Students will :**

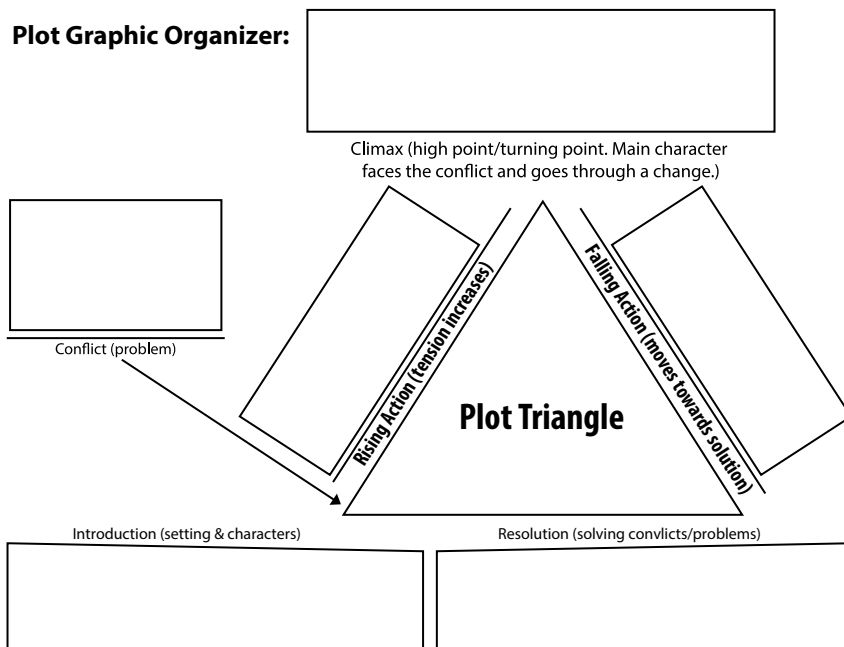
- Practice working with more sample short stories, using the, 'Somebody - Want -- But - So' strategy'.
- Work in small groups to select one (1) of the short story samples, change the plot, diagram, and develop a story.
- At the end of the lesson, present the story to the class.

- Define elements of plot structure

- Plot structure is accurately defined through discussion

In small mixed ability groups of 3 – 4 students, review plot structure but maintain the theme, using the graphic organiser which was previously introduced. Each group will be provided with a copy of a short story. Using the graphic organiser, work in their groups to change the plot structure of the story. Exchange both the original and their new story with their peers who will read both and determine if the original storyline is maintained in the story created with the new plot structure. They will also determine if the theme is the same. If the original plot remains, revise story to reflect the new plot structure.

Plot Graphic Organizer:



Using the Unit theme, individually compose an original short story, which will incorporate transitional words and appropriate language structures previously studied. Use the graphic organiser to aid in the story development.

- Change plot structures

- Plot structure of targeted story is accurately and adequately explored
- Revised stories showcase the original theme unfolded in a new plot structure.

- Compose short stories

- Completed stories reflect the plot structure outlined in the graphic organiser and make use of transitional words studied in the unit

STRAND 3B: WRITING (COMMUNICATION)

STANDARD 6: Students apply knowledge of language structure and language conventions including the use of SJE and JC for meaning and impact.

Attainment Target(s)

- 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

Objective(s)- Groups 1, 2 and 3

Students should be able to:

- Rewrite sentences changing the voice from active to passive and vice versa
- Articulate how the active and passive voices function in writing

ICT Attainment Target(s)



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



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

ICT Objective(s)

- Use digital tools to collaborate and communicate ideas and information to complete ICT tasks

Points to Note

Review conjunctions to prepare students for lesson on types of sentences.

- Write sentences on the chalkboard. For example:
Mother washed the clothes. She hung them on the line.
- Ask students to join the two sentences together. For example:
Mother washed the clothes and hung them on the line.
- Write more sentences and ask students to join them.
- Underline the words that were used to join the sentences.
- Let students tell what name is given to words that are used to join sentences.
- Have students provide other conjunctions and write them on the board.
- Let students note what else is done to the sentences before joining them (some words are being omitted).
- Students will be given list of words that are conjunctions. They will use them in given sentences.

Group 1

Join a series of two short sentences using conjunctions: e.g., Work hard. You will pass. (Answer: If you work hard, you will pass.)

Group 2**Active and Passive Voice****Students will:**

Stand at the front of the classroom and take turns in performing random actions. View actions of their peers and formulate a sentence following each action. In each sentence, start with the name of the actor followed by the action. For example, "Aliesha made a call on her cell phone"

Write the sentence made under a Column labelled 'Active Voice.' Read the sentence written under the column labelled "Passive Voice". In this example, read the passive sentence "A call was made by Aleisha on her cell phone or 'A call was made'.

Compare what happens in both sentences and develop a 'T-chart'.

- Distinguish between active and passive voice
- Rewrite sentences in active or passive voice

- Sentences accurately written/rewritten in active and passive voices

Active Voice	Passive Voice
The subject, 'Aleisha, carried out the action. i.e. the subject is active	The subject, 'a call', is not carrying out the action. i.e. the subject is inactive or passive.
The verb, 'made', is simple past tense	The auxiliary (helping verb) verb, 'was' (past tense), is used along with past participle, 'made'.

Write their sentences in the active voice and match these with related sentences in the passive voice.

Points to Note

Ensure that students understand how to identify subject, verb, and the workings of the verb "to be" as helping verbs.

- a) Repeat the activity using the verb, 'were.'
- b) Provide the students with several actions to provide further practice with passive and active voices
- c) Have students give examples of how passive and active voice is used in the topic, "Modern and Traditional Forms of Communication." Ex.
 - Facebook was co-founded by Mark Zuckerberg.
 - Ink was invented from peanuts by George Washington Carver
 - The device that allows air traffic controllers to communicate with pilots and train dispatchers was invented by Granville T. Woods.
 - Lewis Latimer invented the carbon filament light bulb.
 - Philip B. Downing invented the protective mailbox.
- d) Have students research Black inventors of other communication systems and share the information with class and posters in the hallways.

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 the 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 in understanding and using imagery in poetry and other forms of writing to add humour and produce texts that are engaging and exciting.

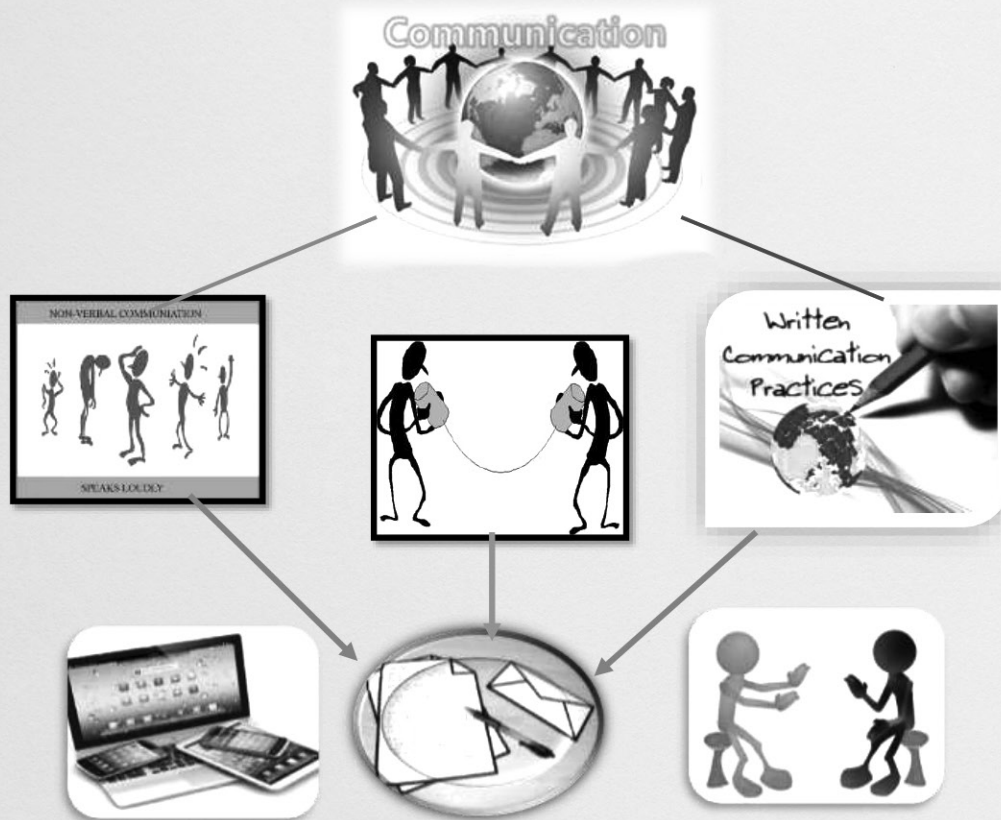
For research activities, students will explore the whole idea of in-text citations and the different forms. Specific emphasis will be placed on the use of the American Psychological Association (APA) but they will be briefly introduced to the Modern Language Association (MLA), and Chicago Manual of Style (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 will 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 handouts 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 handout may even contain information taken from a text or website but it must be properly referenced using the APA documentation style.



Key Vocabulary

- attention*
- body*
- communication*
- electronic*
- eye contact*
- focus*
- gestures*
- instrument*
- internet*
- language*
- listen*
- message*
- non-verbal*
- receive*
- respond*
- sender*
- speak*
- talk*
- transmit*
- type*
- understand*
- verbal*
- written*





Focus Question: How can I communicate effectively?

STRAND 1: LISTENING AND SPEAKING

STANDARD 1: Students will engage in active listening and speaking for a variety of purposes, developing an understanding of how language works in different contexts and cultures, using Standard Jamaican English (SJE) and Jamaican Creole (JC) appropriately

ATTAINMENT TARGETS:

- Listen to, recall, understand and respond to speakers' messages, whether implicit or explicit
- Recognise, value and make distinctions between home language and SJE to improve/acquire language and literacy competencies

<p>Attainment Target(s)</p> <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>Objective(s) – 1, 2</p> <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 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.  RESEARCH, CRITICAL THINKING, PROBLEM SOLVING AND DECISION MAKING - Use appropriate digital tools and resources to plan and conduct research, aid critical thinking, manage projects, solve problems and make informed decisions.  DESIGNING AND PRODUCING - Use digital tools to design and develop creative products to demonstrate their learning and understanding of basic technology operations.  DIGITAL CITIZENSHIP - Recognise the human, ethical, social, cultural and legal issues and implications surrounding the use of technology and practice online safety and ethical behaviour. 	<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

Key Skills

Assessment Criteria

Students will:

Listen to a representative from a major cellular phone company to make a presentation on "Communicating in Today's World". During the presentation, make notes and ask questions after the presentation. write a summary of the presentation.

