

English

Junior High

Grade 10

Teacher Guide

Standards-Based



Papua New Guinea

Department of Education

**'FREE ISSUE
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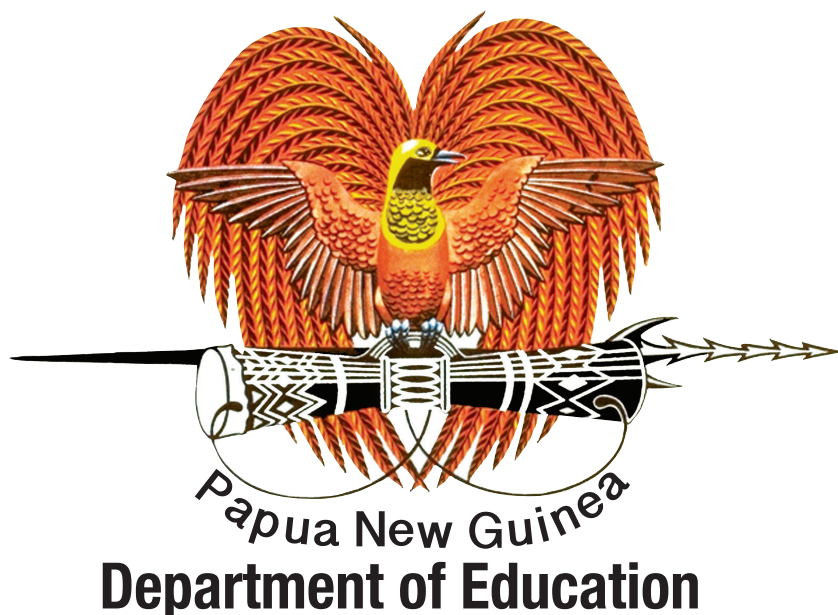
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Issued free to schools by the Department of Education

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Curriculum Panel (CP), Syllabus Advisory Committee (SAC), and Board of Studies (BoS) Committee members are also acknowledged for their consideration and endorsement of the syllabus.

Acronyms

| | |
|-------|---|
| AAL | Assessment As Learning |
| AFL | Assessment For Learning |
| AOL | Assessment Of Learning |
| BOS | Board Of Studies |
| CDD | Curriculum Development Division |
| CP | Curriculum Panel |
| ESD | Education for Sustainable Development |
| CSD | Character and Social Development |
| NDoE | National Department of Education |
| KSAVs | Knowledge, Skills, Values and Attitude |
| OBC | Outcomes-Base Curriculum |
| OBE | Outcomes-Base Education |
| PNG | Papua New Guinea |
| SAC | Syllabus Advisory Committee |
| SBA | Standards-Based Assessment |
| SBC | Standards-Based Curriculum |
| SBE | Standards-Based Education |
| SCG | Subject Curriculum Group |
| STEAM | Science, Technology, Engineering, Arts, and Mathematics |
| STEM | Science, Technology, Engineering, and Mathematics |

Secretary's Message

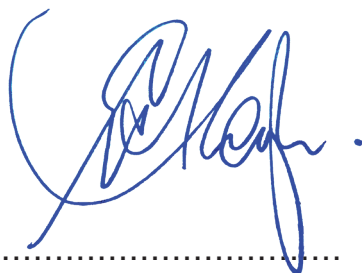
Given the Government's decision to use the Standards-Based Curriculum (SBC) in the Papua New Guinea's National Education system in 2013; the English SBC is an important resource for delivering relevant and quality education. The English SBC is aligned to set benchmarks and descriptive standards that guide directions for the goals of studying English. The subject English is important for students' interpersonal communication skills and knowledge as that is the language of national and global communication.

The English SBC is significant for teaching literacy skills as that will enable students to progressively develop proficiencies in the language of international business and politics. Through the study of English, necessary knowledge, skills, attitudes, and values will be imparted to students as they are exposed to the importance of contemporary cultural, social, political, economic, historical and environmental issues which shape meanings and realities of PNG and the world. Thus, students are expected to develop positive attitudes to life at school and in society to enable harmonious living with others. Grade 10 students are expected to learn and demonstrate proficiency in communicating effectively in English through reading, writing, speaking and listening, in a variety of situations as in the market place, in business, and in the technological world.

The ultimate aim of a Standards-Based Education in PNG is to prepare students for pathways to careers, higher education, and citizenship preparedness of the knowledge, skills, values, and attitudes that they can use to work, study and live in the 21st century.

Grade 10 teachers are expected to effectively plan, teach, and assess these knowledge, skills, values, and attitudes. This teacher guide describes what teachers are expected to know and do to enable all their students to effectively learn and demonstrate the expected levels of proficiency in all the grade level knowledge, skills, values and attitudes, and attain the national content standard benchmark for English.

I commend and approve this Grade 10 English Teacher Guide to be used by teachers in all high schools throughout Papua New Guinea.



UKE W. KOMBRA, PhD.
Secretary for Education

Introduction

English is the most common language that connects a linguistically diverse nation as Papua New Guinea (PNG) locally, nationally, and globally. English is the official language for learning science, technology, business, politics, social science, culture and arts etc.... Studying English enables students to connect with others in an intelligent and practiced way of sending, receiving, synthesizing and evaluating messages. Hence, learners' develop interpersonal communication skills through their academic studies that will connect them to appropriate pathways. Therefore, it is important to learn English because the GoPNG in its Vision 2050 stressed that PNG needs to have a "well-educated" workforce (*National Strategic Plan Task Force, 2009, p. 10*).

Having fluency and a functional approach to understanding the English language/subject is critical in preparing students for careers, higher education, and citizenship in the 21st century and beyond. The English course aims to train, and equip students with necessary knowledge, skills, attitudes, and values to communicate effectively in various situations. Students will learn that English is a language that illustrates culture, gender, class, and ethnicity perspectives. Through studying English, students will recognise the importance of contemporary cultural issues, and in their discussions, give meanings to contexts and realities. These should enable development of positive attitudes to school life and in general to interact harmoniously with society at large.

Teachers will prepare and teach students English knowledge, skills, values and attitudes in these six strands:

1. Reading;
2. Writing;
3. Listening;
4. Speaking;
5. Communication; and
6. English Grammar.

Moreover, the English curriculum has embedded STEAM into its design as equal opportunities are to be provided for all students to learn, apply and master STEAM principles and skills. STEAM is an integral component of the core curriculum. All students are expected to study STEAM and use STEAM related skills to solve problems relating to both the natural and the physical environments. The aim of STEAM education is to create a STEAM literate society. It is envisioned that the study of STEAM will motivate students to pursue and take up academic programs and careers in STEAM related fields. Therefore, teachers need to consider the STEAM principles and skills when preparing English lessons for teaching.

English is to be time-tabled for six periods per week in grade 10; 40 minutes per lesson (240 minutes per week).

Structure of the Teacher Guide

There are four main parts to this teacher guide. They provide essential information on what all teachers should know and do to effectively implement the English curriculum.

Part 1 provides generic information to help the teachers to effectively use the teacher guide and the syllabus to plan, teach and assess students' performance and proficiency on the national content standards and grade-level benchmarks. The purpose of the teacher guide, syllabus and teacher guide alignment, and the four pillars of PNG SBC, that is, morals and values education, cognitive and high level thinking, and 21st century thinking skills, STEAM, and core curriculum are explained to inform as well as guide the teachers so that they align SBE/SBC aims and goals, overarching and SBC principles, content standards, grade-level benchmarks, learning objectives and best practice when planning lessons, teaching, and assessing students.

Part 2 provides information on the strands, units, topics and learning objectives. How topics and learning objectives are derived is explained to the teachers to guide them to use the learning objectives provided for planning, instruction and assessment. And to develop additional topics and learning objectives to meet the learning needs of their students and communities where necessary.

Part 3 provides information on SBC planning to help guide the teachers when planning SBC lessons. Elements and standards for SBC lesson plans are described as well as how to plan for underachievers, use evidence to plan lessons, and use differentiated instruction, amongst other teaching and learning strategies.

Part 4 provides information on standards-based assessment, inclusive of performance assessment and standards, standards-based evaluation, standards-based reporting, and standards-based monitoring. This information should help the teachers to effectively assess, evaluate, report and monitor demonstration of significant aspects of a benchmark.

The above components are linked and closely aligned. They should be connected to ensure that the intended learning outcomes and the expected quality of education standards are achieved. The close alignment of planning, instruction and assessment is critical to the attainment of learning standards.

Purpose of the Teacher Guide

This teacher guide describes what all teachers should know and do to effectively plan, teach, and assess grade 9 English content to enable all students to attain the required learning and proficiency standards. The overarching purpose of this teacher guide is to help teachers to effectively plan, teach, assess, evaluate, record, report and monitor students' learning and mastery of national and grade-level expectations, that is, the essential knowledge, skills, values and attitudes described in the content standards and grade-level benchmarks, and their achievement of the national and grade-level proficiency standards.

To this end, teachers are expected to:

- understand the significance of aligning all the elements of Standards-Based Curriculum (SBC) as the basis for achieving the expected level of education quality;
- effectively align all the components of SBC when planning, teaching, and assessing students' learning and levels of proficiency;
- effectively translate and align the English syllabi and teacher guide to plan, teach and assess different English units and topics, and the essential knowledge, skills, values, and attitudes described in the grade-level benchmarks;
- understand the English national content standards, grade-level benchmarks, and evidence outcomes;
- effectively make sense of the content (knowledge, skills, values and attitudes) described in the English national content standards and the essential components of the content described in the grade-level benchmarks;
- effectively guide students to progressively learn and demonstrate proficiency on a range of English skills, processes, concepts, ideas, principles, practices, values and attitudes.
- confidently interpret, translate and use English content standards and benchmarks to determine the learning objectives and performance standards, and plan appropriately to enable all students to achieve these standards;
- embed the core curriculum in their English lesson planning, instruction, and assessment to permit all students to learn and master the core knowledge, skills, values and attitudes required of all students;
- provide opportunities for all students understand how STEAM has and continues to shape the social, political, economic, cultural, and environment contexts and the consequences, and use STEAM principles, skills, processes, ideas and concepts to inquire into and solve problems relating to both the natural and physical (man-made) worlds as well as problems created by STEAM;
- integrate cognitive skills (critical, creative, reasoning, decision-making, and problem-solving skills), high level thinking skills (analysis, synthesis and evaluation skills), values (personal, social,

work, health, peace, relationship, sustaining values), and attitudes in lesson planning, instruction and assessment;

- meaningfully connect what students learn in English with what is learnt in other subjects to add value and enhance students' learning so that they can integrate what they learn and develop in-depth vertical and horizontal understanding of subject content;
- formulate effective SBC lesson plans using learning objectives identified for each of the topics;
- employ SBC assessment approaches to develop performance assessments to assess students' proficiency on a content standard or a component of the content standard described in the grade-level benchmark;
- effectively score and evaluate students' performance in relation to a core set of learning standards or criteria, and make sense of the data to ascertain students' status of progress towards meeting grade-level and nationally expected proficiency standards, and
- use evidence from the assessment of students' performance to develop effective evidence-based intervention strategies to help students' making inadequate or slow progress towards meeting the grade-level and national expectations to improve their learning and performance.

How to use the Teacher Guide

Teacher guide provides essential information about what the teacher needs to know and do to effectively plan, teach and assess students learning and proficiency on learning and performance standards. The different components of the teacher guide are closely aligned with SBC principles and practice, and all the other components of PNG SBC. It should be read in conjunction with the syllabus in order to understand what is expected of teachers and students to achieve the envisaged quality of education outcomes.

The first thing teachers should do is to read and understand each of the sections of the teacher guide to help them understand the key SBC concepts and ideas, alignment of PNG SBC components, alignment of the syllabus and teacher guide, setting of content standards and grade-level benchmarks, core curriculum, STEAM, curriculum integration, essential knowledge, skills, values and attitudes, strands, units and topics, learning objectives, SBC lesson planning, and SBC assessment. A thorough understanding of these components will help teachers meet the teacher expectations for implementing the SBC curriculum, and therefore the effective implementation of grade 10 English Curriculum. Based on this understanding, teachers should be able to effectively use the teacher guide to do the following:

Determine Learning Objectives and Lesson Topics

Units, topics and learning objectives have been identified and described in the teacher guide and syllabus. Lesson objectives are derived from topics that are extracted from the grade-level benchmarks. Lesson topics are deduced from the learning objectives. Teachers should familiarise themselves with this process as it is essential for lesson planning, instruction and assessment. However, depending on the context and students' learning abilities, teachers would be required to determine additional learning objectives and lesson topics. Teachers should use the examples provide in this teacher guide to formulate learning objectives and lesson topics to meet the educational needs of their students. What is provided here is not exhaustive. Teachers should develop additional learning objectives to target the learning needs of all their students.

Identify and Teach Grade Appropriate Content

Grade appropriate content has been identified and scoped and sequenced using appropriate content organisation principles. The content is sequenced using the spiralling sequence principles. This sequencing of content will enable students to progressive learn the essential knowledge, skills, values and attitudes as they progress deep into their schooling. What students learn in previous grades is reinforced and deepen in scope with an increase in the level of complexity and difficulty in the content and learning activities. It is important to understand how the content is organised so that grade appropriate content and learning activities can be selected, if not already embedded in the benchmarks and learning objectives, to not only help students learn and master the content, but ensure that what is taught is rigorous, challenging, and comparable.

Integrate the Core Curriculum in Lesson Planning, Instruction and Assessment

Teachers should use this teacher guide to help them integrate the core curriculum – values, cognitive and high level skills, 21st century skills, STEAM principles and skills, and reading, writing, and communication skills – in their lesson planning, instruction and assessment. All students in all subjects are required to learn and master these skills progressively through the education system. Teachers are expected to plan, teach and assess the core curriculum.

Integrate Cognitive, High Level, and 21st Century Skills in Lesson Planning, Instruction and Assessment

Teachers should integrate the cognitive, high level and 21st century skills in their annual teaching programs, and give prominence to these skills in their lesson preparation, teaching and learning activities, performance assessment, and performance standards for measuring students' proficiency on these skills. English focuses on developing and harnessing responsible and evidence-based reasoning, decision-making, problem-solving, analysis, synthesis, and evaluation skills. In addition, it envisaged all students attaining expected proficiency levels in these skills and will be ready to pursue careers and higher education academic programs that demand these skills, and use them in their everyday life after they leave school at the end of grade 12. Teachers should use the teacher guide to help them to effectively embed these skills, particularly in their lesson planning and in the teaching and learning activities as well as in the assessment of students' application of the skills.

Integrate Science, Technology, Engineering, Arts and Mathematics (STEAM) Principles and Skills in Lesson Planning, Instruction and Assessment

Teachers should draw from both the syllabus and teacher guide them to integrate STEAM principles and skills, and methodologies in their lesson planning, instruction and assessment. STEAM teaching and learning happens both inside and outside of the classroom. Effective STEAM teaching and learning requires both the teacher and the student to participate as core investigators and learners, and to work in partnership and collaboration with relevant stakeholders to achieve maximum results. Teachers should use the syllabus, teacher guides and other resources to guide them to plan and implement this and other innovative and creative approaches to STEAM teaching and learning to make STEAM principles and skills learning fun and enjoyable and, at the same time, attain the intended quality of learning outcomes.

Identify and Use Grade and Context Appropriate, Innovative, Differentiated and Creative Teaching and Learning Methodologies

SBC is an eclectic curriculum model. It is an amalgam of strengths of different curriculum types, including behavioural objectives, outcomes, and competency. Its emphasis is on students attaining clearly defined, measurable, observable and attainable learning standards, i.e., the expected level of education quality. Proficiency (competency) standards are expressed as performance standards/criteria and evidence outcomes,

that is, what all students are expected to know (content) and do (application of content in real life or related situations) to indicate that they are meeting, have met or exceeded the learning standards. The selection of grade and contextually appropriate teaching and learning methodologies is critical to enabling all students to achieve the expected standard or quality of education. Teaching and learning methodologies must be aligned to the content, learning objective, and performance standard in order for the teacher to effectively teach and guide students towards meeting the performance standard for the lesson. They should be equitable and socially inclusive, differentiate, student-centred, and lifelong. They should enable STEAM principles and skills to be effectively taught and learned by students. Teachers should use the teacher guide help them make informed decisions when selecting the types teaching and learning methodologies to use in their teaching of the subject content, including STEAM principles and skills.

Plan Standards-Based Lessons

SBC lesson planning is quite difficult to do. However, this will be easier with more practice and experience over time. Effective SBC lessons plans must meet the required standards or criteria so that the learning objectives and performance standards are close aligned and the expected learning outcomes can be attained. Teachers should use the guidelines and standards for SBC lesson planning and examples of SBC lesson plans provided in the teacher guide to plan their lessons. When planning lessons, it is important for teachers to ensure that all SBC lesson planning standards or criteria are met. If standards are not met, instruction will not lead to the attainment of intended performance and proficiency standards. Therefore, students will not attain the national content standards and grade-level benchmarks.

Use Standards-Based Assessment

Standards-Based Assessment has a number of components. These components are intertwined and serve to measure students' achievement of the learning standards and evaluate, report, and monitor their achievement of the national and grade-level expectations, i.e., the essential knowledge, skills, values and attitudes they are expected to master and demonstrate proficiency on. Teachers should use the information and examples on standards-based assessment to plan, assess, record, evaluate, report and monitor students' performance in relation to the learning standards.

Make Informed Judgements About Students' Learning and Progress Towards Meeting Learning Standards

Teachers should use the teacher guide to guide them to effectively evaluate students' performance and use the evidence to help students to continuously improve their learning as well as their classroom practice.

It is important that teachers evaluate the performance of students in relation to the performance standards and progressively the grade-level benchmarks and content standards to make informed judgements and decisions about the quality of their work and their progress towards

meeting the content standards or components of the standards. Evaluation should not focus on only one aspect of students' performance. It should aim to provide a complete picture of each student's performance. The context, inputs, processes, including teaching and learning processes, and the outcomes should be evaluated to make an informed judgement about each student's performance, identify the causal factors for poor performance, gaps in students learning, gaps in teaching, teaching and learning resource constraints, and general attitude towards learning. Evidence-based decisions can then be made regarding the interventions for closing the gaps to allow students to make the required progress towards meeting grade-level and national expectations.

Prepare Students' Performance Reports

Reporting of students' performance and progress towards the attainment of learning standards is an essential part of SBC assessment. Results of students' performance should be communicated to particularly the students and their parents to keep them informed of students' academic achievements and learning challenges as well as what needs to be done to enable the students' make positive progress towards meeting the proficiency standards and achieve the desired level of education quality. Teachers should use the information on the reporting of students' assessment results and the templates provided to report the results of students' learning.

Monitor Students' Progress Towards Meeting the National Content Standards and Grade-Level Benchmarks

Monitoring of student's progress towards the attainment of learning standards is an essential component of standards-based assessment. It is an evidence-based process that involves the use of data from students' performance assessments to make informed judgements about students' learning and proficiency on the learning standards or their components, identify gaps in students' learning and the causal factors, set clear learning improvement targets, and develop effective evidence-based strategies (including preplanning and reteaching of topics), set clear timeframes, and identify measures for measuring students' progress towards achieving the learning targets.

Teachers should use the teacher guide to help them use data from students' performance assessments to identify individual students' learning weaknesses and develop interventions, in collaboration with each student and his/her parents or guardians, to address the weaknesses and monitor their progress towards meeting the agreed learning goals.

Develop Additional Benchmarks

Teachers can develop additional benchmarks using the examples in the teacher guide to meet the learning needs of their students and local communities. However, these benchmarks will not be nationally assessed as these are not comparable. They are not allowed to set their own content standards or manipulate the existing ones. The setting of national content standards is done at the national level to ensure that required learning standards are maintained and monitored to sustain the required level of education quality.

Avoid Standardisation

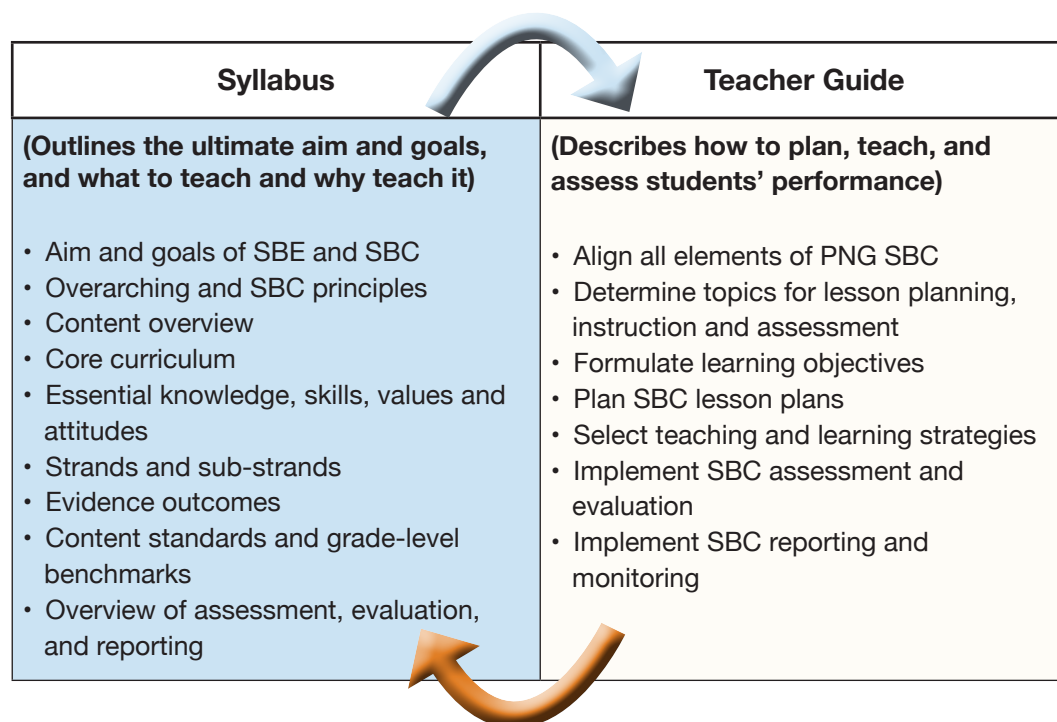
The implementation of English curriculum must not be standardised. SBC does not mean that the content, lesson objectives, teaching and learning strategies, and assessment are standardised. This is a misconception and any attempt to standardise the components of curriculum without due consideration of the teaching and learning contexts, children's backgrounds and experiences, and different abilities and learning styles of children will be counterproductive. It will hinder students from achieving the expected proficiency standards and hence, high academic standards and the desired level of education quality. That is, they should not be applied across all contexts and with all students, without considering the educational needs and the characteristics of each context. Teachers must use innovative, creative, culturally relevant, and differentiated teaching and learning approaches to teach the curriculum and enable their students to achieve the national content standards and grade-level benchmarks. And enable all students to experience success in learning the curriculum and achieve high academic standards.

What is provided in the syllabus and teacher guide are not fixed and cannot be changed. Teachers should use the information and examples provide in the syllabus and the teacher to guide them to develop, select, and use grade, context, and learner appropriate content, learning objectives, teaching and learning strategies, and performance assessment and standards. SBC is evidence-based hence decisions about the content, learning outcomes, teaching and learning strategies, students' performance, and learning interventions should be based on evidence. Teaching and learning should be continuously improved and effectively targeted using evidence from students' assessment and other sources.

Syllabus and Teacher Guide Alignment

A teacher guide is a framework that describes how to translate the content standards and benchmarks (learning standards) outlined in the syllabus into units and topics, learning objectives, lesson plans, teaching and learning strategies, performance assessment, and measures for measuring students' performance (performance standards). It expands the content overview and describes how this content - identified in the content standards and their components (essential knowledge, skills, values or attitudes) – can be translated into meaningful and evidence-based teaching topics and learning objectives for lesson planning, instruction and assessment. Grade 10 English comprises of Grades 9 & 10 Syllabus and Grade 10 Teacher Guide. These two documents are closely aligned, complimentary and mutually beneficial. They should be used together to plan lessons, teach relevant content, and assess the levels of students' proficiency. They are essential focal points for teaching and learning the essential English knowledge, skills, values and attitudes.

Figure 1: **Syllabus and teacher guide alignment**



| Syllabus | Teacher Guide |
|--|---|
| (Outlines the ultimate aim and goals, and what to teach and why teach it) <ul style="list-style-type: none"> • Aim and goals of SBE and SBC • Overarching and SBC principles • Content overview • Core curriculum • Essential knowledge, skills, values and attitudes • Strands and sub-strands • Evidence outcomes • Content standards and grade-level benchmarks • Overview of assessment, evaluation, and reporting | (Describes how to plan, teach, and assess students' performance) <ul style="list-style-type: none"> • Align all elements of PNG SBC • Determine topics for lesson planning, instruction and assessment • Formulate learning objectives • Plan SBC lesson plans • Select teaching and learning strategies • Implement SBC assessment and evaluation • Implement SBC reporting and monitoring |

Teacher guide should be used in conjunction with the syllabus. These two documents are closely aligned and complimentary. Teachers should use both documents when planning, teaching and assessing grade 10 English content. Syllabus outlines the ultimate aim and goals of SBE and SBC, what is to be taught and why it should be learned by students, the underlying principles and articulates the learning and proficiency standards that all students are expected to attain. On the other hand, the teacher guide expands on what is outlined in the syllabus by describing the approaches or the how of planning, teaching, learning, and assessing the content so that the intended learning outcomes are achieved. It also describes and provide examples of how to evaluate and report on students' attainment of the learning standards, and use

evidence from the assessment of students' performance to develop evidence-based interventions to assist students who are making slow progress towards meeting the expected proficiency levels to improve their performance. Teachers will extract information from the syllabus (e.g., content standards and grade-level benchmarks) for lesson planning, instruction and assessment.

Learning and Performance Standards

Standards-Based Education (SBE) and SBE are underpinned by the notion of quality. Standards define the expected level of education quality that all students should achieve at a particular point in their schooling. Students' progression and achievement of education standard(s) are measured using performance standards or criteria to determine their demonstration or performance on significant aspects of the standards and therefore their levels of proficiency or competency. When they are judged to have attained proficiency on a content standard or benchmark or components of these standards, they are then deemed to have met the standard(s) that is, achieved the intended level of education quality.

Content standards, benchmarks, and learning objectives are called learning standards while performance and proficiency standards (evidence outcomes) can be categorised as performance standards. These standards are used to measure students' performance, proficiency, progression and achievement of the desired level of education quality. Teachers are expected to understand and use these standards for lesson planning, instruction and assessment.

Content Standards

Content standards are evidence-based, rigorous and comparable regionally and globally. They have been formulated to target critical social, economic, political, cultural, environment, and employable skills gaps identified from a situational analysis. They were developed using examples and experiences from other countries and best practice, and contextualized to PNG contexts.

Content standards describe what **(content - knowledge, skills, values, and attitudes)** all students are expected to know and do **(how well students must learn and apply what is set out in the content standards)** at each grade-level before proceeding to the next grade. These standards are set at the national level and thus cannot be edited or changed by anyone except the National Subject-Based Standards Councils. Content Standards:

- are evidenced-based;
- are rigorous and comparable to regional and global standards;
- are set at the national level;
- state or describe the expected levels of quality or achievement;
- are clear, measurable and attainable;
- are linked to and aligned with the ultimate aim and goals of SBE and SBC and overarching and SBC principles;
- delineate what matters, provide clear expectations of what students should progressively learn and achieve in school, and guide lesson planning, instruction, assessment;

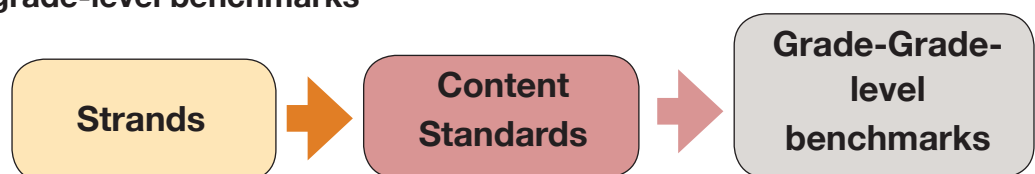
- comprise knowledge, skills, values, and attitudes that are the basis for quality education;
- provide teachers a clear basis for planning, teaching, and assessing lessons;
- provides provinces, districts, and schools with a clear focus on how to develop and organise their instruction and assessment programs as well as the content that they will include in their curriculum.

Benchmarks

Benchmarks are derived from the content standards and benchmarked at the grade-level. Benchmarks are specific statements of what students should know (i.e., essential knowledge, skills, values or attitudes) at a specific grade-level or school level. They provide the basis for measuring students' attainment a content standard as well as progress to the next grade of schooling. Grade-level benchmarks:

- are evidenced-based;
- are rigorous and comparable to regional and global standards;
- are set at the grade level;
- are linked to the national content standards;
- are clear, measurable, observable and attainable;
- articulate grade level expectations of what students are able to demonstrate to indicate that they are making progress towards attaining the national content standards;
- provide teachers a clear basis for planning, teaching, and assessing lessons;
- state clearly what students should do with what they have learned at the end of each school-level;
- enable students' progress towards the attainment of national content standards to be measured, and
- enable PNG students' performance to be compared with the performance of PNG students with students in other countries.

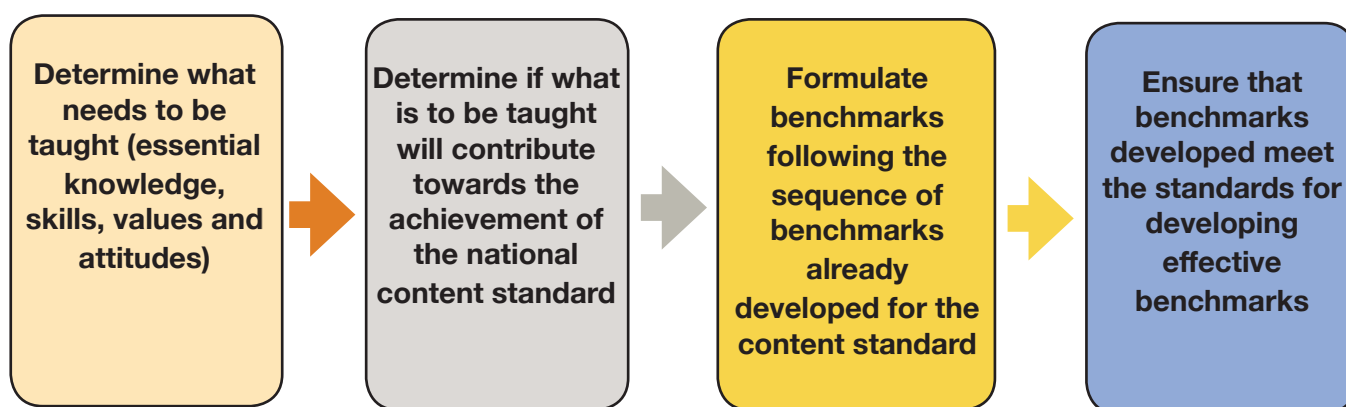
Figure 2: **Approach for setting national content standards and grade-level benchmarks**



Development of Additional Benchmarks

Teachers should develop additional benchmarks to meet the learning needs of their students. They should engage their students to learn about local, provincial, national and global issues that have not been catered for in the grade-level benchmarks but are important and can enhance students' understanding and application of the content. However, it is important to note that these benchmarks will not be nationally examined as they are not comparable. Only the benchmarks developed at the national level will be tested. This does not mean that teachers should not develop additional benchmarks. An innovative, reflect, creative and reflexive teacher will continuously reflect on his/her classroom practice and use evidence to provide challenging, relevant, and enjoyable learning opportunities for his/her students to build on the national expectations for students. Teachers should follow the following process when developing additional grade-level benchmarks.

Figure 3: **Benchmark development process**



Learning Objectives

Learning or instructional Objectives are precise statements of educational intent. They are formulated using a significant aspect or a topic derived from the benchmark, and are aligned with the educational goals, content standards, benchmarks, and performance standards. Learning objectives are stated in outcomes language that describes the products or behaviours that will be provided by students. They are stated in terms of a measurable and observable student behaviour. For example, students will be able to identify all the main towards of PNG using a map.

Performance Standards

Performance Standards are concrete statements of how well students must learn what is set out in the content standards, often called the **“be able to do”** or **“what students should know and be able to do.”**

Performance standards are the indicators of quality that specify how competent a students' demonstration or performance must be. They are explicit definitions of what students must do to demonstrate proficiency or competency at a specific level on the content standards. Performance standards:

- measure students' performance and proficiency **(using performance indicators)** in the use of a specific knowledge, skill, value, or attitude in real life or related situations
- provide the basis **(performance indicators)** for evaluating, reporting and monitoring students' level of proficiency in use of a specific knowledge, skills, value, or attitude
- are used to plan for individual instruction to help students not yet meeting expectations **(desired level of mastery and proficiency)** to make adequate progress towards the full attainment of benchmarks and content standards
- are used as the basis for measuring students' progress towards meeting grade-level benchmarks and content standards

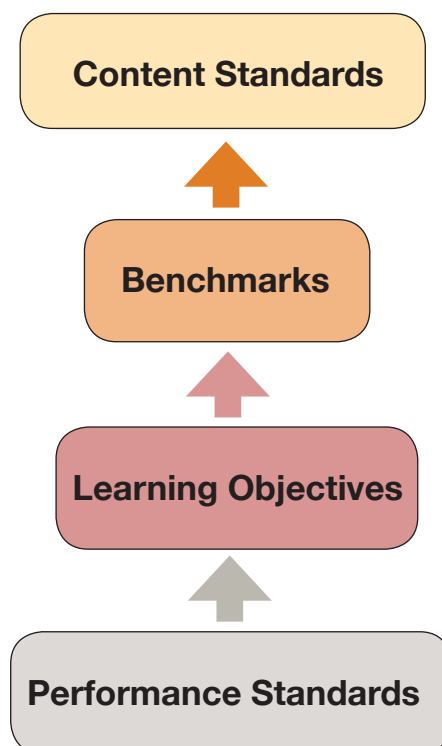
Proficiency Standards

Proficiency standards describe what all students in a particular grade or school level can do at the end of a strand, sub-strand or unit. These standards are sometimes called evidence outcomes because they indicate if students can actually apply or use what they have learnt in real life or similar situations. They are also categorized as benchmarks because that is what all students are expected to do before exiting a grade or are deemed ready for the next grade.

Learning and Performance Standards Alignment

Content Standards, Benchmarks, learning objectives, and performance standards are very closely linked and aligned (*see figure 4*). There is a close linear relationship between these standards. Students' performance on a significant aspect of a benchmark (knowledge, skill, value, or attitude) is measured against a set of performance standards or criteria to determine their level of proficiency using performance assessment. Using the evidence from the performance assessment, individual student's proficiency on the aspect of the benchmark assessed and progression towards meeting the benchmark and hence the content standard are then determined.

Figure 4: **Content standards, benchmarks, learning objectives and performance standards alignment**



Effective alignment of these learning standards and all the other components of PNG SBE and SBC (ultimate aim and goals, overarching, SBC and subject-based principles, core curriculum, STEAM, and cognitive, high level, and 21st century skills) is not only critical but is also key to the achievement of high academic standards by all students and the intended level of education quality. It is essential that teachers know and can do standards alignment when planning, teaching, and assessing students' performance so that they can effectively guide their students towards meeting the grade-level benchmarks (grade expectations) and subsequently the content standards (national expectations).

Core Curriculum

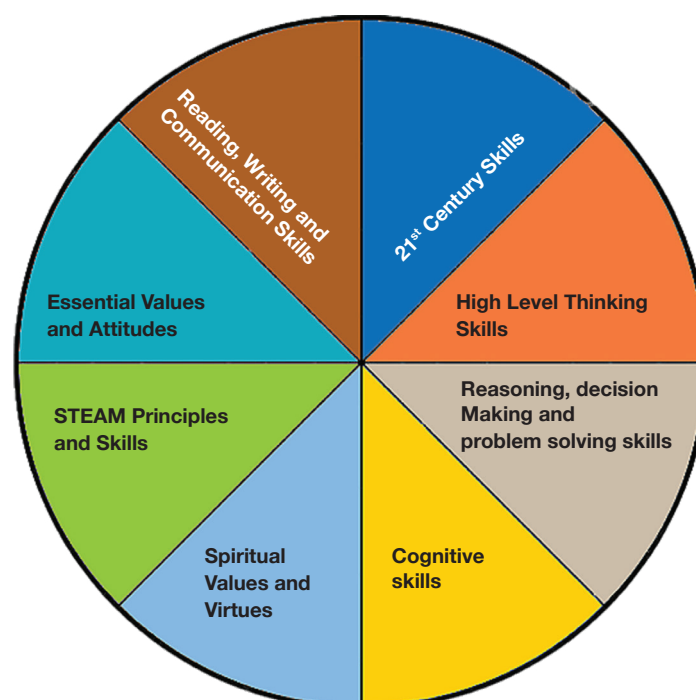
A core set of common learnings (knowledge, skills, values, and attitudes) are integrated into the content standards and grade-level benchmarks for all subjects. This is to equip all students with the most essential and in-demand knowledge, skills, and dispositions they will need to be successful in modern/postmodern work places, higher-education programs and to be productive, responsible, considerate, and harmonious citizens. Common set of learnings are spirally sequenced from Preparatory-Grade 12 to deepen the scope and increase the level of difficulty in the learning activities so that what is learned is reinforced at different grade levels.

The core curriculum includes:

- cognitive (thinking) skills (refer to the syllabus for a list of these skills);
- reasoning, decision-making and problem-solving skills
- high level thinking skills (analysis, synthesis and evaluation skills);
- 21st century skills (refer to illustrative list in *Appendix 4*);
- reading, writing and communication skills (literacy skills);
- STEAM principles and skills;
- essential values and attitudes (core personal and social values, and sustaining values), and
- spiritual values and virtues

The essential knowledge, skills, values and attitudes comprising the core curriculum are interwoven and provide an essential and holistic framework for preparing all students for careers, higher education and citizenship.

Figure 5: **Core curriculum.**



All teachers are expected to include the core learnings in their lesson planning, teaching, and assessment of students **in all their lessons**. They are expected to foster, promote and model the essential values and attitudes as well as the spiritual values and virtues in their conduct, practice, appearance, their relationships and in their professional and personal lives. In addition, teachers are expected to mentor, mould and shape each student to evolve and possess the qualities envisioned by society.

Core values and attitudes must not be taught in the classroom only, they must also be demonstrated by students in real life or related situations inside and outside of the classroom, at home, and in everyday life. Likewise, they must be promoted, fostered and modelled by the school community and its stakeholders, especially parents. A whole of school approach to values and attitudes teaching, promoting and modelling is critical to students and the whole school community internalising the core values and attitudes and making them habitual in their work and school place, and in everyday life. Be it work values, relationship values, peace values, health values, personal and social values, or religious values, teachers should give equal prominence to all common learning in their lesson planning, teaching, assessment, and learning interventions. Common learning must be at the heart of all teaching and extracurricular programs and activities.

Science, Technology, Engineering, Arts, and Mathematics

STEAM education is an integrated, multidisciplinary approach to learning that uses science, technology, engineering, arts and mathematics as the basis for inquiring about how STEAM has and continues to change and impact the social, political, economic, cultural and environmental contexts and identifying and solving authentic (real life) natural and physical environment problems by integrating STEAM-based principles, cognitive, high level and 21st century skills and processes, and values and attitudes.

English is focused on both goals of STEAM rather than just the goal of problem-solving. This is to ensure that all students are provided opportunities to learn, integrate, and demonstrate proficiency on all essential STEAM principles, processes, skills, values and attitudes to prepare them for careers, higher education and citizenship.

Objectives

Students will be able to:

- i. examine and use evidence to draw conclusions about how STEAM has and continues to change the social, political, economic, cultural and environmental contexts.
- ii. investigate and draw conclusions on the impact of STEAM solutions to problems on the social, political, economic, cultural and environmental contexts.
- iii. identify and solve problems using STEAM principles, skills, concepts, ideas and process.
- iv. identify, analyse and select the best solution to address a problem.
- v. build prototypes or models of solutions to problems.
- vi. replicate a problem solution by building models and explaining how the problem was or could be solved.
- vii. test and reflect on the best solution chosen to solve a problem.
- viii. collaborate with others on a problem and provide a report on the process of problem-solving used to solve the problem.
- ix. use skills and processes learnt from lessons to work on and complete STEAM projects.
- x. demonstrate STEAM principles, skills, processes, concepts and ideas through simulation and modelling.
- xi. explain the significance of values and attitudes in problem-solving.

Content Overview

STEAM is a multidisciplinary and integrated approach to understanding how science, technology, engineering, arts and mathematics shape and are shaped by our material, intellectual, cultural, economic, social, political and environmental contexts. And for teaching students the essential in demand cognitive, high level and 21st century skills, values and attitudes, and empower them to effectively use these skills and predispositions to identify and solve problems relating to the natural and physical environments as well as the impact of STEAM-based solutions on human existence and livelihoods, and on the social, political, economic, cultural, and environmental systems.

STEAM disciplines have and continue to shape the way we perceive knowledge and reality, think and act, our values, attitudes, and behaviors, and the way we relate to each other and the environment. Most of the things we enjoy and consume are developed using STEAM principles, skills, process, concepts and ideas. Things humans used and enjoyed in the past and at present are developed by scientists, technologists, engineers, artists and mathematicians to address particular human needs and wants. Overtime, more needs were identified and more products were developed to meet the ever changing and evolving human needs. What is produced and used is continuously reflected upon, evaluated, redesigned, and improved to make it more advanced, multipurpose, fit for purpose, and targeted towards not only improving the prevailing social, political, economic, cultural and environmental conditions but also to effectively respond to the evolving and changing dynamics of human needs and wants. And, at the same time, solutions to human problems and needs are being investigated and designed to address problems that are yet to be addressed and concurred. This is an evolving and ongoing problem-solving process that integrates cognitive, high level, and 21st century skills, and appropriate values and attitudes.

STEAM is a significant framework and focal point for teaching and guiding students to learn, master and use a broad range of skills and processes required to meet the skills demands of PNG and the 21st century. The skills that students will learn will reflect the demands that will be placed upon them in a complex, competitive, knowledge-based, information-age, technology-driven economy and society. These skills include cognitive (critical, synthetic, creative, reasoning, decision-making, and problem-solving) skills, high level (analysis, synthesis and evaluation) skills and 21st century skills (*see Appendix*). Knowledge-based, information, and technology driven economies require knowledge workers not technicians. Knowledge workers are lifelong learners, are problem solvers, innovators, creators, critical and creative thinkers, reflective practitioners, researchers (knowledge producers rather than knowledge consumers), solutions seekers, outcomes oriented, evidence-based decision makers, and enablers of improved and better outcomes for all.

STEAM focuses on the skills and processes of problem-solving. These skills and processes are at the heart of the STEAM movement and approach to not only problem-solving and providing evidence-based

solutions but also the development and use of other essential cognitive, high level and 21st century skills. These skills are intertwined and used simultaneously to gain a broader understanding of the problems to enable creative, innovative, contextually relevant, and best solutions to be developed and implemented to solve the problems and attain the desired outcomes. It is assumed that by teaching students STEAM-based problem-solving skills and providing learning opportunities inside and outside the classroom will motivate more of them to pursue careers and academic programs in STEAM related fields thus, closing the skills gaps and providing a pool of cadre of workers required by technology, engineering, science, and mathematics-oriented industries.

Although, STEAM focuses on the development and application of skills in authentic (real life) contexts, for example the use of problem-solving skills to identify and solve problems relating to the natural and physical worlds, it does not take into account the significant influence values and attitudes have on the entire process of problem-solving. Values and attitudes are intertwined with knowledge and skills. Knowledge, skills, values and attitudes are inseparable. Decisions about skills and processes of skills development and application are influenced by values and attitudes (mindset) that people hold. In the same light, the use of STEAM principles, processes and skills to solve problems in order to achieve the outcomes envisaged by society are influenced by values and the mindset of those who have identified and investigated the problem as well as those who are affected by the problem and will benefit from the outcome.

STEAM Problem-solving Methods and Approaches

Problem-solving involves the use of problem-solving methods and processes to identify and define a problem, gather information to understand its causes, draw conclusions, and use the evidence to design and implement solutions to address it. Even though there are many different problem-solving methods and approaches, they share some of the steps of problem-solving, for example:

- identifying the problem;
- understanding the problem by collecting data;
- analyse and interpret the data;
- draw conclusions;
- use data to consider possible solutions;
- select the best solution;
- test the effectiveness of the solution by trialling and evaluating it, and
- review and improve the solution.

STEAM problem-solving processes go from simple and technical to advance and knowledge-based processes. However, regardless of the type of process used, students should be provided opportunities to learn the essential principles and processes of problem-solving and, more significantly, to design and create a product that addressed a real

problem and meets a human need. The following are some of the STEAM problem-solving processes.

Engineering and Technology Problem-solving Methods and Approaches

Engineering and technology problem-solving methods are used to identify and solve problems relating to the physical world using the design process. The following are some of the methods and approaches used to solve engineering and technology related problems.

Parts Substitution

Most basic of the problem-solving methods. It simply requires the parts to be substituted until the problem is solved.

Diagnostics

After identifying a problem, the technician would run tests to pinpoint the fault. The test results would be used either as a guide for further testing or for replacement of a part, which also need to be tested. This process continues until the solution is found and the device is operating properly.

Troubleshooting

Troubleshooting is a form of problem-solving, often applied to repair failed products or processes.

Reverse Engineering

Reverse engineering is the process of discovering the technological principles underlying the design of a device by taking the device apart, or carefully tracing its workings or its circuitry. It is useful when students are attempting to build something for which they have no formal drawings or schematics.

Divide and Conquer

Divide and conquer is the technique of breaking down a problem into sub-problems, then breaking the sub-problems down even further until each of them is simple enough to be solved. Divide and conquer may be applied to all groups of students to tackle sub-problems of a larger problem, or when a problem is so large that its solution cannot be visualised without breaking it down into smaller components.

Extreme Cases

Considering “extreme cases” – envisioning the problem in a greatly exaggerated or greatly simplified form, or testing using extreme condition – can often help to pinpoint a problem. An example of the extreme-case method is purposely inputting an extremely high number to test a computer program.

Trial and Error

The trial and error method involves trying different approaches until a solution is found. It is often used as a last resort when other methods have been exhausted.

Engineering Design Process

Technological fields use the engineering design process to identify and define the problem or challenge, investigate the problem, collect and analyse data, and use the data to formulate potential solutions to the problem, analyse each of the solutions in terms its strengths and weaknesses, and choose the best solution to solve the problem. It is an open-ended problem-solving process that involves the full planning and development of products or services to meet identified needs. It involves a sequence of steps such as the following:

- Analyse the context and background, and clearly define the problem.
- Conduct research to determine design criteria, financial or other constraints, and availability of materials.
- Generate ideas for potential solutions, using processes such as brainstorming and sketching.
- Choose the best solution.
- Build a prototype or model.
- Test and evaluate the solution.
- Repeat steps as necessary to modify the design or correct faults.
- Reflect and report on the process.

These steps are shown in figure 6.

Figure 6: **Engineering design process**



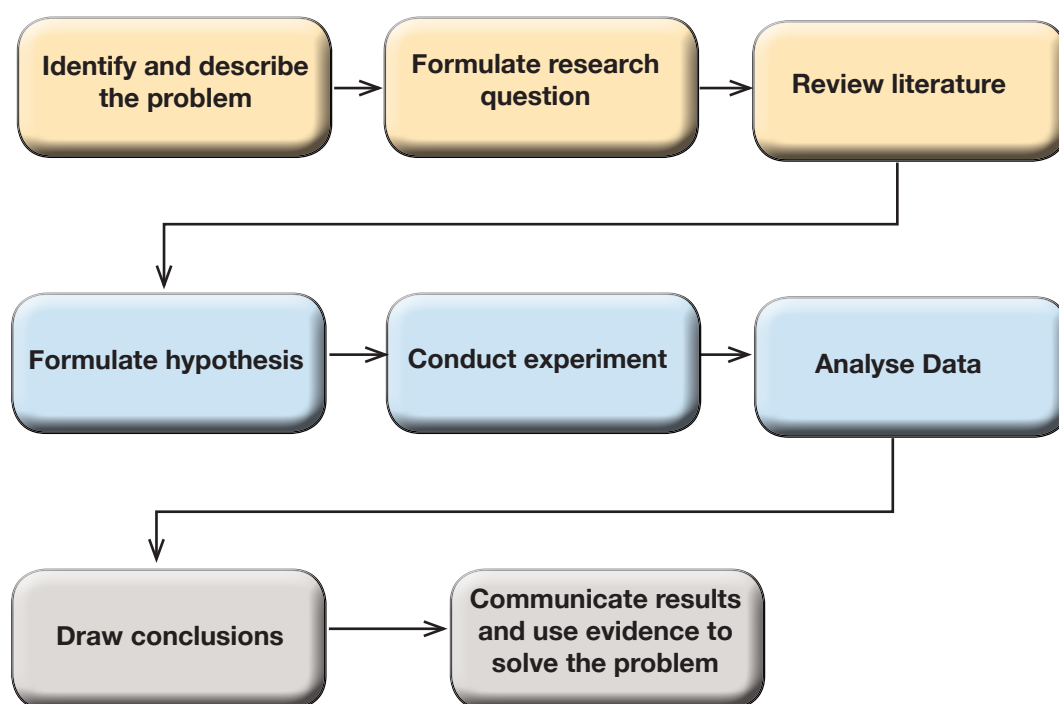
The Scientific Method and Approach to Problem-solving

Science uses predominantly the quantitative-scientific inquiry process to investigate, understand, and make informed decisions about problems relating to the natural world. The steps in the process vary, depending on the purpose of the inquiry and the types of questions asked. There are six basic science process skills:

- Observation
- Communication
- Classification
- Measurement
- Inference
- Prediction

These processes are at the heart of the scientific inquiry and problem-solving process.

Figure 7: **The process of scientific inquiry**



The above steps should be taught and demonstrated by students separately and jointly before they implement the inquiry process. Students should be guided through every step of the process so that they can explain it and its importance, and use the steps and the whole process proficiently to identify, investigate and solve problems. A brief explanation and examples of each step are provided below to help teachers plan and teach each step. Students should be provided with opportunities to practice and reflect on each step until they demonstrate the expected level of proficiency before moving on to the next one.

Step 1: Identify and describe the problem

Problems are identified mainly from observations and the use the five senses – smell, sight, sound, touch and taste. Students should be guided and provided opportunities to identify natural and physical environment problems using their five senses and describe what the problem is and its likely causes.

Example: Observation

- When I turn on a flashlight using the on/off switch, light comes out of one end.

Step 2: Formulate research question

After the problem is identified and described, the question to be answered is then formulated. This question will guide the scientist in conducting research and experiments.

Example: Question

- What makes light comes out of a flashlight when I turn it on?

Step 3: Review literature

It is more likely that the research problem and question have already been investigated and reported by someone. Therefore, after asking the question, the scientist spends some time reading and reviewing papers and books on past research and discussions to learn more about the problem and the question ask to prepare her for his own research. Conducting literature review helps the scientist to better understand his/her research problem, refine the research question and decide on experiment/research approach before the experiment is conducted,

Example: Literature review

- The scientist may look in the flashlight's instruction manual for tips or conduct online search on how flashlights work using the manufacturer's or relevant websites. Scientist may even analyse information and past experiments or discoveries regarding the relationship between energy and light.

Step 4: Formulate hypothesis

With a question in mind, the researcher decides on what he/she wants to test (The question may have changed as a result of the literature review). The research will clearly state what he/she wants to find out by carrying out the experiment. He/she will make an educated guess that could answer the question or explain the problem. This statement is called a hypothesis. A hypothesis guides the experiment and must be testable.

Example: Hypothesis

- The batteries inside a flashlight give it energy to produce light when the flashlight is turned on.

Step 5: Conduct experiment

This step involves the design and conduct of experiment to test the hypothesis. Remember, a hypothesis is only an educated guess (a possible explanation), so it cannot be considered valid until an experiment verifies that it is valid.

Example: *Experimental Procedure*

1. Remove the batteries from the flashlight, and try to turn it on using the on/off switch.

Result: The flashlight does not produce light

2. Reinsert the batteries into the flashlight, and try to turn it on using the on/off switch.

Result: The flashlight does produce light.

3. Write down these results

In general, it is important to design an experiment to measure only on thing at a time. This way, the researcher knows that his/her results are directly related to the one thing he/she changed. If the experiment is not designed carefully, results may be confusing and will not tell the researcher anything about his/her hypothesis.

Researchers collect data while carryout their experiments. *Data* are pieces of information collected before, during, or after an experiment. To collect data, researchers read the measuring instruments carefully. Researchers record their data in notebooks, journals, or on a computer.

Step 6: Analyse data

Once the experiment is completed, the data is then analysed to determine the results. In addition, performing the experiment multiple times can be helpful in determining the credibility of the data.

Example: *Analysis*

- Record the results of the experiment in a table.
- Review the results that have been written down.

Step 7: Draw conclusions

If the hypothesis was testable and the experiment provided clear data, scientist can make a statement telling whether or not the hypothesis was correct. This statement is known as a conclusion. Conclusions must always be backed up by data. Therefore, scientists rely heavily on data so they can make an accurate conclusion.

- If the data support the hypothesis, then the hypothesis is considered correct or valid.
- If the data do not support the hypothesis, the hypothesis is considered incorrect or invalid.

Example: Valid Hypothesis

- The flashlight did not produce light without batteries. The flashlight did produce light when batteries were inserted. Therefore, the hypothesis that batteries give the flashlight energy to produce light is valid, given that no changes are made to the flashlight during the experiment.