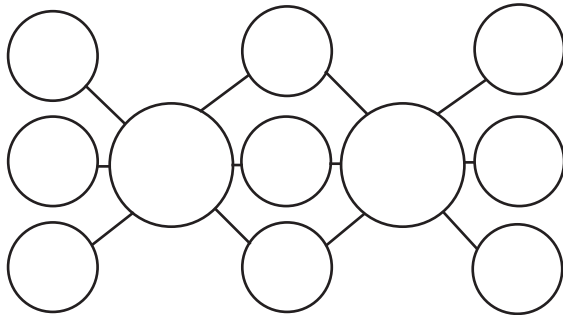
- Summarize information
- Paraphrase information

- Main points from audio story are accurately captured and appropriately paraphrased

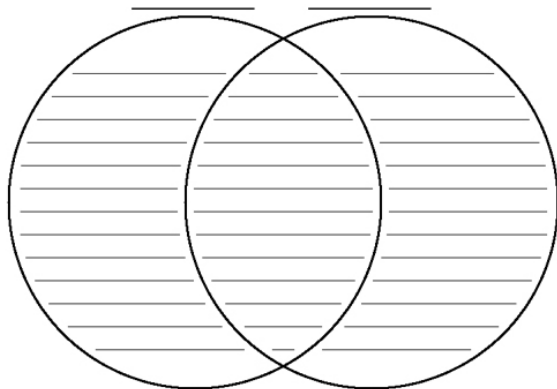
Listen to excerpts from old local and international television programmes accessed from the internet. Using a compare and contrast graphic organiser or bubble map, compare and contrast the vocabulary and structures used by speakers then and now. Use other sources to check the similarities and differences they have identified. For example:

- Compare and contrast vocabulary

- Information from talk show is appropriately paraphrased



Name : _____ venn Diagram



Math-Aids.Com

STRAND 2A: READING WITH FLUENCY AND WORD RECOGNITION

STANDARD 2: Students understand and are able to apply a wide range of word recognition and decoding strategies and understand and use word meaning to reflect vocabulary development.

ATTAINMENT TARGETS:

- Develop phonic awareness and use knowledge of letter-sound correspondences in order to decode unfamiliar words

Attainment Target(s)

- Read fluently and with appreciation
- Automatically recognise words (including basic sight word lists) through repeated exposure and mnemonic devices
- Establish a concept of print and use a range of word recognition clues, re-reading and reading ahead, to identify new words

Objective(s)– Vocabulary Development

Students should be able to:

- Use syntactic cues to decode and decipher meaning of unknown/unfamiliar vocabulary
- Define and use prefixes and suffixes

ICT Attainment Target(s)



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

ICT Objective(s)

- Use appropriate research tools to locate information online

Suggested Teaching and Learning Activities

Groups 1, 2

Synonyms and Antonyms

Students will:

Review synonyms and antonyms. Do oral examples where one side of the class gives a word and the other side gives a synonym/antonym for the same word.

Replace underlined words in given sentences with suitable synonyms from given lists. Create word webs to record synonyms and antonyms. Use the synonyms and antonyms from the word webs to practise conversations, using “Conversation Cards” Answer in complete sentences.

Key Skills

- Use syntactic cues to decode and comprehend

Assessment Criteria

- Discussion satisfactorily reflects students’ understanding of how syntactic cues may be used to decode words and derive meaning

Sample of a “Conversation Card”

Tell your group about a form of modern communication you have researched	Talk about the lack of internet service in your community.	What is your favourite form of communication?	Do you prefer text messages over emails? Why?
What do you like to do on your smart phone?	Talk about a Black person who has invented a communication system or gadget.	Discuss the “good old days” which were better for face-to-face communication	Cell phones should be allowed in schools

Groups 1, 2

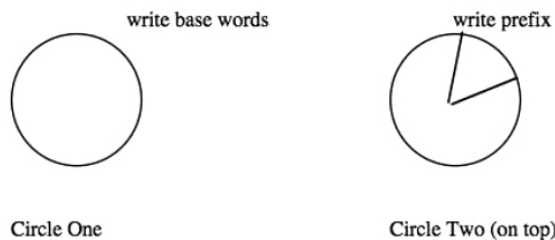
Students will play the prefix game.

- View root word written on a wheel and the spinning component with the prefix written on it.
- Stand in a line.
- When the hand is turned to a prefix identify the new word by joining the prefix to the root and saying the word aloud
- If the word is acceptable, cross over an imaginary river.
- If the word is incorrect, return to the end of the line to get an other chance.

Points to Note

Cut out two medium sized circles from card stock or cartridge paper. On circle, write base words around the edge. On circle two, write one prefix and cut a triangular window beside it. Connect the two circles in the centre using a brass fastener. Spin the top wheel to create new words to study. Students can also construct these using a template to take home as study tools.

Prefix Wheel



Circle One

Circle Two (on top)

http://rwd1.needham.k12.ma.us/program_dev/documents/curriculumbinder/reading/prefixes.pdf

In small mixed ability groups, create a suffix and prefix table as seen below. Share their findings and create charts to be posted in the classroom.

For example: Suffix – Prefix Table

Suffix	Meanings	Sample Words and Definitions	Sample Sentence
-able	able to be	excitable, portable, preventable	
-an (-ian)	relating to, belonging to	Italian, Urban, African	
-ance	state or quality of	brilliance, defiance, annoyance	
-ful	full of	helpful, thankful, cheerful	
-ible	able to be	audible, plausible, legible	
-illy	in what manner	sloppily, steadily, zantly	
-ing	materials	bedding, frosting, roofing	
	action or process	dancing, seeing, writing	
-ant	a person who	applicant, immigrant, servant	
	inclined to, tending to	brilliant, defiant, vigilant	
-ation	action or process	creation, narration, emancipation	
-ative	tending to (adj.)	creative, preservative, talkative	
-ed	past tense	called, hammered, laughed	
-ly	in what manner	badly, courageously, happily	
-ment	action, result	movement, placement, shipment	
-ness	state or quality (makes a noun)	kindness, shyness, weakness	
-sion	state or quality	confusion, depression, tension	

STRAND 2B: READING FOR MEANING AND ENJOYMENT (LITERATURE AND COMPREHENSION)

STANDARD 3: Students read a wide range of texts to understand the self. They read for meaning, fluency and engagement with text and critically respond to literature, the demands of society and other stimuli.

ATTAINMENT TARGETS:

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

Attainment Target(s)

- 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
- Reflect on and critically respond to literature and other text on paper and on screen

Objective(s)– Groups 1 & 2

Students should be able to:

- Use deduction and inference to interpret information and ideas and to predict outcomes
- Respond to audio visual stimuli
- Use sensory details to categorise and analyse imagery in a range of written texts
- Use external /internal text features (i.e., headings, subheadings, pictures, captions, sidebars, annotations) to extract information from texts and enhance comprehension

Suggested Teaching and Learning Activities

Key Skills

Assessment Criteria

Picture Analysis

Students will:

Complete a KWHL chart after examining pictures of the Morant Bay Rebellion (storming of the courthouse).

In small groups of 3 4 students, view and discuss the people, objects and activities. a picture and use an Image Analysis Sheet provided to complete the first section, then complete the inferences and questions sections of the sheet.

After they have completed the Image Analysis Sheet, –use a short narrative on the Morant Bay Rebellion and complete a compare and contrast Venn Diagram or Double Bubble Thinking Map. Record the similarities and differences they found between their image and the written account of the storming of the Morant Bay Courthouse.

- Read and interpret texts
- Interpret images
- Make inferences/deductions
- Cite clues as evidence

- Deductions/Inferences are evidence-based
- Clues that guide the process of making deductions/inferences are accurately identified



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Pictures related to the Unit theme or any other subject may be used.

IMAGE ANALYSIS SHEET

Step 1: Observation

Study the image. Look at the whole image and the individual parts. List your observations below.

People	Objects	Activities

Step 2: Inferences (educated guess)

Based on what you have observed, make three inferences. List three things you believe were facts based on the information from this image.

Step 3: Questions

1. What question does the image raise in your mind?
2. Describe the mood of the image. Use specific details from the image to support your answer
3. What information do you already know about the Morant Bay Rebellion?
4. Where can you find answers to the questions you have?

Students will share their findings and discuss the clues used in the picture to make an inference and state how accurate these inferences were based on the facts in the narrative.

In small mixed ability groups complete a table which lists text features and the purpose of the text feature. They Utilise online and offline sources to complete the table.

Using narrative or expository texts choose one person to start by reading the first text feature. He/She will name and read the text feature (heading, picture, caption etc.)

As a group, discuss any predictions, questions, and connections based on the text feature and discuss how they think it will relate to the main idea. Select new person from the group to share the next text feature and repeat the procedure. Repeat this process until all of the text features have been discussed.

- Use internal/external text features to extract information from texts
- Comment on the use of text features in aiding comprehension

- Internal/External text features appropriately used to extract information in order to derive meaning from texts
- Feedback shared on the use of text features

Name of text feature	Purpose of text feature
Title	Quickly tells the reader what information they will learn about
Table of contents	Shows students the different chapter or section titles and where they are located
Index	Directs students where to go in the text to find specific information on a topic, word, or person
Glossary	Identifies important vocabulary words for students and gives their definitions
Headings or subtitles	Help the reader identify the main idea for that section of text
Sidebars	Are set apart from the main text, (usually located on the side or bottom of the page) and elaborate on a detail mentioned in the text
Pictures and captions	Show an important object or idea from the text
Labeled diagrams	Allow readers to see detailed depictions of an object from the text with labels that teach the important components
Charts and graphs	Represent and show data related to, or elaborate on, something in the main body of text
Maps	Help a reader locate a place in the world that is related to the text






Group 1

Collect pictures of text features and include them in a third column of the table.