Example: Invalid Hypothesis

- The flashlight did NOT produce light when the batteries were inserted. Therefore, the hypothesis that batteries give the flashlight energy to produce light is invalid. In this case, the hypothesis would have to be modified to say something like, “The batteries inside a flashlight give it energy to produce light when the batteries are in the correct order and when the flashlight is turned on.” Then, another experiment would be conducted to test the new hypothesis.

An invalid hypothesis is not a bad thing! Scientists learn something from both valid and invalid hypotheses. If a hypothesis is invalid, it must be rejected or modified. This gives scientists an opportunity to look at the initial observation in a new way. They may start over with a new hypothesis and conduct a new experiment. Doing so is simply the process of scientific inquiry and learning.

Step 8: Communicate findings

Scientists generally tell others what they have learned. Communication is a very important component of scientific progress and problem solving. It gives other people a chance to learn more and improve their own thinking and experiments. Many scientists’ greatest breakthroughs would not have been possible without published communication or results from previous experimentation.

Every experiment yields new findings and conclusions. By documenting both the successes and failures of scientific inquiry in journals, speeches, or other documents, scientists are contributing information that will serve as a basis for future research and for solving problems relating to both the natural and physical worlds. Therefore, communication of investigative findings is an important step in future scientific discovery and in solving social, political, economic, cultural, and environmental problems.

Example: Communication of findings

- Write your findings in a report or an article and share it with others, or present your findings to a group of people. **Your work may guide someone else’s research on creating alternative energy sources to generate light, additional uses for battery power, etc.**

Artistic Design

Science uses predominantly the quantitative-scientific inquiry process to investigate, understand, and make informed decisions about problems. The steps in the process vary, depending on the purpose of the inquiry and the types of questions asked. There are six basic science process skills:

The equipping and enabling of students to become proficient in a broad range of STEAM skills, processes and predispositions can also lead to the attainment of many other societal goals, including national and global development goals and aspirations. These goals include:

- sustainability goals;
- peaceful related goals;
- work related goals;
- academic goals;
- relationship goals;
- health goals;
- adoption and internalisation of values and attitudes accepted by society, and
- improved social, political, economic outcomes.

Even though the original purpose and the drive of STEAM was to develop a pathway to engage students in learning about, experiencing, and applying STEAM skills in real life situations to motivate and hopefully get them to pursue careers in STEAM related fields and undertake STEAM related higher education programs to meet the demand for STEAM workers, STEAM education can also be used to teach and engage students in study more broadly the impact of STEAM on the social, economic, political, intellectual, cultural and environmental contexts. This line of inquiry is more enriching, exciting, empowering and transformative.

STEAM-Based Lesson planning

Effective STEAM lesson planning is key to the achievement of expected STEAM outcomes. STEAM skills can be planned and taught using separate STEAM-based lesson plans or integrated into the standards-based lesson plans. To effectively do this, teachers should know how to write effective standards and STEAM-based lesson plans.

Developing STEAM-based Lesson Plans

An example of a standards-based lesson plan is provided in SBC lesson planning. Teachers should use this to guide them to integrate STEAM content and teaching, learning and assessment strategies into their standards-based lesson plans.

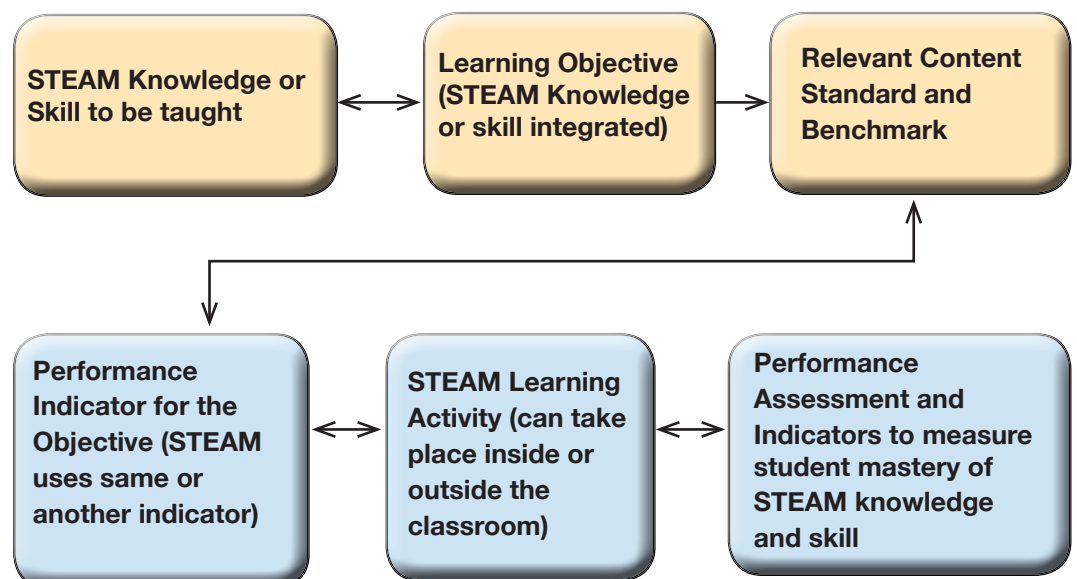
Integration of STEAM problem-solving skills into standards-based lesson plans

Knowing how to integrate STEAM problem-solving skills, principles, values and attitudes as well as STEAM teaching, learning, and assessment strategies into standards-based lesson plans is essential for achieving the desired STEAM learning outcomes. When integrating STEAM problem-solving skills into the standards-based lesson plans, teachers should ensure that these skills are not only effectively aligned to the learning objective and performance standards, they must also be effectively taught and assessed.

STEAM principles and problem-solving skills are integrated into the content standards and grade-level benchmarks. A list of these skills, including 21st century skills, is provided in the grades 9 and 10 syllabus. Teachers should ensure that these skills are integrated in their standards-based lesson plans, taught and assessed to determine students' level of proficiency on each skill or specific components of the skill. Teachers should use the following process as guide to integrate STEAM principles and problem-solving skills into the standards-based lesson plans.

Teachers are expected to integrate the essential STEAM principles, processes, skills, values and attitudes described in the grade 10 benchmarks when formulating their standards-based lesson plans. Opportunities should be provided inside and outside of the classroom for students to learn, explore, model and apply what they learn in real life or related situations. These learning experiences will enable students to develop a deeper understanding of STEAM principles, processes, skills, values and attitudes and appreciate their application in real life to solve problems.

Figure 8: **Process for integrating STEAM principles and problem-solving skills into standards-based lessons**



Teachers should follow the following steps when integrating STEAM problem-solving principles and skills into their standards-based lesson plans.

- Step 1:** Identify the STEAM knowledge or skill to be taught (From the table of KSVAs for each content standard and benchmark). This could already be captured in the learning objective stated in the standards-based lesson plan.
- Step 2:** Develop and include a performance standard or indicator for measuring student mastery of the STEAM knowledge or skill (e.g. level of acceptable competency or proficiency) if this is different from the one already stated in the lesson plan.
- Step 3:** Develop student learning activity (An activity that will provide students the opportunity to apply the STEAM knowledge or skill specified by the learning objective and appropriate statement of the standards). Activity can take place inside or outside of the classroom, and during or after school hours.
- Step 4:** Develop and use performance descriptors (standards or indicators) to analyse students' STEAM related behaviours and products (results or outcomes), which provide evidence that the student has acquired and mastered the knowledge or skill of the learning objective specified by the indicator(s) of the standard(s)

STEAM Teaching Strategies

STEAM education takes place in both formal and informal classroom settings. It takes place during and after school hours. It is a continuous process of inquiry, data analysis, making decisions about interventions, and implementing and monitoring interventions for improvements.

There are a variety of STEAM teaching strategies. However, teaching strategies selected must enable teachers to guide students to use the engineering and artistic design processes to identify and solve natural and physical environment problems by designing prototypes and testing and refining them to effectively mitigate the problems identified. The following are some of the strategies that could be used to utilise the STEAM approach to solve problems and coming up with technological solutions.

Inquiry-Based Learning

Problem-Based Learning

Project-based Learning,

Collaborative Learning

Collaborative learning involves individuals from different STEAM disciplines and expertise in a variety of STEAM problem-solving approaches working together and sharing their expertise and experiences to inquire into and solve a problem.

Teachers should plan to provide students opportunities to work in collaboration and partnership with experts and practitioners engaged in STEAM related careers or disciplines to learn first-hand about how STEAM related skills, processes, concepts, and ideas are applied in real life to solve problems created by natural and physical environments. Collaborative learning experiences can be provided after school or during school holidays to enable students to work with STEAM experts and practitioners to inquiry and solve problems by developing creative, innovative and sustainable solutions. Providing real life experiences and lessons, e.g., by involving students to actually solve a scientific, technological, engineering, or mathematical, or Arts problem, would probably spark their interest in a STEAM career path. Developing STEAM partnerships with external stakeholders e.g., high education institutions, private sector, research and development institutions, and volunteer and community development organizations can enhance students' learning and application of STEAM problem-solving principles and skills.

Participatory Learning

Group-Based Learning

Task Oriented Learning

Action Learning

Experiential Learning

Modelling

Simulation

STEAM Learning Strategies

Teachers should include in their lesson plans STEAM learning activities. These activities should be aligned to principle or a skill planned for students to learn and demonstrate proficiency on at the end of the lesson. to expose students to STEAM and giving them opportunities to explore STEAM-related concepts, they will develop a passion for it and, hopefully, pursue a job in a STEAM field. Providing real life experiences and lessons, e.g., by involving students to actually solve a scientific, technological, engineering, or mathematical, or Arts problem, would probably spark their interest in a STEAM career path. This is the theory behind STEAM education.

STEAM-Based Assessment

STEAM Assessment is no different to any other assessment except that STEAM assessment is focused on problem-solving and is project-based. Project work challenges students to think beyond the boundaries of the classroom, helping them develop the skills, behaviors, and confidence necessary for success in the 21st century.

STEAM assessments are authentic. The term “authentic assessment” is used to describe assessment that evaluates content knowledge as well as additional skills like creativity, collaboration, problem-solving, and

innovation. Authentic assessment documents the learning that occurs during the project-building process and considers the real-world skills of collaboration, problem-solving, decision-making, and communication. Since project work requires students to apply knowledge and skills throughout the project-building process, the teacher will have many opportunities to assess work quality, understanding, and participation from the moment students begin working.

Curriculum Integration

Today, there is a focus on an integrated curriculum. An integrated curriculum fuses subject areas, experiences, and real-life knowledge together to make a more fulfilling and tangible learning environment for students. It connects different areas of study by cutting across subject-matter lines and emphasizing unifying concepts. The focus is on making connections for students, allowing them to engage in relevant, meaningful activities that can be connected to real life. Simply put, it is all about making connections, whether to real life or across the disciplines, about skills or about knowledge.

Benefits

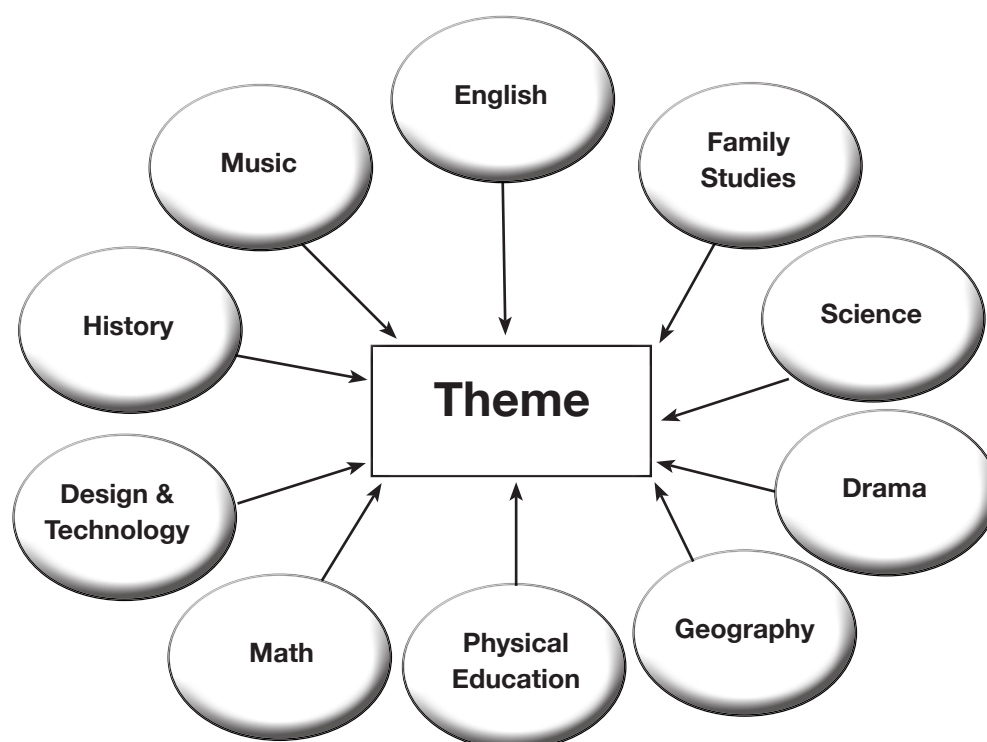
1. Students will not be taught in a vacuum, devoid of outside interaction and information, their connections between what they learn in school and the knowledge and experiences they have already had, play a large role in understanding concepts and retention of learning.
2. Students not only connect and create more real world connections in integrated classrooms, but they are also more actively engaged.
3. Integrated curriculum offers more repetition of information than to teach subjects in isolation. New information disappears if we do not repeat it because the capacity of memory is initially less than 30 seconds. However, by taking the information learned in the morning in one subject, and refreshing students' memories about this information later in the day, in a different subject study, they are much more likely to retain this knowledge

Types of Approaches

1. Multidisciplinary Integration

Multidisciplinary approaches focus primarily on the disciplines. Teachers who use this approach organize standards from the disciplines around a theme. *Figure 1.1* shows the relationship of different subjects to each other and to a common theme. There are many different ways to create multidisciplinary curriculum, and they tend to differ in the level of intensity of the integration effort. The following descriptions outline different approaches to the multidisciplinary perspective.

Figure 1.1. **The Multidisciplinary Approach**



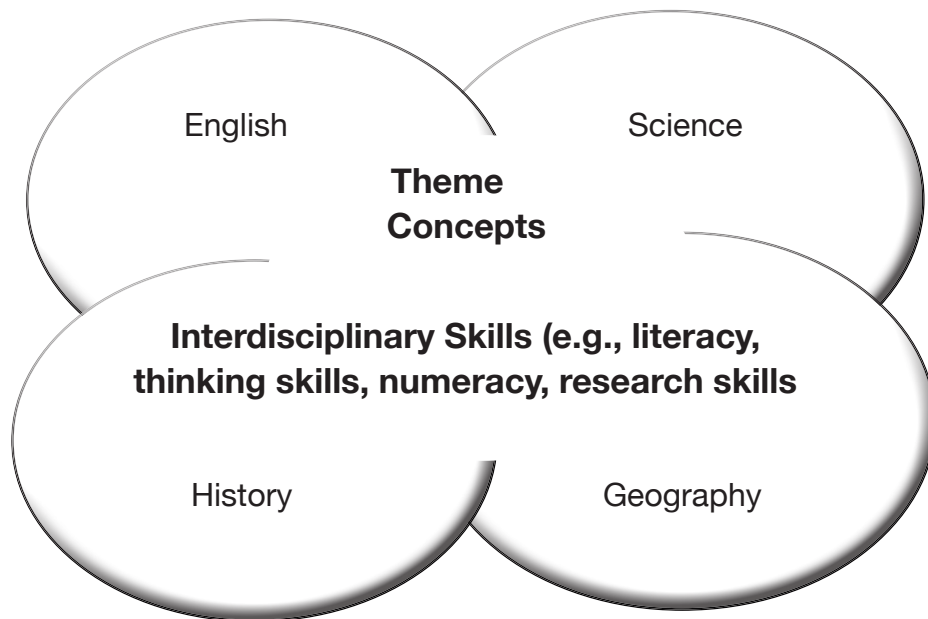
2. Interdisciplinary Approach

When teachers integrate the sub disciplines within a subject area, they are using an interdisciplinary approach. Integrating reading, writing, and oral communication in language arts is a common example. Teachers often integrate history, geography, economics, and government in an interdisciplinary social studies program. Integrated science integrates the perspectives of sub disciplines such as biology, chemistry, physics, and earth/space science. This type of interdisciplinary program is offered for middle school by the University of Alabama's Center for Communication and Educational Technology. Through this integration, teachers expect students to understand the connections between the different sub disciplines and their relationship to the real world. The program reports a positive impact on achievement for students who participate.

3. Interdisciplinary Integration

In this approach to integration, teachers organize the curriculum around common learning across disciplines. They chunk together the common learning embedded in the disciplines to emphasize interdisciplinary skills and concepts. The disciplines are identifiable, but they assume less importance than in the multidisciplinary approach. *Figure 1.2* illustrates the interdisciplinary approach.

Figure 1.2. **The Interdisciplinary Approach**



Retrieved from: *Books*, by Susan M. Drake and Rebecca C. Burns
via google site: <http://www.ascd.org/publications/books/103011/chapters/What-Is-Integrated-Curriculum%C2%A2.aspx>

Essential Knowledge, Skills, Values, and Attitudes

Students' learning of the English language is based on their ability to master and demonstrate proficiency in the use of essential knowledge, processes, skills, values, and attitudes in real life or related situations.

Essential English knowledge, processes, skills, values, and attitudes have been integrated into the content standards and benchmarks. They will also be integrated into the performance standards. Teachers are expected to plan, teach, and assess these in their lessons.

Provided here are different types of English knowledge, processes, skills, values, and attitudes that all students are expected to learn and master in grade 10. These are expanded and deepened in scope and the level of difficulty and complexity are increased to enable students to study in-depth the subject content as they progress from grade 10 to the next.

Reading:

- Textual evidence
- A variety of strategies and skills to independently conduct research and write a paper on a topic of interest.
- How to analyse inferences drawn from the text.
- How the author's message was influenced by real-life situations in society and culture.
- Theme or central idea of a text.
- Objective summary of a text.
- How complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
- Factors that commonly affect the use of language, such as gender, social class, family relationships and ethnicity.
- Meaning of words and phrases as they are used in the text, including figurative and connotative meanings;
- Impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Includes Shakespeare as well as other authors.)
- How an author's choices concerning how to structure specific parts of a text contribute to its overall structure and meaning as well as its aesthetic impact.
- Point of view or cultural experience reflected in a work of literature from outside Papua New Guinea, drawing on a wide reading of world literature.
- Grasping point of view (e.g., satire, sarcasm, irony, or understatement).
- A variety of printed and media materials for different purposes and discuss opinion of what was read.
- Argumentative and complex texts.
- How an author draws on and transforms source material in a specific work to create works of literature.
- Literature and other texts including stories, dramas, and poems at the high end of the grades 9–10 text complexity band independently and proficiently.

Writing:

- How to present orally or in writing solutions to important issues and problems in English.
- How to exchange, support, and discuss opinions with fluid use of language on a variety of topics dealing with contemporary and historical issues.
- How to describe and justify states of being and feelings.
- Effective Authentic communication.
- Main ideas of unfamiliar written and oral resources from various media.
- Main ideas of nonfiction articles and primary source documents.
- Oral and/or written English literary works.
- The cultural nuances of meaning in written and spoken language, as expressed by speakers of the language in formal and informal settings.
- How to write organised and original compositions, journal entries and reports, and produce various media presentations on a variety of topics.
- How to write various types of texts reflective of the rhetorical styles and devises authentic to the language.
- How to prepare and deliver oral presentations, such as speeches and debates, on various topics.
- How to perform scenes from plays; recite poems or excerpts from literature commonly read by speakers of English.

Listening:

- Multi-step directions, with repetition or rephrasing, within a familiar Context.
- Listening strategies to understand different situations.
- Critical listening to comprehend a speaker's message which requires mental and physical strategies to direct and maintain attention.
- How to identify the main idea of longer, routine messages in familiar contexts.
- How to interpret the speaker's attitude, mood, emotion and/or innuendo in extended oral messages by reading body language and/or tone and voice quality, with limited support.
- A range of speakers' attitudes, moods or emotions in extended oral messages
- Different body languages and/or tone and voice quality.
- Specialized vocabulary spoken in a variety of contexts, with support.
- The literal meanings of words, with support as spoken.
- How to use knowledge of cognates to comprehend new vocabulary, with extensive support.
- Figurative meanings of words and idiomatic phrases, with support as spoken.
- How to make predictions based on unfamiliar, extended spoken material, with support.
- Inferences and predictions based on unfamiliar, extended spoken material, with little support.
- Inferences and predictions based on familiar extended spoken material, with limited support material, with limited support.

Speaking:

- Multi-step directions, with repetition or rephrasing, within a familiar context.
- Oral directions in media presentations.
- How to identify the main idea of longer, routine messages in familiar contexts.
- How to identify the main idea of simple oral presentations via radio, video, television and other media.
- A range of speakers' attitudes, moods or emotions in extended oral messages with reference to body language and/or tone and voice quality.
- High-frequency, grade-level spoken academic vocabulary presented with contextual support.
- How to use knowledge of cognates to comprehend new vocabulary.
- Figurative meanings of words and idiomatic phrases.
- Predictions based on unfamiliar, extended spoken material.
- Inferences and predictions based on familiar extended spoken material.

Communication:

- Presentations on familiar and unfamiliar topics in different situations.
- Underlying meaning of culturally authentic expressions as presented through a variety of media.
- Viewpoints expressed in literary and non-literary texts from a variety of culturally authentic sources.
- Significant points and essential details presented through newspaper articles or official documents.
- Different literary and technical styles from a variety of culturally authentic sources.
- Different points of view presented through a variety of literary works.
- Idioms and idiomatic expressions, and meaning of unfamiliar words used in context.
- How to communicate with moderate fluency and spontaneity on familiar topics, even in complex situations.
- How to speak fluently, accurately, and effectively about a wide variety of events that occur in different time frames.
- Viewpoints on an issue of interest.
- Story narration.
- Various authentic sources.
- Essays, summaries, and reports.

Communication:

- Idioms and culturally authentic expressions in writing.
- Writing with clarity following consistent control of time frames and mood.
- Persuasive essays.

English Grammar:

- Conventions of Standard English grammar.
- Various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial).
- Semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
- Conjunctions in written expression.
- Language and language functions in different contexts.
- Written accounts of personal experiences.
- Word/phrase meaning as used in the context.
- Patterns of word changes that indicate different meanings or parts of speech (e.g. analyse, analysis, analytical; advocate, advocacy).
- Correct pronunciation of a word, its precise meaning, its part of speech, its etymology.
- Euphemisms and oxymoron in written work. .
- Nuances in the meaning of words with similar denotations.
- General academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level.

Types of Processes

There are different types of processes and students are expected to utilise the different types of processes when studying English. The processes include:

- | | |
|---|--|
| <ul style="list-style-type: none"> • Problem-solving • Logical reasoning • Decision-making • Design process thinking • Engineering design process • Creative design process • Reflection | <ul style="list-style-type: none"> • Cyclic processes • Mapping (e.g. concept mapping) • Modelling • Simulating • Replicating |
|---|--|

Types of Skills

There are different types of skills. Students in grade 10 will be introduced to different types of English skills and are expected to master and demonstrate proficiency in these essential English skills. The skills include:

| Reading Skills | Listening skills | Speaking skills |
|--|---|---|
| <ul style="list-style-type: none"> - Vocabulary - Reflection - Fact check - Compare and contrast - Supporting claims - Summarization - Identify main idea and details - Determine author's purpose - Identify cause and effect - Describe figurative language - Identify genre - Describe plot - Identify the point of view - Make predictions - Sequence events - Describe story structure - Identify explicit information in non-fiction text - Determine theme - Classify and categorise - Draw conclusions - Determine fact and opinion | <ul style="list-style-type: none"> - Paraphrasing - Summarizing - Being attentive - Observing body language - Questioning - reflecting - Clarifying techniques - Self-awareness - Hearing content - Listening for feeling | <ul style="list-style-type: none"> - Fluency - Vocabulary - Grammar - Pronunciation - Body language - Facial expressions - Tone/volume - Confidence - Eye contact - Presentation - Interaction - Enthusiasm |

| | | |
|--|---|--|
| Reading Skills <ul style="list-style-type: none"> - Vocabulary - Reflection - Fact check - Compare and contrast - Supporting claims - Summarization - Identify main idea and details - Determine author's purpose - Identify cause and effect - Describe figurative language - Identify genre - Describe plot - Identify the point of view - Make predictions - Sequence events - Describe story structure - Identify explicit information in non-fiction text - Determine theme - Classify and categorise - Draw conclusions - Determine fact and opinion | Listening skills <ul style="list-style-type: none"> - Paraphrasing - Summarizing - Being attentive - Observing body language - Questioning - reflecting - Clarifying techniques - UPDATESelf-awareness - Hearing content - Listening for feeling | Speaking skills <ul style="list-style-type: none"> - Fluency - Vocabulary - Grammar - Pronunciation - Body language - Facial expressions - Tone/volume - Confidence - Eye contact - Presentation - Interaction - Enthusiasm |
| Writing skills <ul style="list-style-type: none"> - Comprehensibility - Fluency - Creativity - Main idea/point - Clear organisation - Focused paragraphs - Concret, specific details - Neat presentation - Grammatical sentences - Correct spelling - Punctuation | Communication skills <ul style="list-style-type: none"> - Thinking - Listening - Speaking - Nonverbal | Grammar skills <ul style="list-style-type: none"> - Simple, Compound and complex sentences - Vocabulary - Spelling - Punctuation - Parts of speech - Tenses |

Types of Values

Students learning the English language are also expected to master and demonstrate proficiency in essential core values in real life or related situations. The different types of values include:

1. Personal Values

| Core values | Sustaining values |
|---|--|
| <ul style="list-style-type: none"> • Sanctity of life • Truth • Aesthetics • Honesty • Human • Dignity • Rationality • Creativity • Courage • Liberty • Affectivity • Individuality | <ul style="list-style-type: none"> • Self-esteem • Self-reflection • Self-discipline • Self-cultivation • Principal morality • Self-determination • Openness • Independence • Simplicity • Integrity • Enterprise • Sensitivity • Modesty • Perseverance |

2. Social Values

| Core values | Sustaining values |
|--|--|
| <ul style="list-style-type: none"> • Equality • Kindness • Benevolence • Love • Freedom • Common good • Mutuality • Justice • Trust • Interdependence • Sustainability • Betterment of human kind • Empowerment | <ul style="list-style-type: none"> • Plurality • Due process of law • Democracy • Freedom and liberty • Common will • Patriotism • Tolerance • Gender equity and social inclusion • Equal opportunities • Culture and civilisation • Heritage • Human rights and responsibilities • Rationality • Sense of belonging • Solidarity • Peace and harmony • Safe and peaceful communities |

Types of Attitudes

Attitudes - Ways of thinking and behaving, points of view

- | | |
|--|--|
| <ul style="list-style-type: none">• Optimistic• Participatory• Critical• Creative• Appreciative• Empathetic• Caring and concerned• Positive• Confident• Cooperative | <ul style="list-style-type: none">• Responsible• Adaptable to change• Open-minded• Diligent• With a desire to learn• With respect for self, life, equality and excellence, evidence, fair play, rule of law, different ways of life, beliefs and opinions, and the environment. |
|--|--|

Teaching and Learning Strategies

The classroom is a dynamic environment, bringing together students from different backgrounds with various abilities and personalities. Being an effective teacher therefore requires the implementation of creative and innovative teaching strategies in order to meet students' individual needs. Listed here are some effective teaching strategies that can help teacher capture students' attention and motivate them to learn. The list includes strategies for teaching students with disabilities too.

a. Strategies for Direct Instruction

- Specify clear lesson objectives
- Teach directly to those objectives
- Make learning as concrete and meaningful as possible
- Provide relevant guided practice
- Provide independent practice
- Provide transfer practice activities.

b. Strategies for Students with Disabilities

- Sequence – Break down the task, step by step prompts.
- Drill-repetition and practice-review – Daily testing of skills, repeated practice, daily feedback.
- Segment – Break down targeted skill into smaller units and then synthesize the parts into a whole.
- Direct question and response – Teacher asks process-related questions and/or content-related questions.
- Control the difficulty or processing demands of a task – Task is sequenced from easy to difficult and only necessary hints or probes are provided.
- Technology – Use a computer, structured text, flow charts to facilitate presentation, emphasis is on pictorial representations.
- Group Instruction – Instruction occurs in a small group, students and/or teacher interact with the group.
- Supplement teacher and peer involvement – Use homework, parents, or others to assist in instruction.
- Strategy clues – Reminders to use strategies or multi-steps, the teacher verbalizes problem-solving or procedures to solve, instruction uses think-aloud models.