Group 2

Highlight text features in given narrative and expository texts. Compare and contrast the features of both types of texts and indicate how these features facilitated comprehension.

Using Your Senses Graphic Organiser

	What does it feel like?
	What does it smell like?
	What does it taste like?
	What does it look like?
	What does it sound like?

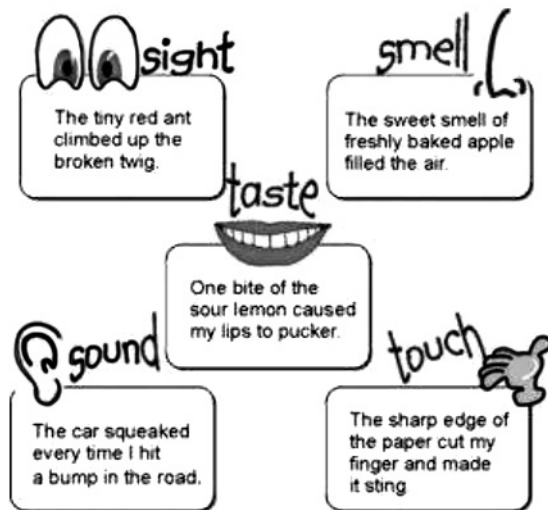
- Define imagery
- Identify examples of imagery
- Categorise imagery according to sensory details
- Discussion adequately addresses definition of imagery, types of imagery and examples of each type or category

In groups of three or four students, feel and listen to each object in a bag before taking it out of the bag to look at, smell and taste it. After they have used all five senses to explore an object, complete the Using Senses Graphic Organiser to describe the object according to each of the five senses. Select one student from the group will record all the information provided by the group.

Present their object and the information from the Graphic Organiser. As a whole class, discuss how the sensory images they created changed the way they thought about and understood the objects in their bags. Ask questions such as:

- Do the sensory images make the objects more interesting?
- Do they help the objects come to life? Explain.
- Do the images help you better relate to the objects using your senses? Explain.
- How would you define imagery?

In groups students will define (with examples) and categorise imagery with the use of graphics as seen below.



Group 1

Students will use the information from their Graphic Organiser to create a poem about the object they explored. Attempt to use the 5 senses but no less than 3.

Once the poems are finalised, present their poems to the class. Provide feedback on how the group's use of their senses to describe their object allowed them to sense it too.

- Interpret and analyse the use of imagery in written texts
- Create poem using sensory imagery

- Imagery is accurately identified, analysed and satisfactorily explained in regard to its connotative meaning and relationship to the theme of a literary work
- Poem reflects good use of imagery

Group 2

Students will use a given poem and will write one to two paragraphs explaining what the poem is about, and how the sensory images affect the poem's meaning. Provide evidence from the text to support their answers.

STRAND 2C: READING FOR INFORMATION (RESEARCH AND STUDY SKILLS)

STANDARD 4: Students apply study skills and search for information using a wide range of texts on paper and on screen

ATTAINMENT TARGETS:

- Develop phonic awareness and use knowledge of letter-sound correspondences in order to decode unfamiliar words

Attainment Target(s)

- 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

Objective(s)– Vocabulary Development

Students should be able to:

- Define and categorize the various documentation styles according to the context in which each is used
- Define the term “In-Text Citation”.
- Determine the effectiveness of examples of in-text citations in given materials.
- Produce their own paragraphs using in- text citation appropriately (including direct quotation)

ICT Attainment Target(s)



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

ICT Objective(s)

- Use appropriate research tools to locate information online

Suggested Teaching and Learning Activities

Students will:

As an introduction to documentation styles, work in pairs within their group to research online /offline one of three styles - APA, MLA, and 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 to their peers and teachers.

Key Skills

- Define and categorise documentation styles

Assessment Criteria

- Information presented on each documentation style is accurate

Suggested Teaching and Learning Activities

Key Skills

Assessment Criteria

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.

- Explore the use of APA

- The use of APA documentation style is satisfactorily explored and feedback meaningfully shared

Work in groups to peruse a hand-out or presentation, focused on different forms of in-text citation used under the APA documentation style. For example:

“According to Mary & Mary (2013) teaching is ...”

“Teaching is considered to be ... (Mary & Mary, 2013).”

Plan and orally present the information presented in the hand-out or presentation based on their own interpretation and understanding.

- Define in-text citation
- Name forms of in-text Citations

- Terms are accurately defined in their own words and suitable examples of the different forms of APA in-text citation are outlined in handout
- Handouts accurately and adequately address the different forms of APA in-text citations and outline clear examples of each.

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.

- Use in-text citation appropriately

- Different forms of APA in-text citations are appropriately used to develop paragraphs

STRAND 3A: WRITING (COMMUNICATION)

STANDARD 5: Students will write a wide range of text on paper and on screen for different purposes and audiences adapting their writing to create a range of effects and impact.

ATTAINMENT TARGETS:

- Develop approaches to the writing process to enable them to organize their ideas into a coherent structure including, layout, sections and paragraphs
- Use language and text forms appropriately and with imagination to create vibrant and engaging texts

Attainment Target(s)

- 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

Objective(s)– Vocabulary Development

Students should be able to:

- Define persuasive techniques - repetition, rhetorical questions, exaggeration
- Develop working definition for ‘presentational devices’
- Differentiate between ‘persuasive techniques’ and ‘presentational devices’
- Interpret the use of various persuasive techniques in advertisement
- Use persuasive techniques to convince various audiences through advertisements

ICT Attainment Target(s)



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



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

ICT Objective(s)

- Use appropriate research tool to locate relevant information online
- Use ICT tools to create documents for specific purpose and audience

STRAND 3A: WRITING (COMMUNICATION)

STANDARD 6: Students apply knowledge of language structure and language conventions including the use of SJE and JC for meaning and impact

Attainment Target(s)

- Use and adapt a range of language structures according to context, distinguishing between SJE and JC
- Write sentences which are grammatically accurate and correctly punctuated, using SJE and JC appropriately
- Use a range of punctuation correctly

Objective(s)– Vocabulary Development

Students should be able to:

- Justify the need for clarity in the structure of select pieces of writing
- Improve the clarity of different pieces of writing by inserting phrases enclosed by commas, dashes and/or parentheses
- Define the term ‘antecedent’
- Recognise pronoun antecedent agreement in number, person and gender
- Comment on the relationship between pronouns and their antecedents in ensuring subject verb agreement

ICT Attainment Target(s)



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

ICT Objective(s)

- Locate online information on pronouns and antecedent

Suggested Teaching and Learning Activities

Students will:

Select a copy of a short story which uses commas, dashes and parentheses. Read and comment on the use of these language structure features. Working in small groups, they will then write the purpose for using these structures and use online and offline sources to check the accuracy of what they had written.

Students will examine several sentences with intervening phrases and clauses, they will then indicate which form of the verb is appropriate to be used to make the sentence grammatically correct.

Develop a rule governing intervening phrases and clauses which should be similar to the one presented in the following page.

Key Skills

- Comment on the use of commas, dashes and parentheses

Assessment Criteria

- The use of commas, parentheses and dashes is appropriately defined

Suggested Teaching and Learning Activities

Key Skills

Assessment Criteria

An instructional video on pronoun antecedent agreement from a video sharing website such as YouTube.

<https://www.youtube.com/watch?v=VQ2IHN4VD68>

<https://www.youtube.com/watch?v=uBdONUub2QE>

Discuss the presentation beginning with the meaning of the terms “pronoun”, “antecedent” and “referent”. In small mixed ability groups of 3 -4 students, work on creating a table/chart with the rules of pronoun antecedent agreement. Work on one rule and develop an anchor chart with definition, examples and non-examples or common misuse. In addition, highlight how JC structure may impact the SJE pronoun antecedent agreement structure. Review the video presentation or use any other online or offline source to prepare their chart.

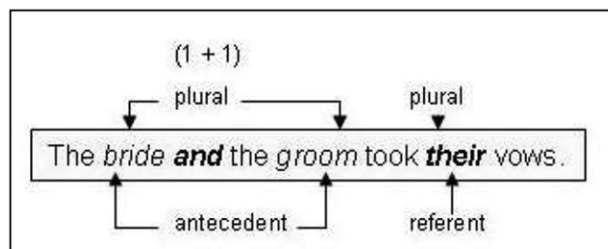
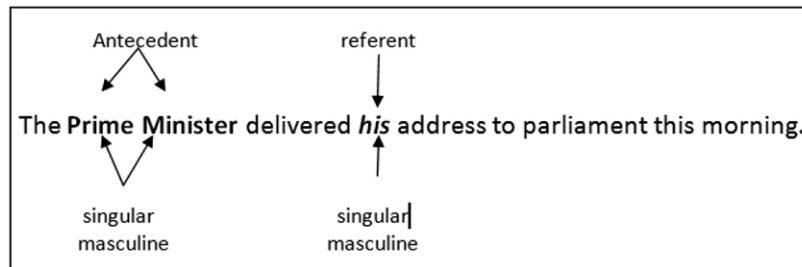
- Define the terms “pronoun”, “antecedent” and “referent”
- Determine relationship between pronouns and antecedents
- Associate antecedents with number, gender or person
- Apply pronoun/ antecedent agreement rule
- Create anchor chart

- Definitions of the terms are accurate.
- Relationships between antecedents and pronouns are accurately established
- Rules accurately applied in sentences created
- Rule of pronoun antecedent agreement accurately established on anchor chart

Display charts and take notes, then discuss each rule presented. Include diagrams of each rule to create a visual representation.

- Define in-text citation

- Terms are accurately defined in their own



Commas, Dashes, and Parentheses**Points to Note:**

Parentheses: At this level, the students merely need to understand that the parentheses are used when you want to include in a sentence, something that is almost unnecessary. Dashes are used to highlight something in a sentence, sort of a disruption in the sentence.

Commas:

Discuss the comma as one form of punctuation sign that enhances clarity in a sentence. Students will tell how the comma is used. Write their comments on chart paper to form an anchor chart for future reference. For example:

- To separate the names of persons, places and things when written in a list of three or more items in a series.

Keisha, Ann, Joan, and Betty play on the netball team.

- After the word “yes” and “no” when it begins a sentence.
- To set off short direct quotations
- To set off parts of dates, addresses or geographical names,
- After the salutation and closing in a social or friendly letter

Students will do examples of each of the above. Some sentences should need commas while others should not.

- Comment on the use of commas, dashes and parentheses

- Mini-charts satisfactorily reflect the use of commas, parentheses and dashes in achieving clarity in writing

Groups 1 and 2

Have students write sentences to demonstrate the following:

- used to set off quotations (i.e., before direct speech)
- used after salutation in a friendly letter
- used after salutation in a friendly letter
- used to set off four items in a series



NSC

ENGLISH LANGUAGE & LITERATURE

GRADE 8: TERM 3

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 them in 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.



Key Vocabulary

- communication*
- dear*
- deliver*
- delivery*
- form*
- landline*
- letter*
- mailbox*
- office*
- operator*
- package*
- post*
- postal*
- postman*
- radio fusion*
- seal*
- service*
- sign*
- sincerely*
- stamp*
- telegram*
- telegraph*
- telephone*
- traditional*
- truly*



Focus Question: What are the rights and responsibilities of a Jamaican citizen?

STRAND 1: LISTENING AND SPEAKING

STANDARD 1: Students will engage in active listening and speaking for a variety of purposes, developing an understanding of how language works in different contexts and cultures, using Standard Jamaican English (SJE) and Jamaican Creole (JC) appropriately

ATTAINMENT TARGETS:

- Listen to, recall, understand and respond to speakers' messages, whether implicit or explicit
- Recognise, value and make distinctions between home language and SJE to improve/acquire language and literacy competencies

Attainment Target(s)

- 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

Objective(s) – Groups 1, 2

Students should be able to:

- Paraphrase information heard without changing the meaning of what was said
- Compare and contrast the vocabulary and structures used by speakers of the far past and those of today

ICT Attainment Target(s)



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



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



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



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

ICT Objective(s)

- Use selected digital tools and resources to create multimedia presentations

Points to Note

Review background information on differences between rights and responsibilities. This is an opportunity to empower students to be good citizens. Use an appropriate thinking map for this activity. (Do a web search on thinking maps and ensure students have a thorough grasp of how and when they are used.) Provide opportunities for students to demonstrate understanding and personal perspective about national and global issues.

Students will:

Brainstorm and generate ideas for topics for role-playing and dramatizing scenarios like when an individual was deprived of a job opportunity because the person was not registered at birth and the individual had no means of identification.

Work in small groups to role-play a personal course of action to deal with bullying in their school. Extend the activity by having students design cartoons to portray their position/perspective.

Use tablets, computer, smart phone or CD player to view and/or listen to presentations of speeches and quotes of famous personalities who defended social issues. For example: Marcus Garvey, Martin Luther King Jr., and Nelson Mandela.

Rehearse short selected quotes and sections of Participate in a speech competition in which various groups recite these speeches.

Points to Note

- This activity should be guided by the teacher.
- An alternate activity is to have the students video tape their presentation and present it in the competition.
- Have judges decide on the winning group/groups and present awards to winning groups.

- Respond to the elements of visual and aural stimuli
- Listen attentively
- Speak confidently
- Cooperate in peer groups
- View mixed media
- Assess purposes
- Conduct online/offline searches for kinds of information
- Use multimedia for presentations
- Work cooperatively to complete ICT integrated tasks

- Impact of visual and aural stimuli is satisfactorily described
- Speeches presented appropriately in SJE with appropriate tone, confidence and expression
- Presentations are satisfactorily analysed
- Role-playing is designed to effectively convey point of view on the subject of Personal Rights and Responsibilities
- Worked cooperatively in groups

STRAND 2A: READING WITH FLUENCY AND WORD RECOGNITION

STANDARD 2: Students understand and are able to apply a wide range of word recognition and decoding strategies, as well as understand and use word meaning.

ATTAINMENT TARGETS:

- Develop phonic awareness and use knowledge of letter-sound correspondences in order to decode unfamiliar words

Attainment Target(s)

- Read fluently and with appreciation
- Establish a concept of print and use a range of word recognition clues, re-reading and reading ahead, to identify new words
- Automatically recognise words (including basic sight word lists) through repeated exposure and mnemonic devices

Objective(s)– Vocabulary Development

Students should be able to:

- 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.

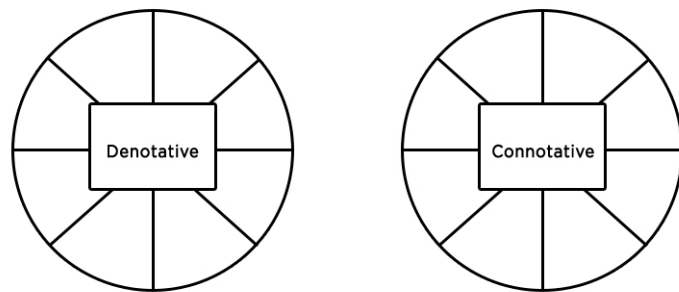
Suggested Teaching and Learning Activities

Key Skills

Assessment Criteria

Students will:

Use two circle maps to record the meaning of Denotative and Connotative



Using examples of connotation as a guide, and then provide other examples. Explain the difference between negative and positive connotations. For example, gaze, (positive), stare (negative); leisurely (positive), lazily (negative). Translate from JC to SJE where appropriate.

- Distinguish denotative and connotative meanings
- Analyse advertisements
- Collaborate in groups
- Collect information
- Classify information
- Redesign advertisements
- Critique redesigns

- Circle maps appropriately reflect denotative similarities but connotative differences
- Connotative and denotative language of advertisements accurately identified and classified
- Negative connotations in given advertisements are satisfactorily converted to convey positive connotations or denotative meanings in redesigned advertisements
- Designs demonstrate how word choice affects meaning

Examine some sentences that have negative connotations and redesign them to make them positive connotations.

Discuss strategies for dealing with controversial issues. Use an approach called the Four Step Model explained by David Lazear in *Seven Ways of Teaching*, Palatine ILL.: Skylight Publishing, 1991.)

Four-Step Model

1. How am I involved? Where and how does the issue touch my life? How does it make me feel? What are my thoughts and opinions about it?
2. What are the pluses and minuses, and what do I find interesting?
3. What do I think could or should be done? If I were in charge, what would I do? What do I think needs to happen in this situation? What action(s) should be taken?
4. What can I do now? What steps could I take now (even small ones) to bring about a resolution to this issue?

View and discuss samples of positive and negative advertising in political, public service, and motor vehicle arena. Examine negative connotation in advertising in the beauty industry or social responsibility announcements with a view to redesigning an advertisement to a positive connotation.

Use the Four-Step Model to discuss the message in the advertisement. Work in pairs to research companies that have repositioned/redesigned their ad campaigns towards more positive connotations. Look at the components of the advertisement and compare the redesigned format with the first format. Choose advertisements of their favourite fast food restaurant, perfume, cologne, clothes etc.

Meet in small groups to share their findings and opinions. As a whole class meet to discuss their findings, opinions, suggestions for redesigning

Group 1

View samples of magazine advertisements portraying negative connotations and work in small groups to redesign the advertisement in a positive light.

Group 2

Use the Four-Step Model to analyse an advertisement depicting negative connotation. Work in small groups to choose a school event such as “Sports Day”, then, write an advertisement that using a positive connotation.

Points to Note



- Step by step, guide the students in redesigning the advertisement.
- Students may include photographs or illustrations. Encourage them to utilize positive connotative language like colourful, exciting, lively, noisy, jubilant, and competitive. As well, their advertisement should appeal to the losing house to exercise self-control and good-sportsmanship.

STRAND 2B: READING FOR MEANING AND ENJOYMENT (LITERATURE AND COMPREHENSION)

STANDARD 3: Students read a wide range of texts to understand the self. They read for meaning, fluency and engagement with text and critically respond to literature, the demands of society and other stimuli.

ATTAINMENT TARGETS:

- 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>Attainment Target(s)</p> <ul style="list-style-type: none"> • Identify and comment on the structure of texts and on the language choices, grammar and techniques writers use to create an impact • Reflect on and critically respond to literature and other text on paper and on screen 	<p>Objective(s)</p> <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. • Defend inferences about view point using textual evidence • Analyse the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
<p>ICT Attainment Target(s)</p> <p> DESIGNING AND PRODUCING - Use digital tools to design and develop creative products to demonstrate their learning and understanding of basic technology operations.</p> <p> RESEARCH, CRITICAL THINKING, PROBLEM SOLVING AND DECISION MAKING - Use appropriate digital tools and resources to plan and conduct research, aid critical thinking, manage projects, solve problems and make informed decisions.</p>	<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 online and demonstrate respect for other users

Allusions, Idioms, Puns**Students will:**

Listen to a song or watch a video that introduces them to allusions. (Example of a song, Will Smith's "Just the Two of Us" referring to Grover Washington's "Just the Two of Us.)

In pairs, fill out a teacher created worksheet to identify allusions in the video or song. Review the worksheets as a whole class, making the appropriate connections to students' prior knowledge (fill in where there is no background knowledge).

Point to Note

Assist students to see the connection between allusions and slangs (slangs change over time and lose their meaning depending on the readers).

Read a short story that that uses allusions. Be sure to point out or help students to identify when slangs and allusion are being used in the story. Introduce examples of idioms and puns including ones used in newspaper headlines

Group 1:

Scan newspapers, magazines, and online sources to find appropriate samples of cartoons, video clips, and songs that use allusions, puns, and idioms. Categorize and record them.

Points to Note

Have a rubric available as guideline for students to complete assignment and for teacher assessment.

Determine if or when these students will create their cartoon strips or video clips.

Group 2

Work in small groups to identify puns and idioms in cartoon strips or videos, then, write their origins and interpretation of what they mean.