Source: Swanson, H.L. (1999). Learning Disabilities Research and Practice, 14(3).

7 Effective Teaching Strategies For The Classroom

Whether you have been teaching two months or twenty years, it can be difficult to know which teaching strategies will work best with your students. As a teacher there is no 'one size fits all' solution, so here is a range of effective teaching strategies you can use to inspire your classroom practice.

1. Visualization

Bring dull academic concepts to life with visual and practical learning experiences, helping your students to understand how their schooling applies in the real world.

Examples include using the interactive whiteboard to display photos, audio clips and videos, as well as encouraging your students to get out of their seats with classroom experiments and local field trips.

2. Cooperative learning

Encourage students of mixed abilities to work together by promoting small group or whole class activities.

Through verbally expressing their ideas and responding to others your students will develop their self-confidence, as well as enhance their communication and critical thinking skills which are vital throughout life.

Solving mathematical puzzles, conducting scientific experiments and acting out short drama sketches are just a few examples of how cooperative learning can be incorporated into classroom lessons.

3. Inquiry-based instruction

Pose thought-provoking questions, which inspire your students to think for themselves and become more independent learners.

Encouraging students to ask questions and investigate their own ideas helps improve their problem-solving skills as well as gain a deeper understanding of academic concepts. Both of which are important life skills.

Inquiries can be science or math-based such as ‘why does my shadow change size?’ or ‘is the sum of two odd numbers always an even number?’. However, they can also be subjective and encourage students to express their unique views, e.g. ‘do poems have to rhyme?’ or ‘should all students wear uniform?’.

4. Differentiation

Differentiate your teaching by allocating tasks based on students’ abilities, to ensure no one gets left behind.

Assigning classroom activities according to students’ unique learning needs means individuals with higher academic capabilities are stretched and those who are struggling get the appropriate support.

This can involve handing out worksheets that vary in complexity to different groups of students, or setting up a range of workstations around the classroom which contain an assortment of tasks for students to choose from.

Moreover, using an educational tool such as Quizalize can save you hours of time because it automatically groups your students for you, so you can easily identify individual and whole class learning gaps ([click here to find out more](#)).

5. Technology in the classroom

Incorporating technology into your teaching is a great way to actively engage your students, especially as digital media surrounds young people in the 21st century.

Interactive whiteboards or mobile devices can be used to display images and videos, which helps students visualize new academic concepts. Learning can become more interactive when technology is used as students can physically engage during lessons as well as instantly research their ideas, which develops autonomy.

Mobile devices, such as iPads and/or tablets, can be used in the classroom for students to record results, take photos/videos or simply as a behaviour management technique. Plus, incorporating educational programmes such as Quizalize into your lesson plans is also a great way to make formative assessments fun and engaging.

6. Behaviour management

Implementing an effective behaviour management strategy is crucial to gain your students respect and ensure students have an equal chance of reaching their full potential.

Noisy, disruptive classrooms do not encourage a productive learning environment, therefore developing an atmosphere of mutual respect through a combination of discipline and reward can be beneficial for both you and your students.

Examples include fun and interactive reward charts for younger students, where individuals move up or down based on behaviour with the top student receiving a prize at the end of the week. 'Golden time' can also work for students of all ages, with a choice of various activities such as games or no homework in reward for their hard work.

7. Professional development

Engaging in regular professional development programmes is a great way to enhance teaching and learning in your classroom.

With educational policies constantly changing it is extremely useful to attend events where you can gain inspiration from other teachers and academics. It's also a great excuse to get out of the classroom and work alongside other teachers just like you!

Sessions can include learning about new educational technologies, online safety training, advice on how to use your teaching assistant(s) and much more.

Being an effective teacher is a challenge because every student is unique, however, by using a combination of teaching strategies you can address students' varying learning styles and academic capabilities as well as make your classroom a dynamic and motivational environment for students.

Retrieved from: <https://www.quizalize.com/blog/2018/02/23/teaching-strategies/>

Strands, Units, and Topics

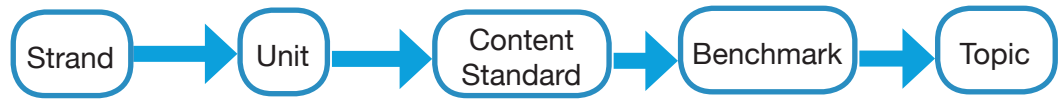
Strands and Units

English is organised around 6 strands; Reading, Writing, Listening, Speaking, Communication and English Grammar. Each strand is broken down to a number of sub-strands which are called units. It is thus designed in order to enable effective teaching and learning of the essential knowledge, skills, attitudes and values (KSAVs) in the respective strands. Each unit carries part of the essential KSAVs that fall under the strand. Units are the same from prep to grade 12.

| Strand | Unit |
|---------------------------|--|
| 1. Reading | 1. Reading for All Purposes: Key Ideas and Details 2. Craft and Structure. 3. Integration of Knowledge and Ideas 4. Range of Reading and Level of Text Complexity |
| 2. Writing | 1. Text Types and Purposes 2. Production and Distribution of Writing 3. Research to Build and Present Knowledge 4. Range of Writing |
| 3. Listening | 1. Oral Instructions Comprehension 2. Identify Main Ideas and Supporting Details of Spoken English 3. Determine Speaker Attitude and Point of View 4. Comprehend the Meaning of Oral Academic and/or Specialized Vocabulary 5. Making Inferences and Predictions |
| 4. Speaking | 1. Fluency and Pronunciation 2. Speaking Using Appropriate Grammar and Vocabulary 3. Speaking For Varied Purposes, Both Informal and Formal 4. Comprehension and Collaboration |
| 5. Communication | 1. Interpretative Listening 2. Interpretative Reading 3. Interpersonal Communication 4. Presentational Speaking 5. Presentational Writing |
| 6. English Grammar | 1. English Grammar 2. Knowledge of Language 3. Vocabulary Acquisition and Use |

Topics

Content standards have been developed for each unit and remain constant from prep to grade 12. Each content standard is benchmarked at grade level. Thus, different benchmarks per grade for the same content standard. Topics are derived from the grade level benchmarks; one topic per benchmark. Each topic captures the essential KSAVs in the benchmark.



| Strand | Unit | Content standard | Benchmark | Topic |
|------------|--|--|--|-------------------|
| 1: Reading | 1: Reading for All Purposes: Key Ideas and Details | 1: Students will be able to demonstrate competence in reading skills and strategies to comprehend a variety of texts and media for social, academic and career-related purposes. | 10.1.1.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. | Textual Evidences |
| | | | 10.1.1.2: Analyse and evaluate context to see how the author's message was influenced by real-life situations in society and culture. | Content Analysis |

Sample Yearly Overview

| Term | Strand | Units |
|----------|--------------------|---|
| 1 | 1. Reading | Reading for All Purposes: Key Ideas and Details |
| | 2. Writing | Text Types and Purposes |
| | 3. Listening | Oral Instructions Comprehension |
| | 4. Speaking | Fluency and Pronunciation |
| | 5. Communication | Interpretive Listening |
| | 6. English Grammar | English Grammar |
| | | |
| 2 | 1. Reading | Craft and Structure |
| | 2. Writing | Production and Distribution of Writing |
| | 3. Listening | Identify Main Ideas and Supporting Details of Spoken English |
| | 4. Speaking | Speaking Using Appropriate Grammar and Vocabulary |
| | 5. Communication | Interpretive Reading |
| | 6. English Grammar | Knowledge of Language |
| | | |
| 3 | 1. Reading | Integration of Knowledge and Ideas |
| | 2. Writing | Research to Build and Present Knowledge |
| | 3. Listening | Determine Speaker Attitude and Point of View |
| | 4. Speaking | Speaking for Varied Purposes, Both Informal and Formal. |
| | 5. Communication | Interpersonal Communication |
| | 6. English Grammar | Vocabulary Acquisition and Use |
| | | |
| 4 | 1. Reading | Range of Reading and Level of Text Complexity |
| | 2. Writing | Range of Writing |
| | 3. Listening | Comprehend the Meaning of Oral Academic and/or Specialized Vocabulary. Making Inferences and Predictions |
| | 4. Speaking | Comprehension and Collaboration |
| | 5. Communication | Presentational Speaking Presentational Writing |
| | 6. English Grammar | Vocabulary Acquisition and Use |

Lesson Topics

A lesson topic gives the specifics to be taught during the teaching and learning period. Teachers are to derive lesson topics from the learning objectives that have been identified for each topic in alignment to the set national standards (content standard and benchmarks). Each topic has a number of learning objectives, beginning from the low order to the higher order, as by way of progression towards achieving the benchmark concerned. More than one lesson can be taught from each learning objective or one lesson can achieve two or more learning objectives depending on the learning objective. The number of lesson to be taught from each learning objective will depend entirely on the learning objective.



| Strand | Unit | Content standard | Benchmark | Topics | Learning Objectives | Lesson Topic |
|------------|--------------------|---|--|-------------------|--|--|
| 1: Reading | 1: Reading for All | 1: Students will be able to demonstrate | 10.1.1.1: Cite strong and thorough textual evidence to support | Textual Evidences | I. Analyse textual evidences to support inferences; and II. Cite textual evidences from the text to support what the text says. | Examining textual evidences. Citing textual evidences |

Strand 1: Reading

Strand 1 consists of four units:

1. Reading for All Purposes: Key Ideas and Details;
2. Craft and Structure;
3. Integration of Knowledge and Ideas;
4. Range of Reading and Level of Text Complexity.

| Unit | Topic |
|--|--|
| 1. Reading for All Purposes: Key Ideas and Details | <ul style="list-style-type: none"> • Textual evidence • Content analysis • Thematic analysis • Factors affecting language use. |
| 2. Craft and Structure | <ul style="list-style-type: none"> • Interpreting contextual meanings • Text structure and cohesion • Meanings contained in points of view |
| 3. Integration of Knowledge and Ideas | <ul style="list-style-type: none"> • Evaluating text types • Interpreting complex text • Evaluating contextual arguments • Thematic analysis |
| 4. Range of Reading and Level of Text Complexity. | <ul style="list-style-type: none"> • Small letters • Critical reading • Interpreting multiple perspectives |

Unit of Work

Unit of work outlines the topics, Text-types to be used, essential KSAVs to be achieved and the learning objectives that will work towards achieving the essential KSAVS for each benchmark. It basically presents what the teacher is expected to teach per the set standard. Teachers are advised to use the learning objectives to create lesson topics and lesson objectives in preparing lessons. Brief content background of each topic is provided to aid teacher's lesson preparation.

Unit 1: Reading for All Purposes: Key Ideas and Details

Content Standard 10.1.1: Students will be able to demonstrate competence in reading skills and strategies to comprehend a variety of texts and media for social, and career-related purposes.

Benchmark 10.1.1.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Topic: Skimming, scanning, cite and note taking

Text Types: Reports, newspaper reports, documentaries, novels and short stories, poetry, drama script, brochures, research reports, affidavit, advertisements.

Essential Knowledge, Skills, Values, Attitudes:

| Knowledge | Logical Processes | Skills | Values | Attitudes: |
|--------------------|-------------------|----------------------|--------|------------|
| Reading techniques | Logical reasoning | Skimming Scanning | Truth | Optimistic |

Learning Objectives: Students will be able to:

- Apply skimming technique to get a general idea of what a text is all about.
- Apply scanning technique to locate strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- Discuss how the textual evidence support the main idea of the text.

Content Background:

Skimming – is reading a text quickly to get a general idea of the text. To skim, read the title, headings, graphic aids, highlighted words, and first sentence of each paragraph. Also read any introduction, conclusion or summary.

Scanning – is reading in order to find specific information, such as facts or definition. When you scan, your eyes sweep across a page, looking for key words that may lead you to the information you want.

Note taking – when you take notes, you record the most important information from whatever you are reading. You might record this information in a graphic organizer or in a simple outline. The choice is up to you. However, be sure to pick up a format you can refer back to easily.

Previewing the article – looking at its titles, subheading, topic sentence, and graphic aids – can help you decide on a format.

Cite textual evidence is when you quote the text following the direct or indirect method using the MLA style.

Direct quote

To take careful honest notes.

Use these three ways to record information from a source;

- To **quote** the source, copy the important phrase, sentence or paragraph word for word. Put quotation marks before and after what you have copied.
- To **paraphrase** the source, write what the source says, but express it in your own words. A paraphrase states an idea in about the same number of words as the original source does.
- To **summarize** the source, use your own words to record only the key ideas. A summary states an idea in fewer words than the original source.

Adapted: McDougal Littell, Literature (2008)

Teaching Strategies:

Teacher explains the concepts and ideas and allows the students to practice the skills of skimming, scanning, cite evidence and take notes.

Learning Strategy:

Students learn by actually, individually, applying the reading techniques.

Relevant Resources:

- McDougal Littell Literature (2008)

Suggested Resources:

- Current newspaper articles

Unit 1: Reading for all Purposes: Key Ideas and Details

Content Standard 10.1.1: Students will be able to demonstrate competence in reading skills and strategies to comprehend a variety of texts and media for social, academic and career-related purposes.

Benchmark 10.1.1.2: Analyse and evaluate content to see how the author's message was influenced by real-life situations in society and culture.

Topic: Content analysis

Text Types: Newspapers – news and feature articles, book and film reviews, reports, documentaries, advertisements – print and TV. cartoons and comics (political and social comment), magazines

Essential Knowledge, Skills, Values, Attitudes:

| Knowledge | Logical Processes | Skills | Values | Attitudes |
|--|-------------------|--------------------------|--------|-----------|
| Reading Skills: Previewing and Predicting | Logical reasoning | Previewing Predicting | Truth | Critical |

Learning Objectives: Students will be able to:

- i. Read for meaning.
- ii. Analysis of content to see how the author's message was influenced by real-life situations in society and culture.
- iii. Evaluate author's message per the content.

Content Background:

- Analysis - examine the relationships/connections among ideas, details, and/or examples referenced therein, as directed by a task. To analyse data or material, breaking it down into its component parts so that its organisational structure may be understood. We analyse, identify, separate, detect, break down, discriminate, categorise, distinguish.
- Evaluate - To examine and judge carefully. To judge or determine the significance, worth, or quality of something; to assess. To evaluate data, make judgements and assess material. We evaluate, judge, decide, choose, assess, contrast, criticise, select, defend support, attack, seek out, compare, determine.
- Context – in this case is the background, situation, circumstances or perspective of something.
- Context clue - A word, words, or a phrase in a sentence, paragraph, and/or whole text that help reason out the meaning of an unfamiliar word.

The focus is to see how the author's message was influenced by real-life situations in society and culture.

Teaching Strategies:

Teacher explains the concepts and allows the students to practice analysing and evaluating the context of situations/issues.

Learning Strategy:

Students practice analysing and evaluating the context.

Relevant Resources:

- McDougal Littell *Literature* (2008)
- UNESCO – *Cultural Expressions*
- McDougal, Littell *“Basic Skills in English – Orange Level*
- Oxford Advance Learner’s Dictionary – 7th Edition
- Prentice Hall – *Literature Teacher’s Edition Grade 8* (2007)
- Current newspaper articles or Magazine articles, Commentaries

Suggested Resources:

- Documentaries or Reviews: Film or Book. News reports: print or TV.

Unit 1: Reading for all Purposes: Key Ideas and Details

Content Standard 10.1.2: Students will be able to determine central ideas or themes of a text and analyse their development, summarise the key supporting details and ideas with accuracy and fluency to support comprehension at all levels.

Benchmark 10.1.2.1: Determine a theme or central idea of a text and analyse in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

Topic: Thematic Analysis

Text Types: Reports, novels, reports, newspaper articles, feature film, documentaries, film and book reviews, commentaries, public addresses, notes and summaries including graphs/tables/diagrams/ concepts maps, advertisements.

Essential Knowledge, Skills, Values, Attitudes:

| Knowledge | Logical Processes | Skills | Values | Attitudes |
|----------------|-------------------|---------------------------|-------------|-----------|
| Reading skills | Logical processes | Identifying & Summarizing | Rationality | Critical |

Learning Objectives: Students will be able to:

- i. Identify the central idea of a text.
- ii. Analyse in detail the development of the central idea of a text over the course of the text.
- iii. Prepare an objective summary of a text.

Content Background:

Persuasive texts typically rely on more than just the logical appeal of an argument to be convincing. They also rely on ethical and emotional appeals and other persuasive techniques—devices that can convince you to adopt a position or take an action.

Patterns of Organization

Reading any type of writing is easier once you recognize how it is organized. Writers usually arranged ideas and information in ways that best show how they are related, there are several common patterns of organization:

- Main idea and support details
- Chronological order
- Cause-effect organization
- Compare-and-contrast organization
- Problem-solution order

Writers try to present their ideas in ways that will help readers follow their reasoning.

Ethical appeals establish a writer's credibility and trustworthiness with an audience. When a writer links a claim to a widely accepted value, the writer not only gains moral support for that claim but also establishes him - or herself as a reputable person readers can trust. For example, with the following appeal the writer reminds readers of a value they should accept and aligns himself with the reader: "Most of us think it's important to be informed about current events, but we don't spend much time reading newspapers."

Logic and Reasoning

While persuasive techniques may sway you to side with a writer, they should not be enough to convince you that the argument is sound. To determine the soundness of an argument, you really need to examine the argument's claim and support and the logic or reasoning that links them. To do this, identify the writer's mode of reasoning.

The inductive mode of reasoning

When a person adds up evidence to arrive at a general idea, or generalization, that person is using inductive reasoning

Evidence

Fact 1. Allison's eyes swell and she has trouble breathing when she's around cats.

Fact 2. Rose make her sister Lucy sneeze.

Fact 3. Max gets an allergic reaction from nuts.

Generalization: People can be allergic to animals, plant, and foods.

Strategies for determining the soundness of inductive reasoning

Ask yourself the following questions to evaluate inductive reasoning.

- Is the evidence valid? Inaccurate facts can lead to false conclusion.
- Does the conclusion follow logically from the evidence?
- Is the evidence drawn from a large enough sample?

The deductive mode of reasoning

When a person starts with a generally accepted idea and then applies it to situation or problem in order to reach a conclusion, that person is using deductive reasoning.

Many people are allergic to animal. (Generally accepted idea)

Allison's eyes swell up and she has trouble breathing when she's around cats. (Specific situation)

Allison is allergic to cat. (Conclusion)

Strategies for determining the soundness of deductive reasoning

Ask yourself the following questions to evaluate deductive reasoning.

Objective summary

Objective means 'not influenced by personal feelings or interpretation'. A summary is a short statement that gives the main points or ideas of something. So Object Summary is a short statement or paragraph that tells what something is about but does not include irrelevant details or your opinions.

Teaching Strategies:

Teacher can photocopy adequate copies of the required text or a poem for the class to use, discuss and identify the main ideas and supporting ideas. The teacher can also screen a film for class to identify the main themes.

Learning Strategy:

Students can work individually or in pairs or groups on variety of text to preview, predict and summarise the text. They can also watch the film for the main theme/s and summarize.

Relevant Resources:

- McDougal Little Literature (2008)
- A novel, short story, documentaries, Feature Articles

Suggested Resources:

- A feature film, Newspaper Reports, Brochures

Unit 1: Reading for all Purposes: Key Ideas and Details

Content Standard 10.1.3: Students will be able to analyse how and why individuals, events and ideas develop and interact over the course of a text and/or story.

Benchmark 10.1.3.1: Demonstrate understanding of those factors that commonly affect the use of language such as gender, social class, family relationships and ethnicity of a character or an individual.

Topic: Factors affecting language use

Text Types: Reports, novels, reports, newspaper articles, feature film, documentaries, film and book reviews, commentaries, public addresses, notes and summaries including graphs/tables/diagrams/concepts maps.

Essential Knowledge, Skills, Values, Attitudes:

| Knowledge | Logical Processes | Skills | Values | Attitudes |
|------------------|-------------------|---------------------|----------------------------|---------------------------------------|
| Characterisation | Logical reasoning | Analysing character | Rationality Self-esteem | Critical Empathetic Open-minded |

Learning Objectives: Students will be able to:

- Discuss plot, setting, characterisation, themes and literary style and how these are presented to convey the author's intentions.
- Discuss characterisation and characters' motives and the issues that bring them into conflict with their society, their environment or themselves.
- Compare and contrast a range of texts to identify themes, characterisation, literary styles and how these convey the intent of author.

Content Background:

Factors commonly affecting the use of language

Fundamental factors included linguistics, individual, social, psychological and institutional which were largely based upon their beliefs, assumptions, needs and desires.

Factors that **influence** it include gender, age, **social** class, etc. The **factors** that **influence** a speaker's or writer's choice of **language** vary, and they include the context that surrounds the speaker or writer, the age, gender, culture, etc.

Teaching Strategies:

Teacher explains the factors that affect the use of English or even any language and then allow the student to go into groups and discuss the factors they themselves face that affect their use of English language.

Learning Strategy:

Student to go into groups and discuss the factors they themselves face that affect their use of English language.

Relevant Resources:

- Ronald W. "An Introduction to Sociolinguistics – 5th Edition" Blackwell Publishing (2006)
- A short story or a novel, Ballads, Drama Script

Suggested Resources:

- A feature film, Documentary

Unit 2: Craft and Structure

Content Standard 10.1.4: Students will be able to interpret words and phrases as they are used in a text including determining technical, connotative and figurative meanings, and analyse how specific word choices shape meaning or tone.

Benchmark 10.1.4.1: Examine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyse the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging or beautiful (including Shakespeare as well as other authors).

Topic: Interpreting contextual meanings

Text Types: Novels and short stories, poems, drama scripts, commentaries, documentaries, drama scripts, radio plays, advertisements, cartoons.

Essential Knowledge, Skills, Values, Attitudes:

| Knowledge | Logical Processes | Skills | Values | Attitudes |
|---|-------------------|---------------------------------|-------------|-----------|
| Making Inferences Impact of specific word choices on meaning and tone - Connotative meaning - Denotative meaning - Figurative meaning | Logical reasoning | Analysis Drawing conclusions | Rationality | Critical |

Learning Objectives: Students will be able to:

- Identify and list the factors that impact meaning of words through writer's specific word choice;
- Identify connotative and denotative meaning of writer's specific word choice,
- Analyse author's word choices in the text.

Content Background:

Writers use word choices to convey meaning and set the tone of a text. For example, word choice helps to communicate information about the setting—the time and place—of a story. In order to do this, writers consider a word's figurative and connotative meanings.

An author's choice of wording can have an impact on the mood or tone of a given piece of writing.

In addition to making the writing increasingly sophisticated, word choice can cause the reader to have certain feelings or personal connections with the text.

An author must decide the type of mood or tone that he or she would like to have the reader experience when considering word choice.

For example

Impact on Meaning

Denotation - Author's may use the denotative or dictionary definition of a word to convey meaning.

Depending on our experiences, certain words have a positive, negative, or neutral connotation.

Diction - Determine the meaning of words and phrases as they are used in the text, including denotative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.

As we saw with our example from *The Great Gatsby*, word choice can influence meaning significantly, altering how a reader may understand the text.

Additionally, word choice can influence the mood or tone as well. Let's look at some basic examples . . .

- My little brother consumed an immense amount of macaroni.
- Objective.
- The pipsqueak pigged out on macaroni.
- Judgemental, negative connotation.
- The little darling relished the macaroni.
- Judgemental, positive connotation.

Choose a short passage of Nick's narration and then identify it as reflecting an objective or judgmental perspective. Then, rewrite the passage to reflect the opposite perspective. Students can share their rewritten scenes with their classmates and compare the original to the revised versions, considering how specific revisions of word choice can alter the reader's perceptions.

Lesson Extension

Word Choice

<https://www.flocabulary.com/word-choice/>

Let's look at an example from our mentor text, *The Great Gatsby*.

"Whenever you feel like criticizing any one," [my father] told me, "just remember that all the people in this world haven't had the advantages that you've had."

He didn't say any more, but we've always been unusually communicative in a reserved way, and I understood that he meant a great deal more than that. In consequence, I'm inclined to reserve all judgments..."

Notice that the father could have used the word 'experiences' rather than advantages in the quoted text; however, the use of the word 'advantages' allows the reader to infer that they were briefly discussing socio-economic privilege in an inconspicuous manner.

Word Choice and its Impact on Meaning, Mood, and Tone

Retrieved: <https://prezi.com/iirinc3knakz/word-choice-and-its-impact-on-meaning-and-tone/>

Teaching Strategies:

Teacher explains the factors that affect meanings through writer's choice of specific words.

Learning Strategy:

Student will listen, taken note and say why writers used certain specific word(s) in their writing.

Relevant Resources:

- <https://prezi.com/iirinc3knakz/word-choice-and-its-impact-on-meaning-and-tone/>
- A poem or drama script, news reports, short story

Suggested Resources:

- Book and film review, song lyrics, advertisements

Unit 2: Craft and Structure

Content Standard 10.1.5: Students will be able to analyse the structure of texts, including how specific sentences, paragraphs and larger portions of the text (e.g. a section, chapter, scene, or stanza) relate to each other and the whole.

Benchmark 10.1.5.1: Analyse how an author's choices concerning how to structure specific parts of a concerning how to structure specific parts of a text (e.g. the choice of where to begin or end a story the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

Topic: Text structure and cohesion

Text Types: Reports, novels, reports, newspaper articles, feature film, documentaries, film and book reviews, commentaries, magazines, notes and summaries including graphs/tables/diagrams/concepts maps, song lyrics.