Work independently to create their own cartoon strips using a related rubric

- Analyse text
- Justify view points
- Assess point of view
- Indicate and support viewpoint
- Locate information
- Assess effectiveness of pun
- Read a variety of literary texts
- Identify allusions
- Analyse allusions

- Personal stance regarding point of view is adequately supported by evidence.
- Allusions in literary texts and newspaper headlines accurately identified and analysed.
- Examples of allusion, idiom, pun and symbolism are accurately identified in class literature texts.
- Annotations satisfactorily address the impact of these devices
- Symbolism in cartoons is accurately identified
- Symbolisms and their possible meanings are meaningfully and appropriately discussed
- Information gleaned from discussion is used to satisfactorily complete cartoon evaluation sheet.

Suggested Teaching and Learning Activities

Write lyrics based on a given prompt to reinforce the key concepts based on the lesson.

Work in groups to view written samples of poems related to the topic. Identify figures of speech and generate their own phrases to match each figure of speech. For example:

The tree danced in the wind (personification)

Generated phrase: *The tree wiggled in the wind* (or any other human characteristics to match the verb dance)

Point to Note

Use key words or concepts from the lesson to write short informative reminders.

Key Skills

- Assess effectiveness of pun
- Locate information
- Work collaboratively in groups
- Manipulate software

Assessment Criteria

- Songs contain appropriate idioms
- Meanings of idioms in songs and poems are accurate or plausible.
- Written reminders reflect effective use of figures of speech.

STRAND 2C: READING WITH FLUENCY AND WORD RECOGNITION

STANDARD 4: Students apply study skills and search for information using a wide range of texts on paper and on screen

Attainment Target(s)

- 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

Objective(s)

Students should be able to:

- 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 Target(s)



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

ICT Objective(s)

- Locate relevant information online by using ICT search tools and strategies
- Cite sources correctly

Suggested Teaching and Learning Activities

Key Skills

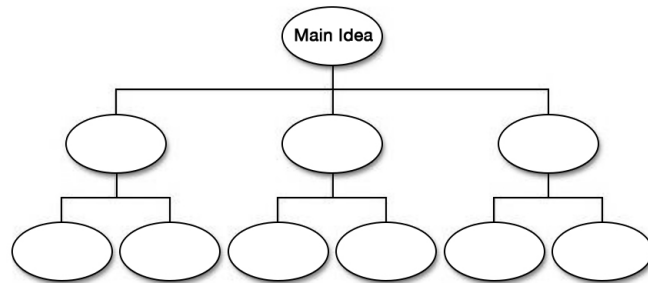
Assessment Criteria

Students will:

In small groups of four to five, research and write short biographies on outstanding Jamaican personalities. Use the following tools to be used in all writing activities:

- ✓ Proof readers and editing checklist
- ✓ Revising-adding details
- ✓ Revising checklist
- ✓ Rubric for writing
- ✓ Self-evaluation checklist for writing

Use a Tree Map to organize information



Key to Map

1st Level: Name outstanding Jamaican

2nd Level: Education, Personal Qualities, Contributions

3rd Level: Details

Point to Note

Provide guidance with the editing of the information and ensure that they are proficient in the use of writing tools.

Pretend to be reading a television Sports News. Make an oral presentation. Answer questions raised by the audience/student and teachers. Students write/illustrate their reflections of the activity in their journals.

In small mixed ability groups, create a rap using information on outstanding Jamaican personalities. Use a musical sound track in the presentation of the rap. Participate in the judging process.

- Locate information
- Organize information
- Record information
- Choose writing topic
- Formulate research questions
- Retrieve information
- Organise information for presentation
- Cite sources accurately

- Topic of personal interest appropriately generated.
- Journal entries outline appropriate sources.
- Comments, questions, and general ideas are appropriate and reflect careful analysis.
- Strategy Posters clearly outline research presentation techniques
- 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].

Suggested Teaching and Learning Activities

Key Skills

Assessment Criteria

Group 2

Listen to a taped report on a specific topic such as a report on a cricket or netball match. Make notes of the main points and tell what they understood from the report given. Critique the report.

Group A: Give their understanding of the report in Jamaican Creole

Group B: Give the main idea of the report in Standard Jamaican English.

Group 1

In groups of four, brainstorm topics on Rights and Responsibilities. Select a topic and engage in Think/Pair/Share to generate ideas for writing a report. Go back to the original groups of four; and in each group, select a topic to write a short report on the selected topic.

Individually participate in the report development process by performing specific roles, for e.g. recorder, reporter, material selector and manager. Deliver speech in Standard Jamaican English

Group 1, 2

Work in small groups to dramatize (e.g., “tableau” – i.e. wordless representation of a scene) what happens in their community when an accident or celebration occurs. At the end of each performance, participate in a large group discussion where students address the use of words that they use to bring out main ideas and emotions. Discuss how one set of onlookers speak in Creole to bring out important points. Illustrate how the language forms work by having one set of students will demonstrate using Jamaican Creole and another set use Standard Jamaican English.

- Gather information
- Organise information
- Present information creatively (mixed media)





- Topic of personal interest appropriately generated.
- Students work successfully in groups
- Information gleaned from research is satisfactorily presented through a range of text forms and methods of presentation

STRAND 3A: LISTENING AND SPEAKING

STANDARD 5: Students will write a wide range of text on paper and on screen for different purposes and audiences adapting their writing to create a range of effects and impact.

ATTAINMENT TARGETS:

- Develop approaches to the writing process to enable them to organize their ideas into a coherent structure including, layout, sections and paragraphs
- Write well-constructed paragraphs which have linking sentences within and between them

<p>Attainment Target(s)</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 • Use language and text forms appropriately and with imagination to create vibrant and engaging texts 	<p>Objective(s)</p> <p>Students should be able to:</p> <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 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.  RESEARCH, CRITICAL THINKING, PROBLEM SOLVING AND DECISION MAKING - Use appropriate digital tools and resources to plan and conduct research, aid critical thinking, manage projects, solve problems and make informed decisions.  DESIGNING AND PRODUCING - Use digital tools to design and develop creative products to demonstrate their learning and understanding of basic technology operations.  DIGITAL CITIZENSHIP - Recognise the human, ethical, social, cultural and legal issues and implications surrounding the use of technology and practice online safety and ethical behaviour. 	<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

Students will:

Your student Council is convinced that cell phones can assist students with different aspects of their school work. Your school does not allow students to use cell phones in school. have Write a letter to your school principal giving strong arguments why the students should be allowed to use their cell phones in your school. After the letters have been edited, deliver them to the school and follow up for a response.

Group 1

Create a Visual Art piece such as a montage, sketch, or motif depicting the value of cell phones in education. In at least three (3) paragraphs, write a description of the piece.

Group 2

Create an advertisement to persuade persons to attend a town hall meeting where an Attorney-At-Law, a Police Officer, or Politician will be making a presentation on "Our Personal Rights and Responsibilities as Jamaicans". Make the advertisement appeal to all members of the community in order to motivate them to attend the meeting.

Compose friendly letters/emails to students in their class or in other classes telling them about field trips taken in previous units, or about the special presentations made by resource persons. Guide students through the witting process of drafting, revising, editing, and making final copy publishing as covered in previous units.

Display model letters for students to view

- Listen/Read for information
- Analyse information
- Summarise information
- Write persuasively
- Work collaboratively in groups

- Letters reflect competence in the use of persuasive devices to convey a message.
- Stance on issue under discussion is clear and all arguments are consistent with the stance.
- Letter format used is acceptable
- Persuasive techniques accurately identified.
- Letters clearly reflect competence in framing an argument and supporting it.
- Tone and choice of language demonstrate an awareness of audience.

STRAND 3B: WRITING (LANGUAGE STRUCTURE)

STANDARD 6: Students apply knowledge of language structure and language conventions including the use of SJE and JC for meaning and impact.

ATTAINMENT TARGETS:

- Use a range of punctuation correctly

Attainment Target(s)

- 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

Objective(s)

Students should be able to:

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

ICT Attainment Target(s)



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.



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

ICT Objective(s)

- Use appropriate ICT tools to design brochure
- Use appropriate research tools to locate information online

Students will:

View a video clip on the uses of ellipsis. They will then explore use of ellipsis in social media.

Discussion questions:

1. What is ellipsis? (Three dots used to show that words/sentence are omitted from a text, create a pause for emphasis.)
2. How is an ellipsis used? (Provide examples)
3. Give examples of how ellipsis is used in text messages and other social media
4. Compare 2 and 3 above

Group 1

- Conduct an internet search of the various contexts in which the ellipsis is used. Then students select their favourite method and write messages and reply to messages to their friends or classmates based on their selected context. Relate messages to the information they have gleaned from their tree map in Strand 2C, (Outstanding Jamaican Personality.), if desired.

Group 2

- Conduct an internet search of the various formats for writing ellipsis. Select their favourite method.
- Select a portion of the data they recorded from Strand 2C, (Outstanding Jamaican Personality) and share this data by writing a message and a reply to a friend or classmate using their selected context.

Quotation Marks**Students will:**

Volunteer to be speakers on a topic of their choice. After each speaker verbalizes a sentence, write the sentence, indicating who spoke and what was said using quotation marks. Practise placing the speaker at the beginning, middle and end of the direct quotation.

- Apply punctuation marks in real life situations
- Make the connection between ellipsis and exclamation marks uses in social media and other media types
- Practise active listening.
- Respond to trivia questions
- Use social media to display use of punctuation marks
- Apply knowledge of ellipsis

- Punctuation marks are satisfactorily used in emails and other social media settings.
- Examples of usages of punctuation marks are supplied appropriately and match the readings in dialogues selected or written by students.
- Responses to questions reflected a clear understanding of the form and function of punctuation marks.
- Social media is responsibly used to portray use of punctuation
- Ellipses are appropriately positioned in written dialogue marks in real life situations.

- Use quotation marks correctly
- Work cooperatively to complete ICT integrated tasks

- Quotation marks are accurately used in stories and poems

Group 1

Practise to write sentences and insert quotation marks where required. Use illustrations to enhance their presentation where appropriate. Write a journal entry that requires the use of quotation marks.

Group 2

Students, in their small groups create a mini book which features a story or poem about 2 – 4 students. Include the use of direct and indirect speech and illustrate their stories. Edit and display their mini books Use a word processing programme to complete the assignment.

Participate in a word game titled “When I Speak, I Quote”

In two groups, carry out the following activity:

- Individuals from one group will supply oral dialogue.
- Students from the opposite group will tell where the quotation mark should go.

Listen to a dialogue between two friends speaking about a student that was rewarded on a television show for assisting a blind man across the road. Read the said dialogue with varying pitch and tone, paying attention to pauses and questions, stressing particular words for effect.

In pairs, write a dialogue based on the theme “Personal Rights and Responsibilities”; Focus on the use of appropriate punctuation marks. Present the dialogue at the next session that is allocated for Readers’ Theatre.

Point to Note

Students should be aware of the use of punctuation for emphasis and comprehension, and demonstrate the usage in their readings.

- Read for meaning
- Select appropriate punctuation marks.

- Punctuation marks are appropriately inserted in written texts.
- Varying pitch and tone are successfully determined by the use of punctuation marks.
- Written dialogue displays appropriate punctuation marks.



LANGUAGE & LITERATURE

APPENDICES

GRADE 7-8

SUBJECT GLOSSARY: LANGUAGE & LITERATURE

TERM	MEANING/DEFINITION
Affix	An affix is a morpheme that is attached to a word stem to form a new word
Analysing	Examine (something) methodically and in detail in order to explain and interpret it.
Checklist	A tool that state specific criteria and allow teachers and students to gather information to make judgements about what students know and can do in relation to the outcomes.
Chunking	A method of presenting information which splits concepts (words, sentences etc.) into small pieces or “chunks” of information to make reading and understanding faster and easier.
Comment	Examine how the writer uses different elements (for example, literary device, stage props) to create effect and meaning. The overall effect on the piece of work must also be provided. The effect must take into account the writers purpose, and other elements of the piece of work, for example, theme, structure, diction and tone. <i>For example:</i> Comment on the shifts of mood in the scene in which Lady Macduff appears.
Compare	Examine the similarities as well as differences to reach a general conclusion. <i>For example:</i> Compare the ways in which the two parents in the poems “Ana” and “Little Boy Crying” demonstrate their love for the children
Compare and Contrast	Examine the similarities, as well as differences to reach a general conclusion. <i>For example:</i> Compare the ways in which the two parents in “Ana” and “Little Boy Crying” demonstrate their love for the children. It must be noted that the word “compare” used by itself takes into consideration both similarities and differences. However, the word contrast used by itself indicates that only the differences must be provided. <i>For example:</i> Discuss TWO ways in which Lady Macduff is contrasted with Lady Macbeth.
Compound predicate	Two or more verbs or verb phrases that share the same subject and are joined by a conjunction.

TERM	MEANING/DEFINITION
Compound sentences	A sentence that has at least two independent clauses joined by a comma, semicolon or conjunction.
Compound subjects	Made up of two or more simple subjects that are joined by a coordinating conjunction (such as and or or) and have the same predicate.
Convert	Change or translate to something else as into a different language or language form. <i>For example:</i> convert JC false homophones heard in speech to appropriate SJE vocabulary
Culture Capsule A teaching	A teaching methodology that affords students the opportunity to research a particular culture and compare and contrast the information garnered with their own culture.
Decoding	Translating written words into the sounds and meanings of spoken words
Deduction	The process of reaching a decision or answer by thinking about the stated or implied facts based on information read or heard.
Describe	Provide a detailed account, including significant characteristics or traits of the issue in question. <i>For example:</i> Describe Macbeth's conflicting thoughts and feelings as he contemplates the murder.
Discuss	Provide an extended answer exploring related concepts and issues using detailed examples but not necessarily drawing a conclusion. <i>For example:</i> Discuss the importance of Katherina's final speech in <i>The Taming of the Shrew</i>
	provide reasons or an acceptable explanation of a phenomenon
Distinguish between	Clearly determine and explain/describe main differences between ideas, concepts, persons or things <i>For example:</i> Distinguish between abstract and concrete nouns

TERM	MEANING/DEFINITION
Encoding	Translating spoken words into a sequence of characters (letters) to spell written words
Enunciation	The act of pronouncing words.
Explain	Focus on what, how and why something occurred. State the reasons or justifications, interpretation of results and causes. <i>For example:</i> Explain the dramatic significance of this scene.
Explicit	
Expository texts	Texts that presents factual information to the reader
Extend	Make more detailed by adding certain structural elements or parts of speech <i>For Example:</i> Extend ideas using subordinate and main clauses
Fiction, non-fiction	
Identify	Extract the relevant information from the stimulus without explanation. <i>For example:</i> Identify TWO phrases in the last four lines that create the atmosphere of abandonment.
Illustrate	Provide examples to demonstrate or prove the subject of the question. <i>For example:</i> Identify the character traits that can be seen in Amanda from the beginning of the play to this point. Illustrate EACH of the character traits you have identified.
Implicit ideas	Implied rather than expressly stated.
Inference	The act or process of reaching a conclusion about something from known facts or evidence.
Inflectional endings	An inflectional ending is a group of letters added to the end of a word to change its meaning (es, ing etc).
List Itemise	Itemise the requested information. Details are not required. <i>For example:</i> List the main points of the opening speech.

TERM	MEANING/DEFINITION
Mnemonic devices	Mnemonic devices are techniques a person can use to help them improve their ability to remember something. In other words, it's a memory technique to help your brain better encode and recall important information.
Narrative texts	Texts that tell a story with the aim to
Onsets	An onset is the part of the syllable that comes before the vowel of the syllable (e.g. c in cat).
Outline	Show or trace the development of something from the point of origin to that specified in the question. <i>For example:</i> Briefly outline what happens in the poems "Richard Cory" and "God's Work".
Phonetic rules	The rules that help children make connections between written letters, letter combinations and word sounds.
Predict outcome	Thinking ahead while reading and anticipating information and events in the text.
Prefix	A letter or group of letters added to the beginning of a word to make a new word
Pronunciation	An accepted standard of the sound and stress patterns of a syllable, word, phrase, etc.
Reader's Theatre	A strategy that combines reading practice and performing to enhance students' reading skills and confidence by having them practice reading with a purpose
Reflexive Pronouns	
Rhymes	A repetition of similar sounds (or the same sound) in two or more words, most often in the final syllables of lines in poems and songs.
Rimes	A rime is the part of a syllable which consists of its vowel and any final consonant sounds that come after it.

TERM	MEANING/DEFINITION
Semantic Feature Analysis	A strategy that uses a grid to help children explore how sets of things are related to one another. By completing and analysing the grid, students are able to see connections, make predictions and master important concepts.
Simple sentences	A sentence consisting of only one clause, with a single subject and predicate. E.g. Susan runs to school.
State	Provide short concise answer without explanation. <i>For example:</i> State TWO factors which the fitness proponents recommend that society should emphasise more.
Story grammar	A technique which classifies the components of a story and specifies relationships among its parts.
Structural analysis	Structural analysis is dividing words into parts to aid pronunciation and discover what an unknown word means.
Structural clues	Word structure describes how words can be broken into parts (roots, prefixes and suffixes, compound words etc.) to help students decode and decipher meaning of an unfamiliar word.
Suffix	A letter or a group of letters added to the end of a word to change its meaning (ter, ly, ness)
Summarise	Present the main points, ideas or concepts in your own words as far as possible.
Syllabication	The act, process, or method of forming or dividing words
Text features	Text features include all the components of a story or article that are not the main body of text (table of contents, index, glossary, headings, bold words, sidebars, pictures and captions, and labelled diagrams)
Text structure	Text structure refers to the ways that authors organize information in text.
Transitional words	Words or phrases link sentences and paragraphs together smoothly so that there are no abrupt jumps or breaks between ideas

TERM	MEANING/DEFINITION
Visualize	Form a mental image of; imagine, make (something) visible to the eye.
Writing Process	This is an approach to writing that entails the recursive phases of pre-writing, drafting, revising, editing, and publishing.

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ALTERNATIVE PATHWAYS TO SECONDARY EDUCATION (ASPE)

The 21st century is a time of rapid technological growth and social change. The school curriculum must, therefore, ensure that young people are well prepared for the challenges and opportunities that they will meet as adults in this century. The MoEYI is making every effort to provide for the multiple intelligences of our children and cater to their diverse needs in order to fully maximize their capabilities. Hence, the MoEYI has created alternative pathways to receiving an education at the secondary level.

Providing alternative pathways will be far-reaching in carrying out the Ministry's mantra, "Every child can learn....every child must learn". Learning pathways will allow for an inclusive approach in which instruction is based on tailored curricula, enabling each learner to perform to his/her fullest potential based on aptitude, interest and ability. Alternative Pathways represent a new approach to secondary education. Secondary education in Jamaica is being reframed and re-positioned as customised, diverse, relevant, equitable, outcomes-based, and inclusive; and significantly, this approach will signal the introduction of a seven year (Grades 7-13) period of instruction for students on all secondary pathways.

Goals of the APSE

- Design the school system to offer differentiated instructional programmes, informed by the National Standards Curriculum (NSC).
- Develop individualized intervention/learning plans based on students' performance profile.
- Provide special educators as Pathway Coaches to support subject teachers of students on Secondary Pathways II and III in the delivery of instruction.
- Facilitate a functional academic approach at the secondary level characterised by response to intervention (RtI) methodology, interactive, learner-centred, project-based and problem-based learning, reflection and alternative forms of assessment.
- Foster a system for ALL students to exit the secondary level with the knowledge, skills, competences and attitudes which will have them ready for the world of work or to access tertiary level education.

Secondary Pathways I, II & III (SP I, II & III)

All students will access secondary education via the prevailing Grade Six examination. The exit examination will provide individual profiles to inform decisions for pathway access and standards for differentiation.

SPI is a 7-year programme with a curriculum based on the constructivist approach. At Grades 7-9 students will access the National Standards Curriculum (NSC), and at Grades 10, 11, 12 & 13, they will access the curricula/syllabi of the examining body.

SP II is a 2-year transitional programme with a curriculum based on the constructivist approach. Special educators/pathway coaches will work with teachers and students on this pathway. Students will be provided the required intervention and support to allow for transition. At the end of Grade 8 students will be re-evaluated through psycho-educational evaluation to determine their readiness for crossing over into either SP I or SP III.