Essential Knowledge, Skills, Values, Attitudes:

| Knowledge | Logical Processes | Skills | Values | Attitudes |
|---|----------------------------------|-------------------------|------------------------------|----------------------|
| Story structure: exposition, rising action, foreshadow, climax, falling action resolution | Logical reasoning & organization | Reasoning Sequencing | Rationality Good judgment | Diligent Critical |

Learning Objectives: Students will be able:

- Read and identify the specific parts of a story's structure, such as exposition, contribute to the overall structure.
- Identify the specific parts of a story's structure contribute to the meaning of the story.
- Analyse how the author's word choice in the first sentence affects the text and its impact on the reader.
- Analyse how the author's structure choice in the first sentence affects the text and its impact on the reader.

Content Background:

When writing a story, most authors have a structural plan that they keep in mind as they create their works. Each part of the story connects to the next, and each part builds on previous parts of the story. The author controls all of these elements. For example, it's up to the author whether the story will follow a chronological structure or include foreshadows.

Key terms:

- The exposition is the beginning of the story and provides back ground information.
- Rising action refers to the events that explain the problem of the

story and lead up to the turning point of the story.

- Foreshadowing is a literary device that provides readers with a hint of what may happen later on in the story
- The climax is the turning point of the story.
- The falling action consists of the events that follow the turning point of the story, leading to the conflict or problem being resolved.
- The resolution is the ending of the story, when conflicts and/or problems are resolved and loose ends are tied

Guided Questions

- Where does the story begin?
- Why does it begin there? What is the impact of the story beginning there?
- How does the author structure the story?
- Why is it structured in this way?
- Is this the most effective way to structure the story?
- What choices has the author made regarding the elements of plot?
- What kind of plot does the story follow? Is it progressive, episodic, parallel, flashback or flash forward, or concentric?
- What impact do these choices have on the elements of the plot and the overall story?
- What choice has the author made in regards to the ending of the story?
- How does this impact the reading experience?
- How does the author's diction set the tone for the piece?
- How does the author's diction contribute to the meaning of the piece?
- Why did the author choose to use flashback?
- How did the author's choice of flashback contribute to the overall structure of the text?
- How did the author's choice of conflict contribute to the aesthetic impact of the text?
- What is the aesthetic impact of the text?

Retrieved: <https://www.doe.in.gov/literacy/framework/11-12r131>

Text structure – refers to how the text is organized. For example, a text might present a main idea and then details; or the cause and then the effect; or a cause and then an effect, etc.

Connotation and denotation

Connotation and denotation are two common principles of describing the meaning of words.

Connotation – refers to the wide array of positive and negative associations that most words naturally carry with them.,

Denotation - is the precise , literal definition of a word that might be found in a dictionary.

Teaching Strategies:

Teacher explain what writer's choice means and students listen and take notes.

Learning Strategy:

Students listen, take note and practice reading stories and identify how specific story-structure (e.g. flashback) contribute to the aesthetic impact of the story.

Relevant Resources:

- Source: <https://www.doe.in.gov/literacy/framework/11-12rl31>
- Book and Film Reviews, Commentaries, Feature articles in News paper & Magazine

Suggested Resources:

- Book and/or Film Review, Song Lyrics

Unit 2: Craft and Structure

Content Standard 10.1.6: Student will be able to assess how point of view or purpose shaped the content and style of a text.

Benchmark 10.1.6.1: Analyse a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g. satire, sarcasm irony or understatement).

Topic: Meanings contained in point of view

Text Types: Reports, novels, newspaper articles, feature film, documentaries, film and book reviews, commentaries, public addresses, notes and summaries including graphs/tables/diagrams/concepts maps.

Essential Knowledge, Skills, Values, Attitudes:

| Knowledge | Logical Processes | Skills | Values | Attitudes |
|--------------------|-------------------|---------------------------|-----------|-------------|
| Reading techniques | Decision-making | Comparing and Contrasting | Tolerance | Open-minded |

Learning Objectives: Students will be able to:

- Compare and contrast a range of texts to identify the different viewpoints.
- Identify if the point of view presented is direct or indirectly stated.
- Analyse a point of view stated from what it really means to what is actually stated in the text.

Content Background:

Point of view is the angle of considering things, which shows us the opinion or feelings of the individuals involved in a situation. In literature, point of view is the mode of narration that an author employs to let the readers “hear” and “see” what takes place in a story, poem, or essay.

Sometime otherwise it is implied. The definition of implied is something that was hinted at or suggested, but not directly stated. When a person looks at his watch and yawns multiple times as you are talking, this is an example of a situation where boredom is implied.

Thus this lesson looks at whether the point of view presented is directly stated or implied.

Teaching Strategies:

Teacher explains the concept of directly stated and implied to the student.

Learning Strategy:

Students listen, take notes of the concepts and practice identifying points of views and say whether they are directly stated or implied citing the story parts to support their conclusion.

Relevant Resources:

- Editorial Letters, Commentaries on Issues, Short Stories and Novels

Suggested Resources:

- Films, Documentaries, Feature articles from newspaper and magazine.

Unit 3: Integration of Knowledge and Ideas

Content Standard 10.1.7: Students will be able to integrate and evaluate the content presented in diverse media and formats, including visually and quantitatively, as well as in words.

Benchmark 10.1.7.1: Read and compare a variety of printed and media materials for different purposes and discuss opinion of what was read.

Topic: Evaluating text types

Text Types: Reports, novels, short stories, newspaper articles, feature film, documentaries, film and book reviews, commentaries, public addresses, notes and summaries, graphs/tables/diagrams.

Essential Knowledge, Skills, Values, Attitudes:

| Knowledge | Logical Processes | Skills | Values | Attitudes |
|----------------------|-------------------|-------------------------|---------------------------------|------------------------|
| Text-types Genres | Logical reasoning | Evaluation Assessing | Truth Honesty Sensitivity | Responsible Empathy |

Learning Objectives: Students will be able to:

- i. Identify different text types using the guide given.
- ii. Evaluate different texts using the guide.
- iii. Evaluate the techniques of media and write out summaries.

Content Background:

Evaluating the content, organization, and language use of texts:

- For a particular audience or effect
- For a given purpose
- To extend meaning in a context
- To provide emphasis

Textual Analysis is the method communication researchers use to describe and interpret the characteristics of a recorded or visual image. The purpose of textual analysis is to describe the content, structure, and functions of the messages contained in texts.

Some General Criteria for Evaluating Texts

The following list of criteria and focus questions may be useful for reading the text and for preparing the critical review. Remember to check your assignment instructions for more specific criteria and focus questions that should form the basis of your review. The length of the review/assignment will determine how many criteria you will address in your critique.

| Criteria | Possible Focus Questions |
|---|--|
| Significance and contribution to the field | <ul style="list-style-type: none"> • What is the author's aim? • To what extent has this aim been achieved? • What does this text add to the body of knowledge? (This could be in terms of theory, data and/or practical application) • What relationship does it bear to other works in the field? • What is missing/not stated? • Is this a problem? |
| Methodology or approach (this usually applies to more formal, research-based texts) | <ul style="list-style-type: none"> • What approach was used for the research? (eg; quantitative or qualitative, analysis/review of theory or current practice, comparative, case study, personal reflection etc...) • How objective/biased is the approach? • Are the results valid and reliable? • What analytical framework is used to discuss the results? |
| Argument and use of evidence | <ul style="list-style-type: none"> • Is there a clear problem, statement or hypothesis? • What claims are made? • Is the argument consistent? • What kinds of evidence does the text rely on? • How valid and reliable is the evidence? • How effective is the evidence in supporting the argument? • What conclusions are drawn? • Are these conclusions justified? |
| Writing style and text structure | <ul style="list-style-type: none"> • Does the writing style suit the intended audience? (eg; expert/non-expert, academic/non-academic) • What is the organization |

Retrieved: <https://www.educationcorner.com/reading-comprehension.html>

Teaching Strategies:

Teacher will screen a film or documentary for students to view with viewing questions set for students to view.

For additional practise the teacher can provide copies of film and book reviews for students to read.

Learning Strategy:

Students will read texts and view films and identify and interpret language structures and conventions used in the various texts to demonstrate text genres and author's purpose.

Relevant Resources:

- Films, Documentaries, Magazines, Commentaries

Suggested Resources:

- Feature articles from newspapers, News reports

Unit 3: Integration of Knowledge

Content Standard 10.1.8: Students will be able to delineate and evaluate the argument and specific claims in a text including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

Benchmark 10.1.8.1: Interpret complex informational texts.

Topic: Interpreting complex text

Text Types: Reports, newspaper articles, feature film, documentaries, film and book reviews, commentaries, notes and summaries, graphs/tables/diagrams, brochure, advertisements.

Essential Knowledge, Skills, Values, Attitudes:

| Knowledge | Logical Processes | Skills | Values | Attitudes |
|-------------------------|-------------------|---------------------------------------|-------------------|----------------------|
| Comparing & Contrasting | Logical reasoning | Comparing Contrasting Analysing | Truth Rational | Positive Critical |

Learning Objectives: Students will be able to:

- i. Read and identify complex texts using given guide:
- ii. Practice interpreting complex texts:
- iii. Analyse complex texts using guide given by the teacher.

Content Background:

What do we mean by text complexity?

There is no exact science for determining the complexity of a text. Nor is there a single source of information that can accurately summarize the complexity of the text. Teachers need to use their professional judgment as they take a range of factors into consideration.

Three Part Model

The Common Core Standards introduce a three-part model for measuring text complexity. Teachers need to use their professional judgment as they draw on information from all three sources when determining the complexity of a text.

1 Qualitative Measures

The qualitative measures of text complexity requires an informed judgment on the difficulty of the text by considering a range of factors. The Standards use purpose or levels of meaning, structure, language conventionality and clarity, as well as the knowledge demands as measures of text difficulty.

2 Quantitative Measures

Quantitative measures of text complexity use factors such as sentence and word length and the frequency of unfamiliar words to calculate the difficulty of the text, assigning a single measure (grade level equivalent,

number, Lexile etc). There are many formulas to calculate text difficulty and, while they provide a guide, the readability or difficulty level of a text can vary depending on which formulas or measures are used.

3 Reader and Task

The third measure looks at what the student brings to the text and the tasks that are assigned. Teachers need to use their knowledge of their students and texts to match texts to particular students and tasks.

How do we determine the complexity of texts?

The Common Core Standards raise the expectation for students in terms of the complexity of the texts they read. This means teachers need to be familiar with the level of complexity expected for their grades and how these compare to the complexity of the texts they use in their classes. Several considerations should guide teachers in selecting their texts.

Quantitative Measures

The qualitative measures provide a very useful guide in determining the complexity of texts. They are, however, not sufficient when used in isolation. Most publishers give grade band equivalents, or Lexile level, for their texts. A book with a Lexile of 1200 will be considerably more complex than one with a 770 Lexile. What the quantitative measure cannot give is the nature of the complexity.

Qualitative Factors for Describing Complexity

It is the qualitative measures that provide valuable information when making decisions about the complexity of the text and how it can best be used with students. The Common Core State Standards identify a range of factors that interact to contribute to the overall complexity. Rubrics have been developed for both literacy and informational texts that include descriptors for:

- Layout
- Purpose and meaning
- Text structure
- Language features
- Knowledge demands

Not all descriptors in each category will necessarily occur together at each level of complexity. A text may have very simple vocabulary and short, simple sentences, but still be complex because of the subtle ideas that are expressed.

Using Rubrics to Identify Text Complexity

The challenge for teachers dealing with Standard 10 (CCSS) is determining the complexity of a text and deciding what strategies and supports students will need to successfully read the text. While publishers often give recommended grade levels, or lexile levels, for texts, these are insufficient when used in isolation. Teachers still need to make decisions about the nature of the complexity of the texts they are using. While many teachers can tell that a text is complex, describing precisely what makes it complex is much more difficult.

The rubrics were designed to support teachers in:

- Developing a common language to describe and talk about texts
- Identifying the nature of the complexity of texts by using the indicators

The Standards outline the qualitative factors and professional judgment that need to be used to match texts and tasks to readers. Currently, there are no quantitative measures that capture all of the elements that make a text easy or challenging to read (CCSS). The rubric uses the factors and also includes the layout of the text.

Layout of the text. It is the look and layout of the text that students react to first. Small, closely packed, uninterrupted text will put many readers off. The size of the font, layout of the text, use of illustrations, graphics, glossaries and signposting within the text can provide supports or challenges for readers, depending on how they are used.

Purpose of informational texts and meaning in literary texts. Informational texts that have the single purpose of conveying factual information are going to be easier to read than texts that require examining or evaluating theoretical and contested information. In literary text, content that has several levels and competing elements of meaning pose challenges for students to identify, separate and interpret the context, compared to texts with only one level of meaning that is explicitly stated. Many literacy texts have obvious themes, while others have implicit, subtle, often ambiguous themes that are revealed over the entirety of the text.

Text structure. Text structure takes into account how the ideas are organized. Texts that are chronological tend to be less complex than those that are non linear. Literary texts, that provide challenges for readers are often intricately organized in regard to elements such as a narrative viewpoint, time shifts, multiple characters, storylines, and complex detail.

Language features. Language features include vocabulary used, the sentence structure, and the style used by the writer. Informational texts that have complex sentences, with dense conceptual content, high nominalization, and includes extensive academic vocabulary, will be far more difficult to read than texts with simple sentences, and familiar vocabulary. In literary texts, the extensive use of figurative or literary language such as metaphors, analogies, and connotative language will add to the complexity

Adapted from: Sheena Hervey Generation Ready - Partnering for School Success 2013

By Tim Shanahan

Teaching Strategies:

Teacher explains guide to identifying complex texts.

Learning Strategy:

Students listen, take notes and practise using the guides to analyse and identify complex text

Relevant Resources:

- Sheena Hervey Generation Ready - Partnering for School Success 2013 By Tim Shanahan
- Feature articles from Newspaper, Magazines, and Documentaries

Suggested Resources:

- Book and film reviews, Letters to the Editor. Reports

Unit 3: Integration of Knowledge and Ideas

Content Standard 10.1.8: Students will be able to delineate and evaluate the argument and specific claims in a text including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

Benchmark 10.1.8.2: Identify correctly context parts of speech grammar, and word choice influence.

Topic: Evaluating contextual arguments

Text Types: Reports, novels, reports, newspaper articles, feature film, documentaries, film and book reviews, commentaries, public addresses, notes and summaries.

Essential Knowledge, Skills, Values, Attitudes:

| Knowledge | Logical Processes | Skills | Values | Attitudes |
|---------------------------------|-------------------|----------|----------------------------|-----------|
| Reviews and Text Interpretation | Logical reasoning | Analysis | Good judgement Rational | Critical |

Learning Objectives: Students will be able to:

- i. Use conventions of the english language to analyse a sentence for meaning in context.
- ii. Analysis a sentence to derive meaning of word from context.
- iii. Compare various meaning and align to the context of the word.

Content Background:

Context part of speech basically means to analysis a sentence and identifies the meaning of the key word in relation to the context. For example,

1. Her acute reaction to the bee sting made a trip to the emergency room necessary.

Here the key word is 'acute'. In this case the word 'acute' function as an adverb. So now we look at the word used in context. The synonym of acute is severe, serious or critical, grave, important, desperate, etc.. Therefore the meaning of the word 'acute' is critical or desperate. – Though there are a number of words with similar meanings, the two that are very close to the context are the two mentions above.

Teaching Strategies:

The teacher explains the concepts to the students.

Learning Strategy:

The students listen, take note and practice exercises

Relevant Resources:

- Feature articles from Newspaper, Magazines, and Documentaries

Suggested Resources:

- Book and film reviews, Letters to the Editor. Reports

Unit 3: Integration of Knowledge and Ideas

Content Standard 10.1.9: Students will be able to analyse how two or more texts address similar themes or topics in order to build knowledge or compare the approaches the authors take.

Benchmark 10.1.9.1: Analyse how an author draws on and transforms source material in a specific work (e.g. Shakespeare treats a theme or topic or the Bible or how a later author draws of a play by Shakespeare or how a Papua New Guinean author uses oral tradition to create works of literature).

Topic: How an author draws on and transforms source material

Text Types: Reports, novels and short stories, poetry, newspaper articles, feature film, documentaries, film and book reviews, commentaries, notes and summaries.

Essential Knowledge, Skills, Values, Attitudes:

| Knowledge | Logical Processes | Skills | Values | Attitudes |
|--|-------------------|------------------------|-------------------------------------|----------------------------|
| Making Inferences Drawing conclusions | Logical | Analysis Evaluation | Self-Reflection Truth Honesty | Open-minded Responsible |

Learning Objectives: Students will be able to:

- Read and view a wide variety of texts and film on the same issue or themes and present their personal opinions on the topic.
- Compare and contrast the authors' perspectives and opinions on the same issue or themes and the language techniques and conventions used.
- Discuss and critique the examples of writing and explain how authors manipulate a range of linguistic features to influence audiences.

Content Background:

How an author draws on and transforms source materials

Adapted from *A Christmas Carol* by Charles Dickens (1843)

Marley was dead: to begin with. There is no doubt whatever about that. The register of his burial was signed by the clergyman, the clerk, the undertaker, and the chief mourner. Scrooge signed it, and Scrooge's name was good upon 'Change, for anything he chose to put his hand to. Old Marley was as dead as a door-nail.

Mind! I don't mean to say that I know, of my own knowledge, what there is particularly dead about a door-nail. I might have been inclined, myself, to regard a coffin-nail as the deadest piece of ironmongery in the trade. But the wisdom of our ancestors is in the simile, and my unhallowed hands shall not disturb it, or the country's done for. You will therefore

permit me to repeat, emphatically, that Marley was as dead as a door-nail.

Scrooge knew he was dead? Of course he did. How could it be otherwise? Scrooge and he were partners for I don't know how many years. Scrooge was his sole executor, his sole administrator, his sole assign, his sole residuary legatee, his sole friend, and sole mourner. And even Scrooge was not so dreadfully cut up by the sad event, but that he was an excellent man of business on the very day of the funeral, and solemnized it with an undoubted bargain.

The mention of Marley's funeral brings me back to the point I started from. There is no doubt that Marley was dead. This must be distinctly understood, or nothing wonderful can come of the story I am going to relate. If we were not perfectly convinced that Hamlet's father died before the play began, there would be nothing more remarkable in his taking a stroll at night, in an easterly wind, upon his own ramparts, than there would be in any other middle-aged gentleman rashly turning out after dark in a breezy spot—say Saint Paul's Churchyard for instance—literally to astonish his son's weak mind.

The author foreshadows that what will happen over the course of this story?

Possible Answers:

Marley's ghost will make an appearance to a character.

Marley isn't actually dead at this point in the story.

Marley faked his own death.

Most of the story will take place during the time in which Marley was still alive.

Correct answer:

Marley's ghost will make an appearance to a character.

Explanation:

Consider the last paragraph of the passage, during which the author compares Marley to Hamlet's Father at length:

The mention of Marley's funeral brings me back to the point I started from. There is no doubt that Marley was dead. This must be distinctly understood, or nothing wonderful can come of the story I am going to relate. If we were not perfectly convinced that Hamlet's Father died before the play began, there would be nothing more remarkable in his taking a stroll at night, in an easterly wind, upon his own ramparts, than there would be in any other middle-aged gentleman rashly turning out after dark in a breezy spot—say Saint Paul's Churchyard for instance—literally to astonish his son's weak mind.

The author suggests that just like the shock of seeing Hamlet's Father appear in Shakespeare's *The Tragedy of Hamlet, Prince of Denmark* after the character is known to be dead, it's important to understand that Marley is dead—presumably because he is going to play a part in the story in some supernatural, or as the author says, "wonderful,"

fashion. Only one answer choice involves a supernatural event — Marley's ghost making an appearance to a character. This is the correct answer and indeed what occurs later in the story from which this passage is excerpted.

Example, 2 is on the same story above.

At one point in this passage, the author alludes to a famous literary work. To which work does he allude?

Possible Answers:

Shakespeare's *Romeo and Juliet*

The Odyssey by Homer

Shakespeare's *The Tragedy of Hamlet, Prince of Denmark* *Beowulf*

Correct answer:

Shakespeare's *The Tragedy of Hamlet, Prince of Denmark*

Explanation:

The author alludes to a famous literary work in the last paragraph of the passage:

The mention of Marley's funeral brings me back to the point I started from. There is no doubt that Marley was dead. This must be distinctly understood, or nothing wonderful can come of the story I am going to relate. If we were not perfectly convinced that Hamlet's father died before the play began, there would be nothing more remarkable in his taking a stroll at night, in an easterly wind, upon his own ramparts, than there would be in any other middle-aged gentleman rashly turning out after dark in a breezy spot—say Saint Paul's Churchyard for instance—literally to astonish his son's weak mind.

Here, the author insists that Marley is dead, and suggests that this information will be crucial to the story he's about to tell. He draws a comparison between Marley and "Hamlet's Father," who "died before the play began," saying that if this weren't the case, "there would be nothing more remarkable in his taking a stroll at night, in an easterly wind, upon his own ramparts . . . literally to astonish his son's weak mind." This is a reference to Shakespeare's *The Tragedy of Hamlet, Prince of Denmark*. Even if you don't aren't familiar with the story this play tells, it's enough for you to notice that the author specifically mentions "Hamlet's Father" to make this connection. At one point in Shakespeare's play, the main character, Hamlet, sees his father's ghost walking on the ramparts of their castle. Hamlet is shocked, and the two have a conversation. The author is alluding to this scene to compare Marley to Hamlet's Father in the sense that we can expect his ghost to show up later in the story.

https://www.varsitytutors.com/common_core_9th_grade_english_language_arts-help/analyze-how-a-work-uses-and-transforms-source-material-ccss-ela-literacy-rl-9-10-9

Teaching Strategies:

The teacher explains how writers adopt and incorporate their research materials into their writing.

Learning Strategy:

- Students listen, take notes and practice identifying how writers
- incorporate their source materials into their writings.

Relevant Resources:

- Feature articles from Newspaper, Magazines, and Documentaries

Suggested Resources

Book and film reviews, Letters to the Editor. Reports

Unit 4: Range of Reading and Level of Text Complexity

Content Standard 10.1.10: Students will be able to read and comprehend complex literary and informational texts independently and proficiently.

Benchmark 10.1.10.1: Read and analyse literature and other texts including stories, dramas and poems (at the high end of the grades 9-10 text complexity band) independently and proficiently.

Topic: Literary analysis of text

Text Types: Reports, novels and short stories, newspaper articles, feature film, documentaries, film and book reviews, commentaries, public addresses, notes and summaries.

Essential Knowledge, Skills, Values, Attitudes:

| Knowledge | Logical Processes | Skills | Values | Attitudes |
|--|-------------------|------------------------|-------------|----------------------------|
| Making inferences Drawing conclusions | Logical reasoning | Research Evaluation | Rationality | Open-minded Responsible |

Learning Objectives: Students will be able to:

- Understand and summarise the main idea or theme of the texts they read.
- Make inferences, deduction and justifications from the various texts and films viewed.
- Research and evaluate information from various sources on selected topic and give their recommendations on the meanings elicited from texts.

Content Background:

A literary analysis is an opinion-based type of essay that makes a point about a work of literature – usually a poem or short story, though longer works and nonfiction can be used too. Typically, a literary analysis makes a point about a literary work, then supports that point by discussing the work's literature elements (e.g. irony, symbolism, and point of view), main themes, and implied ideas that are not necessarily apparent within the literature itself.

What a Literary Analysis IS A literary analysis is an opinion. You (the writer) are forming an opinion about a literary work, then presenting that opinion (and, more importantly, supporting that opinion) in the form of an essay.

Essays about literature should be written in third-person point of view, like any other analytical essay. You should come up with your own title for your paper (in other words, don't use the same title as the work you're analyzing), and when discussing the happenings of the literature, always use present tense, not past tense.

WRONG: The true irony of this story was when the main character died at the end even though he thought he had escaped.

RIGHT: The true irony of this story is when the main character dies at the end even though he thinks he has escaped.

Like any other opinion-based essay, a literary analysis is built around a clear thesis statement. It makes a clear point about the literature, then supports it with lesser points:

The theme of Ambrose Bierce's story, "An Occurrence at Owl Creek Bridge," is that true freedom is imaginary, and this theme is conveyed through the story's unique point of view and through the heavy use of irony.

What is a Literary

Analysis is NOT A literary analysis is not a summary. It doesn't go in-depth about the actual events of the story or poem. Instead, it assumes that the reader is already familiar with the literature in question. A summary, on the other hand, discusses the actual story without adding anything to it. Look, for instance, at this example:

Summary (wrong): Farquhar reaches the gate to his home, but then he feels a blow to the back of his neck and sees a white light, and then the author tells the readers that Farquhar is dead.

The above statement is purely summary; there's no analysis in it. This is because it's just a statement of what happens in the story. In other words, anyone who reads "An Occurrence at Owl Creek Bridge" will get the same information contained in the above example simply by reading the story.

An analysis, on the other hand, goes beyond simply what is contained in the literature. It uses the literature as a starting point, using it to support an opinion. In other words, when you write a literary analysis, you must "bring something new to the table." Usually, this involves discussing the story under the lens of the literary elements. For instance, if we analyze the story events described above, we might get something like this:

Analysis (right): Farquhar's demise at the end of the story is the perfect example of situational irony, and the author uses this to great effect in shattering the reader's expectations in an emotional way.

This statement is much more analytical in nature because it goes beyond what we see just in the story itself. In fact, the above statement doesn't even mention what happens in the story; it doesn't need to – the reader is already familiar with the story. Instead, it discusses one of the literary elements (situational irony) and explains how it is used for emotional effect. Those are inferences; they aren't apparent in the actual text of the story but are instead supplied by the one writing the analysis.

Elements of Literature

One way to analyze literature is to closely examine its literary elements – that is, the devices and ideas that make a story work. Often, these devices can be used to explain a main point. There are far too many different literary elements to discuss within the scope of a small informational resource, but here are some of the most significant.

- Theme - This refers to the primary undertones of the story.
- Plot - The plot is essentially the action of the story.
- Setting – Place and Time in the story
- Characters - Stories are told through characters, and indeed, a character study can be a strong literary analysis in its own right.
- Protagonist: A leading or main character,
- Antagonist: Basically, the opponent or adversary of the protagonist
- Narrative (Point of View) Every work of fiction has a narrator.
- Third person used pronoun he, she, they, etc..
- First person – used pronoun – I, me

Purpose of a Literary Analysis

Ultimately, the literary analysis is a work of opinion. When you write a literary analysis, you're not writing a summary or even an explanation of the story. Instead, you are “taking the story apart” and looking beyond the text of the story itself. When you write a literary analysis, you should not focus on what the story is, but instead focus on what makes the story work. Look at the elements that make up the story, and see beyond the simple paper and ink that drive it.

Adapted from: Patrick Henry Community College Writing Center file:
///F:/TEACHER%20GUIDES%20DRAFTS%20%2031.10.2019/Reading%20Gr%209%20&%2010/Literary_Analysis.pdf

Teaching Strategies:

The teacher explains the concepts to the students.