SP III is a 7-year programme with a curriculum based on the constructivist approach. At Grades 7-9 students will access the National Standards Curriculum (NSC), and at Grades 10 & 11, they will access the curricula/syllabi of the examining body. At the end of Grade 11 SP III students will transition into the Career Advancement Programme.

At Grades 7-9 the NSC, will be modified to meet the needs of the SP III students. Students in SP III will be instructed through a functional academics curriculum in the core subjects- Mathematics, English Language, Communication, Social Studies and Science. Their instruction will be further enriched with Personal Empowerment, Technical and Vocational instruction, as well as the performing and creative arts. Pathway Coaches will collaborate with subject teachers to prepare content, ensuring differentiation in instruction for students on SP II and III. These students will also be supported through use of the Response to Intervention (RtI) methodology.

PERSPECTIVES OF SCIENCE, TECHNOLOGY, ENGINEERING, MATHEMATICS & THE AESTHETICS (STEM/STEAM) IN RELATION TO THE NATIONAL STANDARD CURRICULUM (NSC)

INTRODUCTION & BACKGROUND

The integration of theoretical principles that relate to STEM/STEAM Education in the NSC began in June 2014. This move was influenced by recommendations of the STEM Steering Committee that emphasized the need to develop learners who are not just productive, but who would also be innovative Jamaicans. STEM integration was also regarded as one of the strategic long term means of addressing the economic challenges being faced by Jamaica using education as a primary vehicle for the implied transformational change to happen, beginning from short term efforts.

Initial discussions and deliberations promoted an emphasis on STEM rather than STEAM Education. However, critical analysis of the conversations conveyed the perspective of STEM as a collection of related disciplines that all learners should have the opportunity of pursuing, to develop the competencies they offer and as a consequence be able to gain employment or become employers in STEM related areas. As stakeholders from different backgrounds processed their understanding of STEM, new meanings of the concept emerged from the discussions. One was the perspective of STEM as a methodology. There was, however, concern about the exclusion of “A” in STEM. This “A” component however, brought to the discussion, multiple meanings. In some Aesthetics as a field and was considered an important component to be included if educators are serious about issues of discrimination, holistic learning and current research on the iterative function of the brain that warrants attention to brain based learning and the role of the Arts in promoting knowledge integration to cater to multiple domains of learning. There was also discontent about neglecting the Performing Arts when related creative industries contribute significantly to economic development. The concern was that the role of the Arts to economic development was being trivialized.

The call for the integration of the Aesthetics or Art forms became more pronounced as STEM took on more national significance. This was supported by research that indicates the importance of the Aesthetics in developing values and attitudes, in promoting holistic learning and in serving as drivers of innovations. By integrating principles from STEM with those from the Arts/Aesthetics, the approach to problem solving would encourage greater appreciation for and reliance on the interdependent nature of knowledge when science and arts intersect. Additionally, STEAM as a methodology encourages the harmonizing of the cognitive and the emotional domains in the problem-solving process.

The concept of STEAM was adopted in 2015, as an integrative approach to education and a methodology that pays attention to the benefits to be derived from the inclusion of the Arts or Aesthetics with STEM related principles. These collective benefits are supported by Jolly (2014), Sousa and Pilecki (2013) and include divergent thinking; differentiated learning; Arts integration; focus on intrinsic motivation and informed decision-making.

PERSPECTIVES OF STEM/STEAM IN THE CONTEXT OF THE NSC

In the context of the NSC, STEM/STEAM is used in a number of ways. These include:

STEM/STEAM as an integrative learning approach and methodology in facilitating learning. This perspective places emphasis on STEM/STEAM as a means of helping learners become creative or innovative problem solvers and lifelong learners who rely on scientific principles (laws and theories) to address issues/concerns or to deal with observed phenomenon that are puzzling for them or that inspire interest. As an approach, the focus is on solving problems based on principles. As methodology, the focus is on the system of practical procedures to be used to translate principles into the problem - solving processes or to choose from available problem- solving models.

STEM/STEAM as an Experiential-Vocational Learning Framework that is based on problem solving through the project-based approach. Emphasis is placed on solving real life problems in a context that requires learners and their facilitators to observe work-based principles. The primary purpose for this focus is for learners to: (i) become employable (ii) prepare for further education and/or for occupational or work readiness.

STEM as types of institutions in which learning is organized as a meta-discipline as described by Morrison and Bartlet (2009). Based on this perspective, STEM facilitates the demonstration of knowledge in a manner that removes the boundaries of each discipline for application to problem as would be practised in the real world.

IMPLICATIONS OF PERSPECTIVES OF STEM/STEAM IN LIGHT OF THE NSC

Since the NSC is based on Constructivism principles, STEM/STEAM as an approach and methodology, has to be established on post-positivistic thinking. From this position, STEM/STEAM influences the kind of practice that promotes collaboration, negotiation of meaning and openness to scrutiny.

The NSC developers selected a Constructivist approach that included the deliberation, designing and development stages of the curriculum process. Evidence of the influence of Constructivism can be seen the NSC Framework Document that conveys the following emphasis:

- (i) The element of objectives is presented in two forms; firstly as Learning Objectives to focus attention on process and experience rather than product. Secondly as Learning Outcomes that serve as some of the outputs of the process. They include the basic understandings, skills and dispositions anticipated from learners' engagement in the planned experiences.
- (ii) The element of content is treated as contexts for learners to think critically, solve problems creatively while developing their identity as Jamaicans. Content is not expected to be treated as disciplines to be mastered but as areas that contribute knowledge, skill sets and attitudes that form the composite of competencies to be acquired from their integration in the learning situations.
- (iii) The element of learning experiences (method) is presented as a set of learning activities that serves as a source of problems to be addressed as a part of the learning process. These real-life activities provide the scope of knowledge, skills and required dispositions or character traits for learners to make sense of that aspect of life or the world that they represent. They are the threads that connect all the other elements of the curriculum and allow for the integration of STEM/STEAM in the following ways:
 - Identification of activities that are presented as problems to be solved using the STEM/STEAM approach based on contextual factors that include the profile of the learner, the learning conditions and the anticipated impact.
 - Integrating activities to form a real problem to be solved as a short, medium or long term project to which the project based learning would be applied.
 - The examination of learning activities by learners and teachers as co-learners through multiplelenses using content of science, technology, mathematics and the humanities that they have already explored to engage in the problem identification and definition processes.
 - Extending learning in the formal setting to the informal by connecting co-curricular initiatives that are STEM/STEAM based that learners are undertaking at the institutional level through clubs and societies, as whole school projects or in partner ship with external stakeholders.
 - Using the learning activities to review STEM/STEAM initiatives that form a part of the informal curriculum to and for reflection on action.

- Using activities as springboards for reflecting on career or occupational interest in STEM/STEAM related areas.
- (iv) The element of evaluation is communicated in two major ways; firstly as prior learning which serves diagnostic purpose and secondly as an on-going developmental process. This formative focus is indicated by the inclusion of explicitly stated assessment criteria that are to be used alongside the learning activities. The use of assessment criteria as counterparts of the learning activities also indicates that assessment is learner centred since it is serving developmental rather than promotional purpose and as a consequence, allows learners to self-correct as they use feedback to develop feed-forward capabilities. Evidence of learning, based on the learning outcomes, can be collected from various types of assessment methods that emphasize the learner centred constructivist orientation. This brings to the fore the need for serious consideration to be given to differentiation in assessment for fairness and credibility of claims about learners' capabilities and to inform decisions that will impact their educational journey.

In general, this integrated approach, which is the context of STEAM, is aimed at improving the quality of the educational experience for learners while influencing the achievement of the aims of education that relate to productivity and creativity as part of the profile of the Jamaican learner.

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The 5Es Overview: “The 5E Learning Cycle”

What is a 5E Learning Cycle?

This model describes an approach for facilitating learning that can be used for entire programmes, specific units and individual lessons. The NSC supports the 5E constructivist learning cycle, as it places emphasis on the processes that may be used to help students to be personally involved in the learning situation as they are guided to build their own understandings from experiences and new ideas.

5E Instructional Model

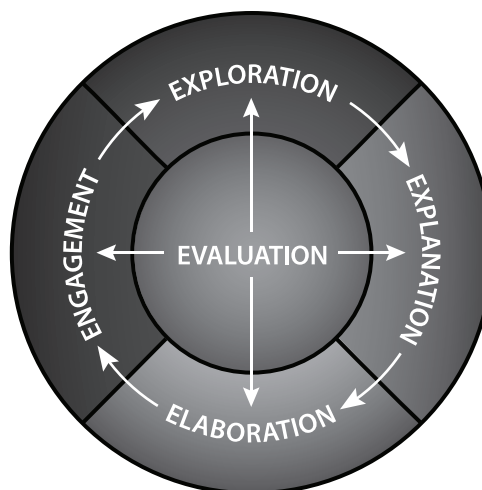


Figure 1. Illustrating one version of the 5E model that conveys the role of valuation as an interconnecting process that is at the core of the learning experience.



Figure 2, illustrating a cyclical perspective of the model with each process being given similar emphasis in contributing to the learning experience on a whole.

EXPLANATION OF THE INSTRUCTIONAL MODEL

What are the 5Es?

The 5Es represent five key interrelated processes that provide the kind of learning experiences for learners to experience the curriculum or planned learning episodes: Engage, Explore, Explain, Extend (or Elaborate), and **Evaluate**.

ENGAGE: The purpose of the ENGAGEMENT dimension is to help students to be ready intellectually, socially, emotionally etc. for the session. Attention is given to the students' interests and to getting them personally involved in the lesson, while pre-assessing prior understandings, attitudes and/or skills. During the experience, students first encounter and identify the instructional task and their roles and responsibilities. During the ENGAGEMENT activity, students make connections between past and present learning experiences, setting the organizational groundwork for upcoming activities. The engagement activity may be used to (a) help student unearth prior knowledge (b) arouse their curiosity (c) encourage students to ask questions as a sign that they have wonderments or are puzzled.

EXPLORE: The purpose of the EXPLORATION dimension is to get students involved in solving a real problem that is based on a selected context. EXPLORATION provides them with a chance to build their own understanding of the phenomenon being investigated and the attitude and skills involved for arriving at a workable solution. In exploring the students have the opportunity to get directly involved with the phenomenon and materials. As they work together in learning teams or independently, the need to share and communicate becomes necessary from the experiences. The teacher functions as a facilitator, providing materials, guarding against obstacles to learning and guiding the students to operate based on agreements. The students become inquirers and co-owners of the learning process. In exploring, they also ask questions, formulate hypothesis, search for answers or information/data, reflect with others, test their own predictions and draw conclusions.

EXPLAIN: The purpose of the EXPLANATORY dimension is to provide students with an opportunity to assess their thinking and to use intellectual standards as critical thinkers to communicate their perspectives and/or the meaning of the experiences. They rely on communication tools and their skills as Language users to: (a) organize their thoughts so that they are clear, relevant, significant, fair, accurate etc. (b) validate or affirm others (c) self-motivate. Reflection also occurs during the process and may cause students to adjust their perspective or justify their claims and summarise the lessons being learned. Providing explanations contributes to vocabulary building and self-corrective actions to deal with misconceptions that they become aware of from feedback of their peers and/or their facilitator.

EXTEND: The purpose of this dimension is to allow students to use their new knowledge and continue to explore its significance and implications. Students work independently or with others to expand on the concepts and principles they have learned, make connections to other related concepts and principles within and/or across disciplines, and apply their understandings in new ways to unfamiliar situations.

EVALUATE: The purpose of the EVALUATION dimension is for both students and facilitator to determine progress being made or the extent to which learning has taken place based on the stated objectives or emergent objectives. EVALUATION is treated primarily as an on-going diagnostic and developmental process that allows the learner to become aware of gaps to be treated and progress made from their efforts to acquire the competencies that were the focus of the session. Examples of competencies include understanding of concepts, principles and processes and demonstrating various skills. Evaluation and assessment can occur at different points during the learning episode. Some of the tools that assist in this diagnostic and formative process include rubrics, teacher observation log, self-inventories, peer critique, student interviews, reflective presentations, displays/expositions,

portfolios, performances, project and problem-based learning products. Analysis of reflections, video recordings are useful in helping students to determine the depth of their thinking and understanding and the objectives they have or have not achieved.

Who developed the 5E model?

The Biological Science Curriculum Study (BSCS), a team led by Principal Investigator Roger Bybee, developed the instructional model for constructivism, called the “Five Es”.

The Link between the 5E model and Types of Learning Activities

The five (5) types of Learning Activities purported by Yelon (1996) can be integrated with the 5E’s so as to enrich the teaching and learning process. He noted that every instructional plan should include the following learning activities

1. Motivation Activities: Intended to help learners to be ready for the session
2. Orientation Activities: Inform students of their roles and responsibilities based the purpose or objectives of a learning episode.
3. Information Activities: Allow students to manipulate current knowledge, access/retrieve and generate new ideas
4. Application Activities: Allow for the use of knowledge and skills in novel situations
5. Evaluation Activities: Allow for reflection, corrective actions and sourcing of evidence to confirm/refute claims about learning.

These activities can be planned to serve one of the purposes of each dimension of the 5E model. For example, ENGAGEMENT may be comprised a Motivation Activity and an Orientation Activity. EXPLORATION and EXPLANATION require an Information Activity, while EXTEND requires an Application Activity. EVALUATION requires the kind of activity that will contribute to the collection of data for assessing and arriving at a conclusion about performance based on stated or expected purpose for which learning is being facilitated.

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LESSON PLAN

GRADE:	7
SUBJECT:	English Language
TERM/UNIT:	Term 1, Unit 1
UNIT TITLE:	Our Personal Identity
FOCUS STRAND:	Writing (Communication)
TOPIC:	Writing Business Letters
SUB-TOPIC:	Letter of Request
DATE:	September 4, 2020
TIME:	1 hr. and 20 minutes

Objectives

By the end of the lesson students should be able to:

- use business letter format to compose a letter of request¹
- use linking /transitional words to signal transition in their writing
- construct paragraphs to organize their ideas
- use a checklist to guide the review of written work
- work cooperatively with their peers in responding to elements of the letter of request²

(NSC – Term 1, Unit 1, Communication (Writing) Objectives 1, 2, 4 and 5).

¹ This objective has been modified to make it more specific. Its position as it appears in the guide has also been shifted to match the focus of the lesson

² This objective has been added to address the affective domain.

Prior Learning

Students are already familiar with the following:

- ✓ The business letter format, tone and style, which they would have covered to some extent at the primary level; that is, mainly grade 6.
- ✓ Transitional words and phrases which they have covered in Grade 6 and in earlier lessons in this term and unit

However, for most of these students, support is required in reviewing what they already know and ensuring that the critical elements are reinforced.

TEACHING PROCEDURE

ENGAGE

Groups 1, 2, & 3

View a pre-prepared role-play³ by peers in which the manager of a company communicates a monologue as he reacts to different letters of request sent to him by different staff members.

He reacts to the following elements in one set of letters:

- ✓ The poor presentation of the letters
- ✓ The inappropriate formats of the letters – one address, friendly salutations, no paragraphing, wrong tone,
- ✓ Jumbled/unclear content
- ✓ Disjointed sentences

He then finds one letter that is appropriately written and praises the presentation, format, content and tone and then considers which websites could assist most of his workers in writing better formal letters of requests?

Students then summarise the content of the role-play by contrasting the appropriately written and inappropriately written letters. Briefly say how they could improve one inappropriate letter by

- ✓ Including missing aspects of the business letter format
- ✓ Including/improving paragraphs
- ✓ Using/Linking/ transitional words to connect ideas and paragraphs
- ✓ Improving the tone of the letters

³ Please note that role play should not only be in Jamaican Creole. In this context, the manager could deliver his monologue in Standard Jamaican English.

Compare two of the letters the manager examined and say how the second sample improves on the first.

Sample Letters

September 5, 2019

Dear Mr Duhaney,

We're hot in the kitchen. As workers we are sweating every day. We told the supervisor. We feel bad about our selves. He said we should be happy for a job. He said we should stop complaining. He said only managers get fans. Please give us a big fan in our space so that we can work well.

Chicken Meals r us
5 Dublin Plaza, Regal Bay

September 5, 2019

Mr. Bob Duhaney
Manager
Chicken Meals R Us
5 Dublin Plaza
Regal Bay

Dear Mr Duhaney,
RE: Request for Ceiling Fans

We the kitchen staff are kindly making a request for the installation of some ceiling fans in the kitchen. We need these so that we can perform our jobs well.

The kitchen is very hot and since the summer, it has become worse. Although we wear our cook hats and have our face rags, we are sweating so much that we think it is not hygenic for us to be preparing food in this situation.

We have spoken to our supervisor about the problem but nothing has been done to help us. He thinks we should be satisfied with the situation.

We know that you really care for your workers so we hope that you may assist us soon with the fans that we may be able to deliver quality work.

Yours truly,
The Kitchen Staff

EXPLORE

Group 1

Pretend that they are some of the workers at the company above who need help in letter writing. Based on the manager's suggestion, visit the following websites to read more about formal letters and the letter of request at the following links or from a handout.

<https://www.embibe.com/exams/formal-letter-format-for-school/>

<https://targetstudy.com/letters/request-letter/how-to-write-request-letter.htm#FullBlockStyleFormat>

In small groups of three (3) members each, use the information from the discussion under the Engagement segment and from their reading to develop a checklist (for example, like the one below).

Use their checklist to sort four (4) letters under two columns – ‘Appropriate’ and ‘Inappropriate’.

SAMPLE CHECKLIST FOR LETTER OF REQUEST

	ITEMS	YES	NO
1.	The presentation is acceptable.		
2.	The format is acceptable		
3.	The tone is satisfactory.		
4.	Paragraphs are well-developed.		
5.	Transitional words are used well to link sentences and paragraphs		
6.	The request is clearly stated at the beginning		
7.	A reason is given for the request		
8.	Supporting points are outlined		
9.	There is a closing statement.		

Groups 2 & 3

Participate in a mini-lesson on Letters of Request. Read the sample letter below and identify the following:

- ✓ Direct Opening or introductory Statement about the request
- ✓ Reason for making the request
- ✓ Closing statement

Stars Unlimited High
2 White avenue
Meadow City

Dear Ms Brown,

RE: Request for Student Meeting _____ SUBJECT

I am one of your form students - Karen White from Class 7A. I am kindly requesting a meeting wth you and some of my class mates who are making me very uncomfortable and unhappy about myself. I have not yet told my parents about the problem because I do not want them to be worried. REQUEST

Since I entered this new school and this class, some students who call themselves "The Hot Club" have nicknamed me "Head". I have told them I do not like it but they keep saying that I have a very big head and I must get used to the name. Miss Brown, I was born with this head and I am already uncomfortable with the size. Therefore, I do not want anyone to make it worse for me by teasing. Every day I walk home crying and cry myself to sleep at night because of this cruel name. I am hardly eating and I cannot focus on my school work. REASON

I am hoping that you will organize this meeting as soon as possible to help me or I may just give up on everything. CLOSING STATEMENT

Yours truly,

Karen White

EXPLAIN

Group 1

Share findings on letters explored. Use checklist to provide justification for placing a letter in a particular category. Discuss the findings of peers, where relevant.

N.B. Teacher conducts periodic brief assessment checks during this exercise at different points of the Exploration and Explanation while Groups 2 & 3 are attempting certain tasks.

Group 2 & 3

In pairs, explain the different parts of the letter of request.

EXTENSION

Students will conduct research to identify industries that produce goods and services for the Jamaican economy. Students will outline the benefits to the Jamaican economy.

EVALUATE

Assess students' ability to

- ✓ Identify the general elements of a business letter
- ✓ Identify the critical elements of a letter of request
- ✓ Compose/Complete well-written letters of request reflecting general elements of a business letter and specific elements of a letter of request
- ✓ Work cooperatively with their peers as they analyse and write/complete letters of request • State the significance/ purpose of product to the Jamaican economy.