Learning Strategy:

Students listen, take notes and practice writing literary analysis.

Relevant Resources:

- Novel and Short Stories, Drama Script, Feature articles from Newspaper & Magazines, and Documentaries

Suggested Resources:

- Book and film reviews, Letters to the Editor. Reports, Song Lyrics

Unit 4: Range of Reading and Level of Text Complexity

Content Standard 10.1.10: Students will be able to read and comprehend complex literary and informational texts independently and proficiently.

Benchmark 10.1.10.2: Use a variety of strategies to build comprehension. (For example, students will be able to activate prior knowledge, predict visualise and analyse text, distinguish between literal and figurative meaning and identify main ideas and significant details).

Topic: Reading Comprehension

Text Types: Reports, novels and short stories, poetry, newspaper articles, feature film, documentaries, film and book reviews, commentaries, drama scripts.

Essential Knowledge, Skills, Values, Attitudes:

| Knowledge | Logical Processes | Skills | Values | Attitudes |
|------------------------------|-------------------|--------------------------------|-------------------------------|-----------------------|
| Evaluation Interpretation | Logical reasoning | Analysing Interpreting text | Self-reflection Enterprise | Confident Positive |

Learning Objectives: Students will be able to:

- Read across all genres of film and text to source information for personal enrichment, to broaden their language base, develop their cultural understanding, knowledge of human experience and develop enjoyment of literature for its own sake.
- Identify the themes and analyse the plot of the various literary genres and evaluate the unique language and style of the authors.
- Understand and provide a book review or personal comments and/or opinions about the text or film/visual.

Content Background:

To improve your reading skills you need to:

- have clear reading goals;
- choose the right texts;
- use the right reading style;
- use note taking techniques

Here are six essential skills needed for reading comprehension, and tips on what can help kids improve this skill.

- **Decoding.** Decoding is a vital step in the reading process. Students use this skill to sound out words they've heard before but haven't seen written out. The ability to do that is the foundation for other reading skills.
- **Fluency.** To read fluently, students need to instantly recognize words, including ones they can't sound out. Fluency speeds up the rate at which they can read and understand text.

- **Vocabulary.** To understand what you're reading, you need to understand most of the words in the text. Having a strong vocabulary is a key component of reading comprehension.
- **Sentence Construction and Cohesion.** Knowing how ideas link up at the sentence level helps students get meaning from passages and entire texts. It also leads to something called coherence, or the ability to connect ideas to other ideas in an overall piece of writing.
- **Reasoning and Background Knowledge.** Most readers relate what they've read to what they know. So it's important for students to have background or prior knowledge about the world when they read. They also need to be able to "read between the lines" and pull out meaning even when it's not literally spelled out.
- **Working Memory and Attention.** These two skills are both part of a group of abilities known as executive function. They're different but closely related.

When students read, attention allows them to take in information from the text. Working memory allows them to hold on to that information and use it to gain meaning and build knowledge from what they're reading.

Teaching Strategies:

Teacher explains reading comprehension strategies and allows the students to practice different passages

Learning Strategy:

Students listen, taken notes and practice comprehending texts.

Relevant Resources:

- Novel and Short Story, Song Lyrics, Feature articles from Newspaper, Magazines, and Documentaries

Suggested Resources:

- Book and film reviews, letters to the editor. reports

Unit 4: Range of Reading and Level of Text Complexity

Content Standard 10.1.10: Students will be able to read and comprehend complex literary and informational texts independently and proficiently.

Benchmark 10.1.10.3: Reading widely to understand multiple perspectives and pluralistic viewpoints.

Topic: Understand multiple perspectives and pluralistic viewpoints

Text Types: Reports, novels and short stories, poetry, newspaper articles, feature film, documentaries, film and book reviews, commentaries, notes and summaries including graphs/tables/diagrams and brochures.

Essential Knowledge, Skills, Values, Attitudes:

| Knowledge | Logical Processes | Skills | Values | Attitudes |
|------------------------|-------------------|------------------------|--------------------------------|-------------------------|
| Evaluation Research | Logical Reasoning | Evaluation Research | Rationality Self-reflection | Open-minded Critical |

Learning Objectives: Students will be able to:

- Define what multiple perspective and pluralistic view is.
- Practice analysing text to locate multiple perspective and pluralistic view.
- Identify which view they agree with and say why they agree to it.

Content Background:

Perspective is the view point from which the story is told from. It can also be referred to as: viewpoint, stand point, outlook, view, perception, side, angle. Thus when we talk about multi-perspectives, we are talking about viewing the text from more than one or a number of perspectives. On the same note, Pluralistic view means more than one view.

Now let us look at the different types of point of views.

- First-person point of view – the narrator is a character and tells the story from the inside. The personal pronoun I, me, we are used. The narrative view point is very personal and encourages the reader to identify with the narrator and feel involved. It allows limited access to other possible point of views.
- Third-person point of view – It reports on the action from a detached vantage point. The third person narrator allows us to see things from more than one perspective and provide insight into the character's thoughts and feelings. Some third person narrator has access to the thoughts and feelings of multiple characters, while others have access to one or two characters. The narrator uses the personal pronouns he, she, it, they.

First person point of view:

- Is a character in the story?
- Uses the pronoun I and me to refer to himself or herself
- Describe his or her own thoughts, feelings, and impressions
- Does not know what other characters are thinking or feeling

Third person point of view

- Is not a character in the story?
- Is called limited if he or she tells the thoughts and feelings of only one character
- Is called omniscient, or all knowing, if he or she reveals the thoughts and feelings of all the characters
- Note the focus of this lesson should be on the third-person point of view.

Teaching Strategies:

Teacher explain what the two concepts means and allow students to practice analysing text to locate these perspectives/views.

Learning Strategy:

- Students practice analysing text to locate these perspectives/ views.

Relevant Resources:

- Feature articles from Newspaper, Magazines, and Documentaries

Suggested Resources:

- Book and film reviews, Letters to the Editor. Reports

Strand 2: Writing

Strand 2 consists of four units:

1. Text Types and Purposes
2. Production and Distribution of Writing
3. Research to Build and Present Knowledge;
4. Range of Reading and Level of Text Complexity.

| Unit | Topic |
|--|--|
| 1. Text Types and Purposes | <ul style="list-style-type: none"> • Narratives (Descriptive words and phrase) • The conclusion • Informative essay (Precise grammar and vocabulary) • Informative essay (Style and tone) • Informative essay (Writing a conclusion) • Argumentative essay (Supporting details) • Argumentative essay (Vocabulary usage) • Argumentative essay (Style) • Argumentative essay (Conclusion) |
| 2. Production and Distribution of Writing | <ul style="list-style-type: none"> • Argumentative essay (Conclusion) • Writing rubrics - Paragraph development. • Writing a final draft • Writing process - Parts of essay • Writing process – Referencing • Publishing writing products • Analysis of source material |
| 3. Research to Build and Present Knowledge | <ul style="list-style-type: none"> • Note – Taking - Validating information • Synthesizing information • Writing research report • Research for evidences |
| 4. Range of Reading and Level of Text Complexity | <ul style="list-style-type: none"> • Research – Validating argumentative statements • Writing portfolios |

Unit of Work

Unit of work outlines the topics, Text-types to be used, essential KSAVs to be achieved and the learning objectives that will work towards achieving the essential KSAVs for each benchmark. It basically presents what the teacher is expected to teach per the set standard. Teachers are advised to use the learning objectives to create lesson topics and lesson objectives in preparing lessons. Brief content background of each topic is provided to aid teacher's lesson preparation.

Unit 1: Text Types and Purposes

Content Standard 10.2.1: Students will be able to write narratives and other creative texts to develop real or imagined experiences or events using effectively techniques, well-chosen details and well-structured event sequences.

Benchmark 10.2.1.1: Use precise words and phrases, telling details and sensory language to convey a vivid picture of experiences, events, settings and/or characters.

Topic: Narratives – Descriptive words and phrase

Text Types: School Journals, narrative texts, short stories, fables, legends

Essential Knowledge, Skills, Values, Attitudes (KSVA):

| Knowledge | Logical Processes | Skills | Values | Attitudes |
|------------------|-------------------|----------------------|------------|-----------|
| Describing words | Creative design | Writing descriptions | Creativity | Creative |

Learning Objectives: Students will be able to:

- i. Identify and make a list of words.
- ii. Define words.
- iii. Use descriptive words and phrases to build up a narrative text.

Content Background:

The fisherman and his wife

Once upon a time, there was a poor fisherman who lived with his wife, Isabel, in a hovel by the sea. One day, the fisherman was surprised to catch a golden fish. The fish begged to be let go. "I am an ordinary fish," it said. "I am really a magic prince, and I will not taste very good to you." This impressed the fisherman, so he let the fish go back to the sea.

When his wife heard the story, she said the fisherman should have asked the fish to grant him a wish. Isabel told her husband to go back and ask the fish to grant her wish for a nice house. The fisherman returned to the sea but was nervous when he saw that the sea was becoming black.

Teaching Strategies:

Assign students with short narrative texts and task them to pick out any descriptive words or phrase.

Learning Strategies:

Identify and pick out descriptive words or phrases.

Recommended Resources:

- Successful Writing, Essentials of writing 1

Suggested Resources:

- STEPS

Unit 1: Text Types and Purposes

Content Standard 10.2.1: Students will be able to write narratives and other creative texts to develop real or imagined experiences or events using effectively techniques, well-chosen details and well-structured event sequences.

Benchmark 10.2.1.2: Provide a conclusion that follows from and reflects on what on what is experienced, observed or resolved over the course of the narrative.

Topic: Narratives – The Conclusion

Text Types:

School Journals, narrative texts,

Essential Knowledge, Skills, Values, Attitudes (KSVA):

| Knowledge | Logical Processes | Skills | Values | Attitudes |
|------------------------|-------------------|----------------------|------------|-----------|
| Concluding a narrative | Creative design | Writing a conclusion | Creativity | Creative |

Learning Objective: Students will be able to:

- i. Write a more effective conclusion to a piece of narration.

Content Background:

Write your conclusion

Work on your conclusion. When you are finished, exchange conclusions with a partner and do peer reviewing.

For this essay, I would like you to write a conclusion that could be used in a feature article. Do **not** write a summary conclusion.

Peer Reviewing

Read your partner's conclusion. Is it clear? Read the introductory paragraph. Is the conclusion related to the introductory paragraph? Is the conclusion written in feature writing style? (There should be no summary.) Is there anything that you can think of that would make your partner's conclusion stronger?

Teaching Strategies:

Provide samples of Essays and task students to pay attention to the conclusion and how it is composed or developed, and allow students to write down key terms.

Learning Strategies:

Students divide into groups, write study number of samples and note down key terms used in conclusions.

Recommended Resources:

Successful Writing, Essentials of writing 1

Suggested Resources:

STEPS

Unit 1: Text Types and Purposes

Content Standard 10.2.2: Students will be able to write informative/explanatory texts to examine and convey ideas and information clearly and accurately through the effective selection, organisation and analysis of content.

Benchmark 10.2.2.1: Use precise language and domain-specific vocabulary to manage the complexity of the topic.

Topic: Informative Essay – Precise Grammar and Vocabulary

Text Types: Newspaper weekender magazines, magazine articles, Journals

Essential Knowledge, Skills, Values, Attitudes (KSVA):

| Knowledge | Logical Processes | Skills | Values | Attitudes |
|------------------------------|-------------------|------------------|-------------|-----------|
| Grammar and Vocabulary usage | Creative design | Applying grammar | Rationality | Critical |

Learning Objectives: Students will be able to:

- i. Explore and list appropriate grammar and vocabulary usage using sample informative essays.
- ii. Write short paragraphs as practice.

Content Background:

Grammar and vocabulary are fundamentals writing informative essays or tests. Most writers utilise essentials such as appropriate grammar and vocabulary choices to make what they write seem clear and logical to the readers.

Teaching Strategies:

Distribute samples of essays or texts and allow students identify and write down essential grammar and vocabulary.

Learning Strategies:

Students study samples and make list of grammar and vocabulary.

Recommended Resources:

- Successful Writing, Essentials of writing 1

Suggested Resources:

- STEPS

Unit 1: Text Types and Purposes

Content Standard 10.2.2: Students will be able to write informative/explanatory texts to examine and convey ideas and information clearly and accurately through the effective selection, organisation and analysis of content.

Benchmark 10.2.2.2: Establish and maintain a formal style and objective tone while attending to the norms and conventions of discipline in which they are writing.

Topic: Informative Essay – Style and Tone

Text Types: Newspaper weekender magazines, magazine articles, Journals

Essential Knowledge, Skills, Values, Attitudes (KSVA):

| Knowledge | Logical Processes | Skills | Values | Attitudes |
|------------------------|-------------------|-----------|-------------|-------------|
| Writing style and tone | Creative design | Reasoning | Rationality | Open-minded |

Learning Objectives: Students will be able to:

- i. Apply formal style when writing the essay;
- ii. Identify what an objective tone is and write examples for as guide.

Content Background:

Formal Style and Tone

Writers use formal style in writing essays such as informative as it present ideas formally. And tone used is precisely objective as the text must address the ideas developed and expanded. Style and tone essential to this type of writing.

Teaching Strategies:

Explain briefly what an informative or expository texts/essay is and challenge students to develop suitable topics. Provide samples to students for study and reference.

Learning Strategies:

Students identify topics and work on main ideas. They will also validate information collected or developed for relevancy and accuracy.

Recommended Resources:

- Successful Writing, Essentials of writing 1

Suggested Resources:

- STEPS

Unit 1: Text Types and Purposes

Content Standard 10.2.2: Students will be able to write informative/explanatory texts to examine and convey ideas and information clearly and accurately through the effective selection, organisation and analysis of content.

Benchmark 10.2.2.3: Provide a concluding statement or section that follows from and supports the information or explanation (e.g. articulating implications or the significance of the topic).

Topic: Informative essay – Writing a conclusion

Text Types: Newspaper weekender, academic essays, magazine articles, Journals

Essential Knowledge, Skills, Values, Attitudes (KSVA):

| Knowledge | Logical Processes | Skills | Values | Attitudes |
|------------------|-------------------------------|-------------|-------------|-------------|
| Concluding essay | Creative design Reflection | Rationality | Rationality | Open-minded |

Learning Objective: Students will be able to:

- i. Write concluding statements and conclusion to an informative essay or text.

Content Background:

Conclusion

The conclusion signals the end of your essay. There are different ways to write a conclusion, depending on whether you are writing, for example, a research paper or a feature essay.

Teaching Strategies:

Distribute material to students to write their essays or texts.

Learning Strategies:

Students write first drafts of the essays or texts taking into account of relevant information, correct application of essay formats, language usage and vocabulary usage.

Recommended Resources:

- Successful Writing, Essentials of writing 1

Suggested Resources:

- STEPS

Unit 1: Text Types and Purposes

Content Standard 10.2.3: Students will be able to write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Benchmark 10.2.3.1: Use appropriate transitions to clarify the relationships among ideas and concepts.

Topic: Argumentative essay – Supporting details

Text Types: Newspaper editorials, newspaper commentaries, argumentative essays

Essential Knowledge, Skills, Values, Attitudes (KSVA):

| Knowledge | Logical Processes | Skills | Values | Attitudes |
|------------------------|-------------------|-------------|-------------|-----------|
| Sequential transitions | Logical reasoning | Application | Rationality | Critical |

Learning Objectives: Students will be able to:

- i. Use appropriate transitions to clarify relationships among ideas and concepts in an argumentative essay.
- ii. Apply appropriate transitions in short texts or essays.

Content Background:

Sequential Transitions:

Firstly, Secondly, next, Furthermore, In addition

Teaching Strategies:

Distribute enough writing materials to students for writing process.

Learning Strategies:

Students write the actual texts or essays paying attention to transitions used.

Recommended Resources:

- Successful Writing, Essentials of writing 1

Suggested Resources:

- STEPS

Unit 1: Text Types and Purposes

Content Standard 10.2.3: Students will be able to write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Benchmark 10.2.3.2: Use precise language and domain-specific vocabulary to inform about or explain the topic.

Topic: Argumentative Essays – Vocabulary Usage

Text Types: Newspaper editorials, newspaper commentaries, argumentative essays

Essential Knowledge, Skills, Values, Attitudes (KSVA):

| Knowledge | Logical Processes | Skills | Values | Attitudes |
|------------------|-------------------|------------|-------------|-----------|
| Vocabulary usage | Logical reasoning | Critiquing | Rationality | Critical |

Learning Objectives: Students will be able to:

- i. Make a list of descriptive words and phrases.
- ii. Use descriptive words or phrases in sentences.
- iii. Use appropriate vocabulary to develop ideas and concepts in composing argumentative text or essay.

Content Background:

Writers use words that are relevant, user-friendly, strong and persuasive to make arguments in essays to convey clear meaning and intention.

Teaching Strategies:

Provide list of appropriate and useful words used in developing arguments and distribute sample for students to identify and make listings.

Learning Strategies:

Students identify words from samples and create a word list with definitions and attempt extra exercises in texts provided.

Recommended Resources:

- Successful Writing, Essentials of writing 1

Suggested Resources:

- STEPS

Unit 1: Text Types and Purposes

Content Standard 10.2.3: Students will be able to write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Benchmark 10.2.3.3: Establish and maintain a formal style.

Topic: Argumentative Essay – Style

Text Types: Newspaper editorials, newspaper commentaries, argumentative essays

Essential Knowledge, Skills, Values, Attitudes (KSVA):

| Knowledge | Logical Processes | Skills | Values | Attitudes |
|---------------|-------------------|-----------|----------|------------|
| Writing Style | Logical reasoning | Analysing | Critical | Optimistic |

Learning Objectives: Students will be able to:

- i. Identify formal styles in texts or essays.
- ii. Apply a formal style of writing argumentative essay in practice exercises.

Content Background:

Most argumentative texts should be presented using impersonal approach or mode. Most smart writers try to attract readers by including readers in their presentation thus making their approaches more formal.

Teaching Strategies:

Explain formal style of writing and distribute samples for students practice and guide.

Learning Strategies:

Students explore and create statements that depict formal style.

Recommended Resources:

- Successful Writing, Essentials of writing 1

Suggested Resources:

- STEPS

Unit 2: Production and Distribution of Writing

Content Standard 10.2.4: Students will be able to produce clear and coherent writing in which the development, organisation, and style are appropriate to task, purpose and audience.

Benchmark 10.2.4.1: Provide a concluding statement or section that follows from the information or explanation.

Topic: Argumentative essay – Conclusion

Text Types: Newspaper editorials, newspaper commentaries, argumentative essays.

Essential Knowledge, Skills, Values, Attitudes (KSVA):

| Knowledge | Logical Processes | Skills | Values | Attitudes |
|------------|-------------------|----------------------|-------------|------------|
| Conclusion | Logical reasoning | Writing a conclusion | Open-minded | Optimistic |

Learning Objectives: Students will be able to:

- i. Study concluding statements in the samples.
- ii. Write appropriate statements that depict conclusion of an argumentative text or essay.

Content Background:

Most writers' positions on the topics, issues or cases are seeing in every conclusion, therefore, choosing right words and using right grammar are essential in writing conclusions. Conclusion must reflect the introduction and the body of the essays.

Teaching Strategies:

Provide a list of suitable vocabulary to students to use in creating concluding statements. Give ample to time to students to explore texts.

Learning Strategies:

Students explore and list vocabulary items that depict formal style.

Recommended Resources:

- Successful Writing, Essentials of writing 1

Suggested Resources:

- STEPS

Unit 2: Production and Distribution of Writing

Content Standard 10.2.4: Students will be able to produce clear and coherent writing in which the development, organisation, and style are appropriate to task, purpose and audience.

Benchmark 10.2.4.2: Produce writing in which the development, organisation and style are appropriate to task, purpose and audience.

Topic: Writing rubrics – Paragraph development

Text Types: Newspaper editorials, newspaper commentaries, argumentative essays.

Essential Knowledge, Skills, Values, Attitudes (KSVA):

| Knowledge | Logical Processes | Skills | Values | Attitudes |
|-----------------------|-------------------|------------------------|-------------|-----------|
| Paragraph development | Logical reasoning | Developing a paragraph | Rationality | Critical |

Learning Objectives: Students will be able to:

- i. Apply paragraph development rubrics for clarity and coherence.
- ii. Write short paragraphs for narrative and argumentative texts.

Content Background:

What makes a good paragraph?

- One main idea
- Topic sentence (statement of your idea)
- Supporting sentences (development of your idea)
- Unity
- Concluding sentence

Teaching Strategies:

Explain the components - main ideas, supporting ideas and examples and instruct students to use samples to practise writing.

Learning Strategies:

Students write examples of components to develop paragraphs.

Recommended Resources:

- Successful Writing, Essentials of writing 1

Suggested Resources:

- STEPS

Unit 2: Production and Distribution of Writing

Content Standard 10.2.4: Students will be able to produce clear and coherent writing in which the development, organisation, and style are appropriate to task, purpose and audience.

Benchmark 10.2.4.3: Use a writing process to develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting or trying a most significant for a specific purpose and audience.

Topic 2: Writing a Final Draft

Text Types: Recounts, reviews, literary essays.

Essential Knowledge, Skills, Values, Attitudes (KSVA):

| Knowledge | Logical Processes | Skills | Values | Attitudes |
|-------------|-------------------|---------------|------------|----------------------|
| Final Draft | Logical reasoning | Essay writing | Creativity | With desire to learn |

Learning Objective: Students will be able to:

- i. Write a final draft employing effective paragraph development techniques, style, tone, and appropriate grammar and vocabulary usage.

Content Background:

Final Draft contains revised and amended texts.

Teaching Strategies:

Revise the stages of writing and provide material for students do final drafts.

Learning Strategies:

Students write final drafts of the texts or essays.

Recommended Resources:

- Successful Writing, Essentials of writing 1

Suggested Resources:

- STEPS

Unit 2: Production and Distribution of Writing

Content Standard 10.2.5: Students will be able to use a writing process to develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting or trying a new approach.

Benchmark 10.2.5.1: Students will be able to demonstrate competence in writing, using correct grammatical and mechanical conventions of composition appropriate to the purpose for writing. (For example, students will be able to write well-organised and correct research reports, persuasive texts, descriptions and letters that meet their purpose.)

Topic 1: Writing Process - Parts of Essay

Text Types Newspaper editorials, newspaper commentaries, essays.

Essential Knowledge, Skills, Values, Attitudes (KSVA):

| Knowledge | Logical Processes | Skills | Values | Attitudes |
|----------------|--------------------------------------|---------------|-------------|-------------|
| Parts of Essay | Creative design Logical reasoning | Essay writing | Rationality | Open-minded |

Learning Objectives: Students will be able to:

- Study parts of essay and take note of writers' perspectives and language styles.
- Apply writing processes to address intended audience choosing appropriate grammar and vocabulary.

Content Background:

Writing Process

1. Introduction, Body, Conclusion
2. Paragraphing – Introduction, Topic Sentence, Main Idea, Supporting Details, Examples, Conclusion
3. Grammar and Vocabulary

Teaching Strategies:

Distribute materials evenly amongst students for writing their drafts. Teacher evaluates and provide feedback to students on their achievements levels.

Learning Strategies:

Students study process of writing, comment on writers' perspectives and use the techniques to expand on their writing.

Recommended Resources:

- Successful Writing, Essentials of writing 1

Suggested Resources:

- STEPS

Unit 2: Production and Distribution of Writing

Content Standard 10.2.5: Students will be able to use a writing process to develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting or trying a new approach.

Benchmark 10.2.5.2: Use reference materials to research and report. (For example, students will be able to use dictionaries, encyclopaedia, newspapers, thesauruses, computers and the internets.)

Topic 2: Writing Process – Referencing

Text Types: Newspaper editorials, newspaper commentaries, essays

Essential Knowledge, Skills, Values, Attitudes (KSVA):

| Knowledge | Logical Processes | Skills | Values | Attitudes |
|-------------|-------------------|-------------|-------------|-----------|
| Referencing | Creative design | Note-taking | Rationality | Creative |

Learning Objectives: Students will be able to:

- i. Take notes from various reference materials;
- ii. Write reports.
- iii. Analyse or critique reports.

Content Background:

Reference: reference books and other print and digital sources

Report: Contains key elements of report writing

Teaching Strategies:

Provide topics and distribute reference books, resource books, digital sources and instruct them to apply research skills to extract target information. Teacher also provide research guidelines for students to follow.

Learning Strategies:

Students organise themselves and carry out research on various topics.

Recommended Resources:

- Reference books, Internet websites, e-library books

Suggested Resources:

- STEPS

Unit 2: Production and Distribution of Writing

Content Standard 10.2.6: Students will be able to use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link other information and to display information flexibly and dynamically.

Benchmark 10.2.6.1: Use technology, including the internet to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and comfortably.

Topic: Publishing writing products

Text Types: Reports, workplace documents, formal letters

Essential Knowledge, Skills, Values, Attitudes (KSVA):

| Knowledge | Logical Processes | Skills | Values | Attitudes |
|----------------|-------------------|------------|------------|-------------|
| How to publish | Creative design | Publishing | Creativity | Open-minded |

Learning Objectives: Students will be able to:

- i. Write essays, reports, formal letters.
- ii. Fill in applications.
- iii. Use e-mailing systems and other digital modes of sharing to publish, post or share.

Content Background:

Publishing writing products can be understood as sharing a finished final text draft by using different media outlets to share. For example, a document compilation, E-mailing posting, whatsapp, power-point presentations

Teaching Strategies:

Distribute enough material for students work and provide procedures for publishing writing products.

Learning Strategies:

Students will write various texts and use various publishing outlets to share information or texts or ideas.

Recommended Resources:

- Successful Writing, Essentials of writing 1

Suggested Resources:

- STEPS

Unit 2: Production and Distribution of Writing

Content Standard 10.2.7: Students will be able to conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

Benchmark 10.2.7.1: Analyse how an author draws on, and transforms source material in a specific work (e.g. how Shakespeare treats a theme or topic from the Bible or how an author draws on a play by Shakespeare).

Topic: Analysis of source material

Text Types: Literary texts, short stories, recounts, reflections, reviews

Essential Knowledge, Skills, Values, Attitudes (KSVA):

| Knowledge | Logical Processes | Skills | Values | Attitudes |
|------------|--------------------------------------|---------------------|----------|-------------|
| Portfolios | Problem-solving Logical reasoning | Creating portfolios | Creative | Open-minded |

Learning Objective: Students will be able to:

- i. Use various literature to analyse how an author draws on, and transforms source material in a specific work.

Content Background:

Critically Analysing Information Sources

Appraise a source (a book, article, etc) by first examining the bibliographic citation. Bibliographic citation is the written description of a book, journal article, essay, or other published materials that appear in a catalogue index. Bibliographic citation 3 main components; author, title, and publication information. These components will help you identify the usefulness of the source for your paper.

Mentor text is pieces of literature that one can return to and reread for many different purposes. They are texts to be studied and imitated. A mentor text can be a poem, a newspaper article, song lyrics, comic strips, essays, and almost anything.

Teaching Strategies:

Distribute a list of topics for students to write for their portfolios and teacher evaluates and provide feedbacks.

Learning Strategies:

Students write several literary and narrative essays or texts for their portfolios.

Recommended Resources:

- Successful Writing, Essentials of writing 1

Suggested Resources:

- STEPS
- Cornell University Library, 2020, Critically Analysing Information Sources, [Olinuris,library.cornell.edu/content/critically-analysing-information-sources](https://library.cornell.edu/content/critically-analysing-information-sources)

Unit 3: Research to Build and Present Knowledge

Content Standard 10.2.7: Students will be able to conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

Benchmark 10.2.7.2: Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

Topic: Note – Taking - Validating information

Text Types: Exposition, Reports, Feature articles, Commentary, informative texts

Essential Knowledge, Skills, Values, Attitudes (KSVA):

| Knowledge | Logical Processes | Skills | Values | Attitudes |
|-----------------------|------------------------|------------------------|-------------|-----------|
| Validated information | Validating information | Validating information | Rationality | Critical |

Learning Objective: Students will be able to:

- i. Validate information or text by writing down relevant, accurate and authentic information.

Content Background:

Validating Information. ... Prior to the exchange of **information**, a basic and important element of good communication is the confirmation and **validation** of facts that will be conveyed. To **validate** data, appropriate tests need to be run, such as running the data through business cases, usability testing, and case models.

Teaching Strategies:

Distribute enough materials to the students to compile survey reports.

Learning Strategies:

Students compile survey reports and present reports using various forms such as power-point presentation, e-mailing, facebook, whatsapp, student forums, profile folders,

Recommended Resources:

- Successful Writing, Essentials of writing 1

Suggested Resources:

- STEPS

Unit 3: Research to Build and Present Knowledge

Content Standard 10.2.8: Students will be able to gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

Benchmark 10.2.8.1: Collect and analyse relevant information from multiple authoritative print and digital sources.

Topic 1: Research – Synthesizing information

Text Types: Policy texts, academic journals, governmental publications (Vision 2050)

Essential Knowledge, Skills, Values, Attitudes (KSVA):

| Knowledge | Logical Processes | Skills | Values | Attitudes |
|--------------------------|-------------------|-----------|-------------------|-----------|
| Confidential information | Analysing | Analysing | Critical thinking | Critical |

Learning Objectives: Students will be able to:

- i. Select high profile texts.
- ii. Study how information is presented.
- iii. Develop responsible attitude in searching for confidential information in print sources and digital sources (such as internet, e-books).

Content Background:

Researching is an important skill used to explore, investigate or inquire to elicit information, data or facts to confirm, verify, validate or acquire knowledge about a subject individual or corporate interest.

Teaching Strategies:

Identify topics and engage students to carry out responsible and diplomatic researching of information.

Learning Strategies:

Students select topics and formulate research formats and conduct research activities and analyse information collected.

Recommended Resources:

Successful Writing, Essentials of writing 1

Suggested Resources:

STEPS

Unit 3: Research to Build and Present Knowledge

Content Standard 10.2.8: Students will be able to gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

Benchmark 10.2.8.2: Use advanced searches effectively; assess the usefulness of each source in answering the research question, integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

Topic: Writing research report

Text Types: Business Journals/Magazines, newspaper articles, essays, visual texts, graphical texts.

Essential Knowledge, Skills, Values, Attitudes (KSVA):

| Knowledge | Logical Processes | Skills | Values | Attitudes |
|-----------------|-------------------|----------------|-------------|-----------|
| Research report | Report writing | Report writing | Rationality | Critical |

Learning Objective: Students will be able to:

- i. Write a research report using information collected.

Content Background:

Research Report

A research report is text containing information and data collected and analysed; set out following a certain format to convey a message or knowledge.

Teaching Strategies:

Provide materials and resources necessary for compiling reports. And evaluate and provide feedback on students writing production.

Learning Strategies:

Students use validated information to compile reports and publish in various forms of their choices.

Recommended Resources:

- Successful Writing, Essentials of writing 1

Suggested Resources:

- STEPS

Unit 3: Research to Build and Present Knowledge

Content Standard 10.2.9: Students will be able to draw evidence from literal or informational texts to support analysis, reflection and research.

Benchmark 10.2.9.1: Develop organisational writing patterns to inform or persuade an audience.

Topic: Research for evidence

Text Types: Newspaper editorials, newspaper commentaries, essays

Essential Knowledge, Skills, Values, Attitudes (KSVA):

| Knowledge | Logical Processes | Skills | Values | Attitudes |
|------------------|-------------------|-----------------------------|-------------|-----------|
| Writing patterns | Research writing | Developing writing patterns | Rationality | Creative |

Learning Objectives: Students will be able to:

- i. Research and gather evidence from variety of print and electronic sources.
- ii. Note down information gathered.
- iii. Use evidence to support topic or other text production.

Content Background:

Gathering information is a technique employed to elicit information in the forms of factual information, data, facts, figures, evidences, experiences etc... gathering information is essential to knowledge building. Research techniques are employed to collect information or data.

Teaching Strategies:

Provide instructions and guides to students for the research activities and allocate enough materials to aid their research.

Learning Strategies:

Students choose topics, develop research methods and conduct research on given topics.

Recommended Resources:

- Successful Writing, Essentials of writing 1

Suggested Resources:

- STEPS

Unit 4: Range of Reading and Level of Text Complexity

Content Standard 10.2.10: Students will be able to write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes and audience.

Benchmark: 10.2.10.1: Gather information from a variety of sources; analyse and evaluate the quality and relevance of the source; and use it to answer complex questions.

Topic 1: Research – Validating argumentative statements

Text Types: Newspaper editorials, newspaper commentaries, essays

Essential Knowledge, Skills, Values, Attitudes (KSVA):

| Knowledge | Logical Processes | Skills | Values | Attitudes |
|---------------------|-------------------|-----------------------|-------------|-----------|
| Validated arguments | Research writing | Critiquing statements | Rationality | Critical |

Learning Objectives: Students will be able to:

- i. Write a research essay.
- ii. Carry out research.
- iii. Collect information validate argumentative statements contained within a text and decide whether it has a valid reason or fallacious (invalid) reason.

Content Background:

How To validate Statements

1. Check source, date of publication, institution, legitimacy of organisation
2. Check authors qualifications, popularity, experience, other professional background

Teaching Strategies:

1. Review on different types of texts or writings and their purposes.
2. Identify and explain grammar, vocabulary choices and styles.
3. Evaluate and provide feedbacks on students' productions.

Learning Strategies:

1. Understand the different types of writings or texts types and their purposes.
2. Identify, choose topics, questions and write texts or essays.
3. Create a person portfolios containing different types of texts or writings.
4. Submit for assessments or publishing.

Recommended Resources:

- Successful Writing, Essentials of writing 1

Suggested Resources:

- STEPS

Unit 4: Range of Reading and Level of Text Complexity

Content Standard 10: Students will be able to write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes and audience.

Benchmark 10.2.10.2: Compose literary and narrative texts that incorporate a range of stylistic devices which demonstrate knowledge of genre features.

Topic 2: Writing portfolios

Text Types: Newspaper editorials, newspaper commentaries, essays

Essential Knowledge, Skills, Values, Attitudes (KSVA):

| Knowledge | Logical Processes | Skills | Values | Attitudes |
|-----------|-------------------|----------------------|----------|-------------|
| Portfolio | Research writing | Composing narratives | Creative | Open minded |

Learning Objective: Students will be able to:

- i. Write literary, narrative and persuasive texts to create individual or group portfolios.

Content Background:

A compilation of various texts or texts types constitute a portfolio. A portfolio can have basic information such as; Title of portfolio, brief description, table of content

Teaching Strategies:

Distribute materials and resources for students to create their portfolios. Evaluate progress and provide feedback on the writing productions.

Learning Strategies:

Students identify topics and write different text types to create their portfolios.

Recommended Resources:

- Successful Writing, Essentials of writing 1

Suggested Resources:

- STEPS

Strand 3: Listening

Strand 3 consists of five units:

1. Oral Instructions Comprehension
2. Identify Main Ideas and Supporting Details of Spoken Text
3. Determine Speaker Attitude and Point of View
4. Comprehend the Meaning of Oral Academic and/or Specialized Vocabulary
5. Making Inferences and Predictions.

| Unit | Topic |
|--|--|
| 1. Oral Instructions Comprehension | <ul style="list-style-type: none"> • Active listening • Multi-step directions • Listening and comprehending: Song lyrics |
| 2. Identify main ideas and Supporting Details of Spoken text | <ul style="list-style-type: none"> • Listening for details • Main idea-Simple expository information • Main idea-Simple oral presentation |
| 3. Determine Speaker Attitude and Point of View | <ul style="list-style-type: none"> • Non-verbal communication- Body language • Analysing non-verbal communication |
| 4. Comprehend the Meaning of Oral Academic and/or Specialized Vocabulary | <ul style="list-style-type: none"> • Specialized vocabulary • Literal meanings • Cognates • Figurative meanings |
| 5. Making Inferences and Predictions | <ul style="list-style-type: none"> • Simple predictions –Spoken material • Predictions-Extended material • Inferences |

Unit of Work

Unit of work outlines the topics, Text-types to be used, essential KSAVs to be achieved and the learning objectives that will work towards achieving the essential KSAVs for each benchmark. It basically presents what the teacher is expected to teach per the set standard. Teachers are advised to use the learning objectives to create lesson topics and lesson objectives in preparing lessons. Brief content background of each topic is provided to aid teacher's lesson preparation.

Unit 1: Oral Instructions Comprehension

Content Standard 10.3.1: Students will be able to develop the English Listening skills required both for academic achievement and for communication in socially and culturally appropriate ways.

Benchmark 10.3.1.1: Engage in small and large group discussions which rely on active listening and effective contribution of all participants.

Topic: Active listening

Text Types: Current issues

Essential Knowledge, Skills, Values, Attitudes:

| Knowledge | Logical Processes | Skills | Values | Attitudes |
|----------------|-------------------|------------|-------------------|----------------------------|
| Current issues | Critical | Evaluating | Truth/Sensitivity | Optimistic/ open-minded |

Learning Objectives: Students will be able to:

- Discuss at length a current socio-economic issue affecting the society.
- Listen and interpret information discussed within the group.
- Participate and contribute effectively with appropriate support.
- Criticize information presented in oral discussions.

Content Background:

Discussing issues require active listening and critical analysis of information.

Socio-economic issues may be religious, political, economic, educational, etc.

Active listening involves giving the other person time to explore their thoughts and feelings, they should, therefore, be given adequate time for that. Active listening not only means focusing fully on the speaker but also actively showing verbal and non-verbal signs of listening.

Active listening is the practice of completely focusing on listening with a series of techniques designed to keep your mind from drifting off. It is common for people to day dream or allow their mind to go off on a tangent while someone is speaking. People tend to try to multitask when listening. For example, people may think about what they will say next as opposed to listening. Active listening seeks to engage your mind in listening without focusing on anything else. The following are examples of active listening techniques.

Reflecting Listening

Showing that you understand what has been said by repeating key points back or asking questions that are useful to the conversation.

Emotional Intelligence

Thinking about the emotion behind words. For example, a co-worker may be complaining about her boss because she feels unappreciated.

Social Intelligence

A broad category of interpretation that includes understanding motivations, social situations, subtleties and humour. In many cases, people communicate to achieve a social goal such as establishing status or building rapport as opposed to communicating information.

Informational Listening

Listening with intent to understand.

Visualising

Visualising what the speaker is communicating.

Body Language

Paying attention to body language, both yours and the person who is speaking. For example, maintaining eye contact.

Patience

Allowing the person to speak at some length with patience. It is common for people to listen for a spot to interject as opposed to listening to what is being said.

Teaching Strategies:

Highlight socio-economic issues of the society.
Get students into groups to discuss.

Learning Strategy:

Brainstorm socio-economic issues. Select one and discuss. Present feedback.

Relevant Resources:

- Current socio-economic issues

Suggested Resources:

- Morin, 2020, How to Practice Active Listening, <http://verywellmind.com/what-is-active-listening-3024343>

Unit 1: Oral Instructions Comprehension

Content Standard 10.3.1: Students will be able to develop the English Listening skills required both for academic achievement and for communication in socially and culturally appropriate ways.

Benchmark 10.3.1.2: Follow multi-step directions, with repetition or rephrasing, within a familiar context or with visual support.

Topic: Procedures

Text Types: Oral message

Essential Knowledge, Skills, Values, Attitudes:

| Knowledge | Logical Processes | Skills | Values | Attitudes |
|------------|-------------------|-----------|------------|-----------|
| Procedures | Reasoning | Modelling | Creativity | Confident |

Learning Objectives: Students will be able to:

- Listen to oral procedures and follow directions within a familiar context or with visual support.
- Analyze a method and/or procedure of how something is done.
- Develop and construct the solution of the procedure that can be culturally and socially accepted.

Content Background:

Procedure

Definition of multistep: involving two or more distinct steps or stages. Strategy games like chess and monopoly are great practice for making decisions and thinking through multistep problems.

How do you improve following instructions?

- Listen carefully to the instructions. Remind students that they should think about what is being said.
- Ask questions about anything you don't understand. Teach students asking for help or Asking a Question.
- Repeat the instructions to the person (or to yourself).
- Follow the instructions.

Teaching Strategies:

Read out instruction or procedure of how a thing is done.

Learning Strategy:

Listen and follow the procedure outlined.

Relevant Resources:

- www.researchpress.com

Suggested Resources:

- Create and Communicate Book 4

Unit 1: Oral Instructions Comprehension

Content Standard 10.3.1: Students will be able to develop the English Listening skills required both for academic achievement and for communication in socially and culturally appropriate ways.

Benchmark 10.3.1.3: Listen critically to comprehend a speaker's message which requires mental and physical strategies to direct and maintain attention.

Topic: Listening and comprehending: Song lyrics

Text Types: Oral message (Song)

Essential Knowledge, Skills, Values, Attitudes:

| Knowledge | Logical Processes | Skills | Values | Attitudes |
|---------------|-------------------|-----------|---------------|-------------|
| Comprehension | Reasoning | Listening | Individuality | Open-minded |

Learning Objectives: Students will be able to:

- i. Listen critically to a speaker's message in the song.
- ii. Comprehend a speaker's message which requires mental and physical strategies to direct and maintain attention.
- iii. Analyze the speaker's message with limited support.

Content Background:

Music is part of our everyday lives. We can sing or play various instruments. Song lyrics are like poems or thoughts put to music. Some song lyrics are literary texts belonging to the genre of **narrative**, because they tell a story. Their purpose is to entertain, create, stimulate emotions, motivate, guide and teach. Others are more like **reflections** on emotions and feelings. They belong more to the literary text genre of **literary description**. Their purpose is to describe in literary terms natural, physical, cultural and individual phenomena.

Teaching Strategies:

Provide song lyrics. Play a song. Allow students to sing along.

Learning Strategy:

Listen to song and sing along. Comprehend and analyse the messages in the song.

Relevant Resources:

- Outcome Edition for PNG, English Grade 10, Susan Baing.

Suggested Resources:

- Create and Communicate Book 4

Unit 2: Identify Main Ideas and Supporting Details of Spoken Text

Content Standard 10.3.2: Students will be able to identify main ideas and supporting details of spoken languages.

Benchmark 10.3.2.1: Identify details of brief, routine messages in familiar context.

Topic: Listening for details

Text Types: Speech, lectures, media - news, conversation

Essential Knowledge, Skills, Values, Attitudes:

| Knowledge | Logical Processes | Skills | Values | Attitudes |
|-----------|-------------------|--------------------------|---------------------|------------------------------|
| Details | Reflection | Listening Identifying | Courage Openness | Cooperation Participatory |

Learning Objectives: Students will be able to:

- i. Listen for details in a spoken text.
- ii. Identify details of brief, routine messages in familiar context.
- iii. Establish the overall theme expressed in the text.

Content Background:

Listening Skills Guide:

Listening in a foreign language is a complex process. Students have to be able to understand the main idea of what is said as well as specific details. They may need to check any predictions they have made, and understand the speaker's meaning, emotions and opinions.

Some of the main skills students need to learn about listening skills involve:

- Listening for the main idea – students listen to identify the overall ideas expressed in the text.
- Listening for details – students listen to groups of words and phrases at sentence level.
- Listening for specific information – students listen for particular information at word level.
- Predicting – students try to guess key information contained in the text.
- Inferring meaning – students listen to identify the difference between what the speaker says and what he actually means.
- Identifying emotion – students listen to identify the mood of certain speakers.
- Listening for opinions – students listen to identify the attitude of certain speakers.
- Inferring relationships – students listen to identify who the people are in the text and what the relationship is between them.
- Recognizing context – students listen to aural and contextual clues to identify where the conversation takes place, who is speaking, etc.

Teaching Strategy:

Play a recorded speech in class and ask students to identify the main idea of a text through active listening.

Learning Strategy:

- Students learn by listening to a recorded text or speech to identify and discuss details found in the text.

Relevant Resources:

- Martin Luther's speech: *"I have a Dream"*

Suggested Resources:

- Create and Communicate Book 4

Unit 2: Identify Main Ideas and Supporting Details of Spoken Text

Content Standard 10.3.2: Students will be able to identify main ideas and supporting details of spoken languages.

Benchmark 10.3.2.2: Demonstrate the main idea of simple expository information presented orally.

Topic: Main idea - Simple expository information

Text types: Speech, lectures, media -news, conversation

Essential Knowledge, Skills, Values, Attitudes:

| Knowledge | Logical Processes | Skills | Values | Attitudes |
|---|-------------------|--|---------------------|------------------------------|
| Main idea - simple expository information | Interpretation | Identifying Analyzing Interpreting | Courage Openness | Participatory Cooperation |

Learning Objectives: Students will be able to:

- i. Listen to a simple expository text.
- ii. Establish the main idea and supporting details of the text.
- iii. Analyse the main idea expressed in the text.

Content Background:

Identifying Main Idea(s)

The main purpose of an expository text is to give information about a topic. It may explain ideas, give directions, or show how to do something. An expository text uses transition words (such as first, second). These words help guide the reader through the explanation.

Simple expository texts present:

- facts
- reasons,
- examples
- definitions
- contrasts and
- pertinent details.

They are most important because they sell the main idea.

Teaching Strategy:

Read an oral text aloud in class and ask students to identify the main idea of a text through oral interpretation.

Learning Strategy:

Students learn by listening to an oral text to identify and discuss details found in the text.

Relevant Resources:

- www.cuesta.edu

Suggested Resources:

- Create and Communicate Book 4

Unit 2: Identify Main Ideas and Supporting Details of Spoken Text

Content Standard 10.3.2: Students will be able to identify main ideas and supporting details of spoken languages.

Benchmark 10.3.2.3: Analyze the main idea of a simple oral presentations via radio, video, television and other media.

Topic: Main idea-simple oral presentation

Text types: Radio, video, television and other media

Essential Knowledge, Skills, Values, Attitudes:

| Knowledge | Logical Processes | Skills | Values | Attitudes |
|--------------------------------------|---------------------------------|-------------------------|---------------------|---|
| Main Idea – Simple Oral presentation | Logical reasoning Reflection | Analyzing Sequencing | Courage Openness | Participatory Confident Cooperation |

Learning Objectives: Students will be able to:

- i. Listen attentively to simple oral presentations.
- ii. Use the supporting details to identify the main idea.
- iii. Analyze the main idea as portrayed in the oral presentation.

Content Background:

Listening Comprehension is the precursor to reading comprehension, so it is an important skill to develop. Listening comprehension isn't just hearing what is said-it is the ability to understand the words and relate to them in some way.

For example, when you hear a story read aloud, good listening comprehension skills enable you to understand the story, remember it, discuss it, and even retell it in your own words. You use these same comprehension skills when you read.

Listening comprehension encompasses the multiple processes involved in understanding and making sense of spoken language. These include recognizing speech sounds, understanding the meaning of individual words, and/or understanding the syntax of sentences in which they are presented.

Tips to improve your listening Comprehension

1. Choose comprehensible input.
2. Listen to what you enjoy.
3. Focus on the big picture, not small details.
4. Listen and re-listen at different speeds.
5. Learn actively by taking notes.
6. Vary your listening routine
7. Be patient.

Teaching Strategies:

Provide record text on radio and television that can be played in the classroom.

Learning Strategy:

Practice listening at both slow, moderate, and fast speeds. Take notes while listening to improve comprehension and retain vocabulary.

Relevant Resources:

- Recorded types of text
- www.lucalampariello.com

Suggested Resources:

- Radio, TV, Laptop, projector.

Unit 3: Determine Speaker Attitude and Point of View

Content Standard 10.3.3: Students will be able to develop the English listening skills required both for academic achievement and communication in socially and culturally appropriate ways and determine speaker attitude and point of view.

Benchmark 10.3.3.1: Identify and/or describe a range of speakers' attitudes, moods or emotions in extended oral messages by reading body language and/or tone and voice quality, with limited support.

Topic: Non-verbal communication - Body language

Text Types: Extended oral messages, play, scripts

Essential Knowledge, Skills, Values, Attitudes:

| Knowledge | Logical Processes | Skills | Values | Attitudes |
|------------------|-------------------|--------------------------------|--------------------|--------------|
| Characterization | Reasoning | Analysing Making inferences | Sense of belonging | Appreciative |

Learning Objectives: Students will be able to:

- Listen attentively to the speaker and view or observe the non-verbal signals.
- Recognize the body language displayed and explain in relation to the speaker's attitude, mood or emotion, with limited support.
- Analyse and illustrate how the body language reveal the speaker's attitude, mood or emotion with limited support.

Content Background:

If you want to find the truth, do not listen to the words coming to you.
Rather see the body language of the speaker. It speaks the facts not audible. –Bhavesh Chhatbar

How to read body language

- Study the eyes-eye behaviour can be very telling.
- Gaze at the face-although people are more likely to control their facial expression, you can still pick up on important non-verbal cues if you pay close attention.
- Pay attention to proximity-the distance between you and the other person.
- See if the other person is mirroring you-mimicking the other person's body language.
- Observe the head movement-The speed at which a person nods their head when you are speaking indicates their patience – or lack of. E.g: Slow nodding indicates that the person is interested in what you are saying.
- Look at the other person's feet.
- Watch for hand signals.
- Examine the position of the arms.

Teaching Strategies:

Read out the oral message from a selected genre or play an extract from a video or invite a presenter.

Learning Strategy:

- Listen to presenter/character, recognize body languages and analyse.

Relevant Resources:

- <https://fremont.edu>>how to read body language

Suggested Resources:

- Create and Communicate Book 4

Unit 3: Determine Speaker Attitude and Point of View

Content Standard 10.3.3: Students will be able to develop the English listening skills required both for academic achievement and communication in socially and culturally appropriate ways and determine speaker attitude and point of view.

Benchmark 10.3.3.2: Describe, compare and contrast a range of speaker's attitudes, moods or emotions in extended oral messages by reading body language and /or tone and voice quality.

Topic: Analysing non-verbal communication

Text Types: play, script

Essential Knowledge, Skills, Values, Attitudes:

| Knowledge | Logical Processes | Skills | Values | Attitudes |
|------------------------------------|-------------------|---|-------------|-------------|
| Analysing Non-verbal communication | Logical Reasoning | Comparing and Contrasting Describing | Rationality | Open-minded |

Learning Objectives: Students will be able to:

- Identify a range of speakers' attitudes, moods or emotions in oral message by reading body language.
- Discuss similarities and differences of speakers' attitudes, moods or emotions in extended oral messages by reading body language.
- Analyse attitudes, moods or emotions of the speakers' and intention expressed through the body language.
- Examine alternative viewpoints in oral message explicitly.

Content Background:

Body language refers to the nonverbal signals that we use to communicate. According to experts, these nonverbal signals make up a huge part of daily communication. From our facial expressions to our body movements, the things we don't say can still convey volumes of information. Understanding body language is important, but it is also essential to pay attention to other cues such as context. In many cases you should look at signals as a group rather than focusing on a single action.

Here's what to look for when you're trying to interpret body language.

- Facial expressions (express emotions, happiness, anger, fear, disgust, etc)
- The eyes (reveal a great deal about what the person is feeling or thinking)
- The Mouth (mouth expressions and movement can be essential in reading body language. E.g: Pursued lips, indicator of distaste, disapproval, or distrust)
- Gestures (direct and obvious body language signals)
- Posture (how we hold our bodies can serve as important part of body language)
- Personal space (intimate distance, personal distance, social and public distance)

Teaching Strategies:

Play a drama or presentation video for the students to view and analyse the nonverbal communication portrayed by the speaker.

Learning Strategy:

Compare, contrast and analyse the speaker's' attitudes, moods and emotions by reading body language.

Relevant Resources:

- www.verywellmind.com

Suggested Resources:

- Create and Communicate Book 4

Unit 4: Comprehend the Meaning of Oral Academic and/or Specialised Vocabulary

Content Standard 10.3.4: Students will be able to comprehend meaning of academic and/or specialized vocabulary when spoken.

Benchmark 10.3.4.1: Comprehend specialized vocabulary in a variety of contexts, with support.

Topic: Specialized vocabulary II

Text Types: Reports (newspaper articles, scientific reports)

Essential Knowledge, Skills, Values, Attitudes:

| Knowledge | Logical Processes | Skills | Values | Attitudes |
|------------------------|--------------------------------------|----------------------------|----------------------|--------------------------|
| Specialized vocabulary | Logical reasoning Decision-making | Listening Comprehending | Truth Self-esteem | Confident Sociability |

Learning Objectives: Students will be able to:

- i. Define specialized vocabulary.
- ii. Make a list of specialized vocabulary.
- iii. Identify specialized vocabulary spoken in familiar, routine and/or social contexts.
- iv. Determine the meaning of words and phrases spoken in in a variety of contexts, with support.

Content Background:

Specialized Vocabulary – Specialized Vocabulary refers to words and phrases that express specialized concepts by means of specialized vocabulary, professional terms, technical terms, jargon etc. Each of the professions, trade or field has its specialized vocabulary specific to that profession of trade.

- In order to manage all types of lexical cohesion in academic writing, especially synonym and taxonomy, you need specialist of technical vocabulary of two kinds:
 1. Academic Research Vocabulary
All academic writing requires specialised/technical vocabulary related to academic research which is common to most academic disciplines. Example, equate, contrast, examine, query, rationale, analysis.
 2. Discipline Specific Vocabulary
All academic writing requires specialised/technical vocabulary related to the particular specific disciplinary field. Example, ‘locus of control’ in sociology or ‘resource allocation’ in commerce.

Teaching Strategies:

Provide a list of frequently used grade 10 academic vocabulary and read aloud a text to students to comprehend the meaning of words and phrases as used in the text.

Learning Strategy:

Recognize and comprehend the meaning of each of the words as they are used in an oral text.

Relevant Resources:

- List of specialized vocabulary
- Reports (newspaper articles, scientific reports)
- Oxford Advanced Learner's Dictionary

Suggested Resources:

- Create and Communicate Book 4

Unit 4: Comprehend the Meaning of Oral Academic and/or Specialised Vocabulary

Content Standard 10.3.4: Students will be able to comprehend meaning of academic and/or specialized vocabulary when spoken.

Benchmark 10.3.4.2: Identify the literal meaning of words, with support.

Topic: Literal meanings

Text Types: Narrative (short story, poem, song lyrics)

Essential Knowledge, Skills, Values, Attitudes:

| Knowledge | Logical Processes | Skills | Values | Attitudes |
|------------------|--------------------------------------|------------------------------|-------------------------|----------------------------------|
| Literal meanings | Problem-solving Logical-reasoning | Identifying Comprehending | Rationality Openness | Diligent With desire to learn |

Learning Objectives: Students will be able to:

- Explain what literal meaning means in English as compared to figurative meaning.
- Identify the literal meaning of words and provide examples.
- Determine the literal meaning of words as they are used in a spoken text, with support.

Content Background:

Literal meaning – The literal meaning of a word refers to its original meaning, basic meaning, not figurative or metaphorical. Literal language means exactly what it says, while figurative language uses similes, metaphors, hyperbole, and personification to describe something different.

Example: The literal meaning of “know your ropes” is “*to know a lot about ropes,*” while figuratively it means “**to know a lot about how to do something.**”

Teaching Strategies:

Explain what literal meaning means in English and provide a list of words and their literal meanings for students to study. Read aloud text to students and ask students to identify the literal meanings of words and phrases as they are used in the text.

Learning Strategy:

Listen attentively to a spoken text.

Study the meaning of words and phrases on the list.

Identify the words on the list and define the meaning of each of the words.

Relevant Resources:

- List of words and their literal meanings.
- Narrative (short story, poem, song lyrics)

Suggested Resources:

- Create and Communicate Book 4

Unit 4: Comprehend the Meaning of Oral Academic and/or Specialised Vocabulary

Content Standard 10.3.4: Students will be able to comprehend meaning of academic and/or specialized vocabulary when spoken.

Benchmark 10.3.4.3: Use knowledge of cognates to comprehend new vocabulary, with extensive support.

Topic: Cognates

Text Types: Narrative (short story, poem, song lyrics)

Essential Knowledge, Skills, Values, Attitudes:

| Knowledge | Logical Processes | Skills | Values | Attitudes |
|-----------|---------------------------------|---------------------------|---------------------------|-----------------------------|
| Cognates | Logical-reasoning Reflection | Comprehending Relating | Empowerment Patriotism | Appreciative Responsible |

Lesson Objectives: Students will be able to:

- Explain what a cognate is.
- Provide examples of cognates between English and other common languages. Look up each associated word and explain the meaning of each word, providing examples.
- Determine the meaning of new vocabulary using knowledge of cognates, with extensive support.

Content Background:

Cognates are words in two languages that share a similar meaning, spelling, and pronunciation. Cognates are words that have a common etymological origin. Cognates are often inherited from a shared parent language, but they may also involve borrowings from other languages.

Cognates are words that have a common origin (source). They may happen in a language or in a group of languages. Example: 'composite', 'composition' and 'compost' are cognates in the English language, derived from the same root in Latin 'componere' meaning 'to put together'

Some words may sound similar, but don't come from the same root; these are called **false cognates**.

Example: Spanish and English cognates – *adult/adulto banana/banana fruit/ fruta restaurant/restaurant*.

Teaching Strategies:

Define cognates and discuss examples of cognates between English and other common languages. Read a short story and ask students to use knowledge of cognates to comprehend meaning of new vocabulary.

Learning Strategy:

Define cognates and use knowledge of cognates to comprehend meaning of words as they are used in an oral text.

Relevant Resources:

- List of common cognates in English and other major languages.
- Narrative (short story, poem, song lyrics)
- Oxford Advanced Learner's Dictionary

Suggested Resources:

- <https://en.m.wikipedia.org>

Unit 4: Comprehend the Meaning of Oral Academic and/or Specialised Vocabulary

Content Standard 10.3.4: Students will be able to comprehend meaning of academic and/or specialized vocabulary when spoken.

Benchmark 10.3.4.4: Identify figurative meanings of words and idiomatic phrases, with support.

Topic: Figurative meanings

Text Types: Narrative (short story, poem, song lyrics)

Essential Knowledge, Skills, Values, Attitudes:

| Knowledge | Logical Processes | Skills | Values | Attitudes |
|---------------------|-------------------|---------------------------------|------------------------|-------------------------------|
| Figurative meanings | Logical-reasoning | Listening skills Identifying | Mutuality Tolerance | Appreciative Participatory |

Learning Objectives: Students will be able to:

- Explain what *figurative meaning* means in English as compared to literal meaning.
- Discuss the different types and related examples of figurative language.
- Determine the figurative meaning of words and idiomatic phrases as they are used in a spoken text.

Content Background:

Figurative – when speech or writing is not literal, it is **figurative**, like when you say *you have a ton of homework....* The adjective **figurative** comes from the Old French word *figuratif* – which means “*metaphorical*.”

Figurative meaning is a statement or phrase that is not intended to be understood literally.

Figurative language is a tool that an author uses, to help the reader visualize, or see, what is happening in a story or poem. Types of figurative language include simile, metaphor, hyperbole, alliteration, and personification to describe something often through comparison with something different.

An idiom (also called idiomatic expression) is an expression, word, or phrase that has a figurative meaning conventionally. Idioms don't mean exactly what the words they say. Examples of idiomatic expressions

| Idiom | Meaning |
|-------------------------------|--------------------------------------|
| It's a piece of cake | It's easy |
| It's raining cats and dogs | It's raining hard |
| Kill two birds with one stone | Get two things done at the same time |

Teaching Strategies:

Explain what figurative meaning means in English and provide notes containing different types and related examples of figurative language. Ask students to identify the figurative meaning of words and idiomatic phrases as they are used in a poem.

Learning Strategy:

Listen to a poem and identify figurative meanings of words and idiomatic phrases.

Relevant Resources:

- Lesson notes; figurative meaning and types of figurative language.
- Narrative (short story, poem, song lyrics)
- Oxford Advanced Learner's Dictionary

Suggested Resource:

- Create and Communicate Book 4

Unit 5: Making Inferences and Predictions

Content Standard 10.3.5: Students will be able to make inferences and predictions while listening to different speakers.

Benchmark 10.3.5.1: Make simple predictions based on familiar, brief spoken material, with support.

Topic: Simple predictions II

Text Types: Narrative (short story, poem, song lyrics)

Essential Knowledge, Skills, Values, Attitudes:

| Knowledge | Logical Processes | Skills | Values | Attitudes |
|---|--------------------------------------|---|---|-------------------------------------|
| Privileged knowledge Evidence and assumptions Facts and opinions Predictions | Logical reasoning Decision-making | Listening Analysing Making relevant predictions | Truth Self-esteem Simplicity Integrity | Positive Confident Optimistic |

Learning Objectives: Students will be able to:

- Review Grade 9 work on simple predictions.
- Make simple predictions based on familiar spoken material.
- Make simple predictions based on familiar, brief spoken material, with support.

Content Background:

- A listener involved in making predictions is focused on the text at hand, constantly thinking ahead and also refining, revising, and verifying his or her predictions. This strategy also helps students make connections between prior knowledge and the text. Predicting is also a process skill used in science.
- Have the students go through the “think-aloud” process with you as they listen to the story. Distribute activity sheet and have students complete the activity independently. After listening: Reflect and review. Students share their experience making predictions.
- Prediction is an activity learners carry out before reading or listening to a text, where they predict what they are going to hear or read. This gives them a reason to listen or read, as they confirm or reject their predictions...Prediction is a valuable stage in listening and reading activities.
- While the challenges posed by the speaker or the situation may be out of the listener’s hands, there are a few skills or strategies that English learners can use to help them along.
 - Predicting content
 - Listening for gist
 - Detecting signposts(i.e. logical connectors)
 - Listening for details
 - Inferring meaning

Teaching Strategies:

Get students to make simple predictions based on familiar, brief spoken material with support.

Learning Strategy:

Listen to short story, determine what will happen next, and support their predictions with evidence.

Relevant Resources:

- Narrative - short stories, poems, song lyrics.

Suggested Resources:

- Create and communicate Book 4.

Unit 5: Making Inferences and Predictions

Content Standard 10.3.5: Students will be able to make inferences and predictions while listening to different speakers.

Benchmark 10.3.5.2: Recognize predictions based on unfamiliar, extended spoken material, with support.

Topic: Predictions-Extended Material

Text Types: Reports (news stories)

Essential Knowledge, Skills, Values, Attitudes:

| Knowledge | Logical Processes | Skills | Values | Attitudes |
|--|--------------------------------------|---|---|-------------------------------------|
| Privileged knowledge Evidence and assumptions Facts and opinions | Logical reasoning Decision-making | Listening Analysing Making relevant predictions | Truth Self-esteem Simplicity Integrity | Positive Confident Optimistic |

Learning Objectives: Students will be able to:

- Make predictions based on unfamiliar spoken material.
- Recognize predictions based on unfamiliar, extended spoken material, with support.
- Evaluate their thought process and confirm and modify those predictions.

Content Background:

Anticipation and prediction are key characteristics of effective listening. Effective listeners develop ideas about what to expect next in the text. They modify their expectations as they obtain additional information in the listening process. When the text suddenly stops making sense, good listeners go back and review what they have heard. Making predictions becomes automatic to good listeners, but is a skill that can be taught and developed.

In this lesson, students will practice making predictions as a deliberate and intentional process. As they practice, they confirm and modify those predictions.

The “Five Ws” and the “H”: **who** the story is about, **what** the story is about, **where** the story takes place, **when** the story occurs, **why** the story is important and **how** the events in the story happen.

WH Questions

Who? Person E.g: Who chased the gingerbread man?

What? Thing E.g: The cat leaped over the pond. What was the effect of this event?

Where? Place. E.g: Where did the Baker’s chase the gingerbread man?

When? Time

Why? Reasons E.g: Why did the Baker’s decide not to make anymore gingerbread man?

How? Describe/Tell the stages E.g: How did the Baker’s feelings change from the beginning of the story to end?

Teaching Strategy:

Describe how listeners also make predictions about what they expect to find when they listen.

Learning Strategy:

Recognise predictions based on unfamiliar, extended spoken material, with support.

Relevant resource:

- Reports (news stories)
- www.tandfonline.com

Suggested Resources:

- Create and communicate Book 4.

Unit 5: Making Inferences and Predictions

Content Standard 10.3.5: Students will be able to make inferences and predictions while listening to different speakers.

Benchmark 10.3.5.3: Analyze inferences and predictions based on familiar, extended spoken material, with limited support material, with limited support.

Topic: Inferences

Text Types: Narrative (short story, poem, song lyrics)

Essential Knowledge, Skills, Values, Attitudes:

| Knowledge | Logical Processes | Skills | Values | Attitudes |
|--|--------------------------------------|---------------------------------------|------------------------------------|-------------------------------------|
| Privileged knowledge Evidence and assumptions Facts and opinions | Logical reasoning Decision-making | Listening Analysing predictions | Truth Self-esteem Simplicity | Positive Confident Optimistic |

Learning Objectives: Students will be able to:

- Determine what motivates a character, what are his values, and predict what his next action will be.
- Use character history to predict character future.
- Examine inferences and predictions based on evidence from spoken texts to find deeper meanings in events and situations.

Content Background:

Inference – An inference is a conclusion reached on the basis of evidence and reasoning. Inference involve using what you know to make a guess about what you don't know, or reading between the lines.

- When making inferences you are making a logical guess using evidence from the text, your own knowledge, and common sense.
- Making inferences also involves finding deeper meanings in events/situations, meanings that are not explicit.
- When you make an inference about the future, it is a prediction.
- Making inferences and predictions helps make more sense of life.

For example: *A character has a diaper in her hand, spit-up on her shirt, and a bottle warming on the counter. You can infer that this character is a mother.*

Teaching Strategies:

Explain how an inference is made and assign students to analyse inferences and make predictions based on a short story.

Learning Strategy:

Students analyse inference and make predictions based on familiar spoken material.

Relevant Resources:

- Narrative - short stories, poems, song lyrics.

Suggested Resources:

- Create and communicate Book 4.

Strand 4: Speaking

Strand 4 consists of four units:

1. Fluency and Pronunciation
2. Speaking Using Appropriate Grammar and Vocabulary
3. Speaking For Varied Purposes, Both Informal and Formal
4. Comprehension and Collaboration

| Unit | Topic |
|---|---|
| 1. Fluency and Pronunciation | <ul style="list-style-type: none"> • Understanding spoken instructions • Steps in writing an effective speech |
| 2. Speaking Using Appropriate Grammar and Vocabulary | <ul style="list-style-type: none"> • Identifying details of brief, routine messages • Purpose of simple expository Information • Identifying main ideas of simple oral presentations |
| 3. Speaking For Varied Purposes, Both Informal and Formal | <ul style="list-style-type: none"> • Interpreting body language • Formal and informal language • Oral presentation |
| 4. Comprehension and Collaboration | <ul style="list-style-type: none"> • Specialised vocabulary in context • Literal and non-literal meanings • Using cognates to comprehend new vocabulary • Figurative meanings and idiomatic phrases |

Unit of Work

Unit of work outlines the topics, Text-types to be used, essential KSAVs to be achieved and the learning objectives that will work towards achieving the essential KSAVS for each benchmark. It basically presents what the teacher is expected to teach per the set standard. Teachers are advised to use the learning objectives to create lesson topics and lesson objectives in preparing lessons. Brief content background of each topic is provided to aid teacher's lesson preparation.

Unit 1: Fluency and Pronunciation

Content Standard 10.4.1: Students will be able to speak fluently, using clear pronunciation and with appropriate intonation and stress.

Benchmark 10.4.1.1: Give oral directions in media presentations, with support.

Topic: Understanding spoken instructions

Text Types: Television, news, documentaries, newspaper articles, magazines.

Essential Knowledge, Skills, Values, Attitudes:

| Knowledge | Logical Processes | Skills | Values | Attitudes |
|----------------------------------|-------------------|------------------------|--------|-----------------|
| Understanding spoken instruction | Logical reasoning | Listening and Speaking | Truth | Desire to learn |

Learning Objectives: Students will be able to:

- i. Listen to a range of oral media texts in the wider society using appropriate content, language and strategies.
- ii. Speak about, compose and present a range of oral media texts used in a wider society.
- iii. Adjust register of own spoken texts for different purposes, situations and audiences.

Content Background:

Core Elements of Vocal Production

Speaking effectively is defined as speaking in such a way that your message is clearly heard and, if possible, acted upon. There are two main elements to speaking effectively: what you say, and how you say it.

What you say means your choice of words. The words you might use when chatting to a friend are likely to be quite different from those used in a formal presentation or interview.

Similarly, the way that you speak will also vary in different situations. However, there are also likely to be some common factors: for example, whether you naturally talk quietly or loudly, and how you use body language.

It is worth remembering, however, that words are only a part of your overall communication and message. The volume and clarity and variety of your voice also send strong messages.

Vocal Production

The following three core elements of vocal production need to be understood for anyone wishing to become an effective speaker:

- Volume - to be heard.
- Clarity - to be understood.
- Variety - to add interest.

Volume

Some people have naturally soft voices and physically cannot bellow. If the voice is raised too much, tonal quality is lost. Instead of raising the voice, it should be 'projected out'. Support the voice with lots of breath - the further you want to project the voice out, the more breath you need. It also needs to come from the diaphragm, not the throat. By developing a strong voice, as opposed to a loud voice, you will be seen as someone positive.

Clarity

Some people tend to speak through clenched teeth and with little movement of their lips. It is this inability to open mouths and failure to make speech sounds with precision that is the root cause of inaudibility.

Variety

To make speech effective and interesting, certain techniques can be applied. Words convey meaning, but the way that they are said reflects feelings and emotions. Vocal variety can be achieved by variations in:

- **Pace:** This is the speed at which you talk. If speech is too fast, then listeners will not have time to assimilate what is being said. It is also a good idea to vary the pace - quickening up at times and then slowing down – because this will help to maintain interest.
- **Volume:** By raising or lowering volume occasionally, you can create emphasis. If you drop your voice to almost a whisper for a sentence or two, it will make your audience suddenly alert. Be careful not to overuse this technique or it will lose its impact.
- **Pitch - Inflection - Emphasis:** When speaking in public, try to convey the information with as much vocal energy and enthusiasm as possible.. Emphasise certain words and phrases within the talk to convey their importance and help to add variety.
- **Pause:** Pauses are powerful. They can be used for effect to highlight the preceding statement or to gain attention before an important message.

Retrieved: <https://www.skillsyouneed.com/ips/effective-speaking.html>

Teaching Strategies:

Use an oral text in class for students to analyse.

Learning Strategy:

Listen to instruction in oral message/media presentation and analyse for different purposes, situations and audiences.

Relevant Resources:

- Johns,H. and Mann R., 2006, Teacher's Edition: Step Ahead 1, SNP Panpac Pte Ltd, Singapore.
- Source: <https://www.skillsyouneed.com/ips/effective-speaking.html>

Suggested Resources:

- Create and Communicate Book 4

Unit 1: Fluency and Pronunciation

Content Standard 10.4.1: Students will be able to speak fluently, using clear pronunciation and with appropriate intonation and stress.

Benchmark 10.4.1.2: Give simple oral directions, with limited support.

Topic: Steps in writing an effective speech

Text Types: Speech, oral texts, You Tube speeches, recorded speeches.

Essential Knowledge, Skills, Values, Attitudes:

| Knowledge | Logical Processes | Skills | Values | Attitudes |
|--------------------------------------|-------------------|----------------------|-------------|-----------|
| Steps in writing an effective speech | Generating ideas | Writing and speaking | Rationality | Creative |

Learning Objectives: Students will be able to:

- i. Evaluate the success of other people's speeches.
- ii. Write an effective speech on a controversial issue.
- iii. Present a speech fluently, using clear pronunciation and with appropriate intonation and stress.

Content Background:

How to Write an Effective Speech

What makes a speech effective?

An effective speech is one that sticks with audience members after its delivery. They convince people to think about current issues and rally them to make a difference in their own lives and towards the bigger picture. Some things that make speeches notable are their delivery (a strong, confident voice), theatrics or audience participation, or the memorable quotes that can be taken out of the speech.

What is the goal of a speech?

The goal of a speech should always be for people to understand the point you are trying to make and to propose a way to make a difference.

How to prepare an effective speech

- Pick your core message
- Two objectives to speech writing
 - Making a good impression
 - Leaving your audience with two or three takeaway points
- Pick a format and stick to it

Examples:

 - Opening, body, and conclusion speech
 - A problem-solution speech
- Do not bounce around

- Pick 2-3 main points to address
- Write the speech as you would talk
 - Try to imagine you're only speaking to one person
- Add in information that makes you personable and credible - but don't let it drag you down
 - A personal story/encounter
 - Facts
 - Statistics
 - Quotes
- Don't worry about writing things down the right way the first time – get everything on the page and revise later
- Write a takeaway line - summary that anyone could remember or “takeaway” from the speech
- Repeat key words and points

Executing your speech

- Know your audience
- Informal or formal? Jargon or proper English?
- Keep things engaging
- Write a knockout ending

Tips!

- Leave each audience member contemplating what you said and how they can approach the problem
- Do not drag out the speech for too long
- Your speech should be between 3-5 minutes
- Practice out loud
- Practice in front of friends and family
- Record yourself and play it back
- Use simple words and short sentences
- Use words you can pronounce

Retrieved: www.rareaction.org

Teaching Strategies:

Highlight some controversial issues.

Learning Strategy:

Select an issue write a speech and present.

Relevant Resources:

- Geoff Barton, 1996, Skills and Practice: English to GCSE, Oxford University Press, UK
- Source: www.rareaction.org

Suggested Resources:

- Create and Communicate Book 4

Unit 2: Speaking Using Appropriate Grammar and Vocabulary

Content Standard 10.4.2: Students will be able to speak using appropriate grammar and vocabulary.

Benchmark 10.4.2.1: Identify the main idea of simple expository information presented orally, supported by visuals.

Topic: Identifying details of brief, routine messages

Text Types: Routine messages, newspapers, advertisements, awareness, posters.

Essential Knowledge, Skills, Values, Attitudes:

| Knowledge | Logical Processes | Skills | Values | Attitudes |
|--|-------------------|-------------------|--------|-------------|
| Identifying details of brief, routine messages | Generating Ideas | Making inferences | Truth | Open-minded |

Learning Objectives: Students will be able to:

- i. Recognize supporting details of routine messages in familiar contexts.
- ii. View visuals to infer details or purposes of routine messages.
- iii. Summarise the supporting details of routine message, which may be supported by visuals.

Content Background:

Routine messages and their Functions

Routine messages are those positive messages that help the workers, to conduct their daily business. Most common type of routine messages are making requests for providing information, replies to the customers, providing instructions, handling complaints, service updates, and seeking dispatch delivery details.

We always have a purpose for listening. Having a purpose helps us listen more effectively.

Function

Routine messages in business communication serve to document the “who, what, where, why, and how” of daily operations.

Teaching Strategies:

Play a prerecorded brief, routine message and get students to identify details of the message.

Learning Strategy:

Express supporting details of routine messages clearly and fluently.

Relevant Resources:

Suggested Resources:

- Craete and Communicate Book 4

Unit 2: Speaking Using Appropriate Grammar and Vocabulary

Content Standard 10.4.2: Students will be able to speak using appropriate grammar and vocabulary.

Benchmark 10.4.2.2: Identify the main idea of simple expository information presented orally, supported by visuals.

Topic: Purpose of simple expository information

Text Types: Magazines, textbooks, brochures, internet sites, newspaper articles, essays

Essential Knowledge, Skills, Values, Attitudes:

| Knowledge | Logical Processes | Skills | Values | Attitudes |
|--|-------------------|-----------|-------------|-----------|
| Purpose of simple expository information | Analysis | Analysing | Self-esteem | Diligent |

Learning Objectives: Students will be able to:

- Listen effectively to oral presentations via radio, video, television and other media.
- Take note of main ideas appropriately.
- Present feedback of summarised ideas using appropriate grammar and vocabulary.

Content Background:

What is an Expository or Informational Text?

- It is informational text (text that gives information) that explains something to the reader.
- Expository and informational texts are ALMOST the same thing. The only difference is that expository text can conclude opinions. Informational text just sticks to the facts.
- Most of the time these two words can be used interchangeably.

What is the Author's Purpose?

- To inform

Expository/Informational Text...

- Has clear, organized paragraphs
- Gives reasons and details
- Helps the reader understand something
- Has facts and opinions
- Includes examples
- Teaches the reader

How to Identify the Main Idea of Expository Information

- To figure out the main idea of an expository text, ask yourself this question: What is being

Teaching Strategies:

Present an oral expository text using visual supports to the class and assign students to determine the purpose of the text by identifying the main idea.

Learning Strategy:

Summarise the main idea of the text orally using appropriate grammar and vocabulary.

Relevant Resources:

- Magazines, Textbooks, Brochures, Internet sites, Newspaper articles, Essays
- www.time4writing.com

Suggested Resources:

- Craete and Communicate Book 4

Unit 2: Speaking Using Appropriate Grammar and Vocabulary

Content Standard 10.4.2: Students will be able to speak using appropriate grammar and vocabulary.

Benchmark 10.4.2.3: Identify the main idea of simple oral presentations via radio, video, television and other media.

Topic: Identifying main Ideas in oral presentations

Text Types: Radio, video, television and other media

Essential Knowledge, Skills, Values, Attitudes:

| Knowledge | Logical Processes | Skills | Values | Attitudes |
|---|-------------------|------------------|--------|-----------|
| Identifying main ideas of simple oral presentations | Logical reasoning | Generating ideas | Truth | Diligent |

Learning Objectives: Students will be able to:

- Listen attentively to oral presentations and take note of main ideas appropriately.
- Present feedback of summarised ideas clearly and fluently using appropriate grammar and vocabulary.

Content Background:

Audience and Organisation of Oral Presentations

The first and most important step in preparing an oral presentation is understanding who will be in the audience. By knowing your audience, you can tailor your content to their needs. Unless you engage the audience quickly, you will lose their attention. The first 30 seconds of your presentation are crucial to establishing credibility as a speaker and making a good impression. Here are some important questions you need to ask yourself about your audience:

- Who will be in the audience?
- What will the audience already know about the subject?
- Will the audience understand the terms that I am using, or do I need to define them?
- Will they be interested in it?
- Why should they be?
- What will they expect from the presentation?
- How much background information should I present so that they will understand the current situation?
- Has anyone else talked to them about this subject, and if so, what did they say?
- Can I build on what has gone before?
- Will they be receptive or hostile towards the subject?
- How will I deal with this?
- Will they know anything about me?
- What will they need to know?
- Should my presentation be formal or informal?

Organisation

The next step of the process is creating an organizational structure for your information. Most oral presentations are similar to thesis papers in the fact that there needs to be some kind of organization to the information presented. First, express your topic in a single, clear statement, much like you would in a thesis statement. From there, find a way to create structure in your information using some kind of order e.g. chronological, sequential, cause-effect, pyramid, etc. Finally, use transitions to move between ideas. Here are some questions to ask yourself during this stage:

- Is my introduction short and attention getting?
- Does my introduction present the topic thoroughly?
- Does it introduce my organizational structure?
- Is the body of my presentation consistent with my organizational structure?
- Does it present relevant evidence?
- Does the body flow logically?
- Does my conclusion summarize my main points?
- Does it draw all of my arguments and evidence together?
- Does the conclusion point forward or suggest work still to be done?

Purposes of Oral Presentations

The basic purpose of oral presentations is:

- To educate; to inform
- To inspire: to motivate
- To stimulate; to provoke
- To entertain
- To introduce or thank a guest speaker

How to Determine the Main Idea

Determining the main idea is critical to understanding an oral text. It helps the details make sense and have relevance, and provides a framework for remembering the content. Try these specific tips to pinpoint the main idea of an oral presentation.

1. Identify the Topic

Listen to the text attentively, then try to identify the main idea by studying the topic. Who or what is the speaker talking about?

2. Summarize the Passage

As you listen to the presentation, take down important notes. Pretend you have just ten to twelve words to tell someone what the presentation is about - what would you say?

3. Look for Repetition of Ideas

If you are listening to an oral presentation and you have no idea how to summarize it because there is so much information, start looking for repeated words, phrases, or related ideas.

Retrieved: http://www.gu.edu.au/centre/gihe/griftjth_graduate/toolkit/oral/handO3.htm

<http://teachingteams.arizona.edu/docs/oralcommunication.pdf>

Teaching Strategies:

Play a relevant media text via radio, video or television and ask students to identify the main idea of the text.

Learning Strategy:

View, listen, and take note and present feedback.

Relevant Resources:

- Radio, video, television and other media

Suggested Resources:

- http://www.gu.edu.au/centre/gihe/griftjth_graduate/toolkit/oral/handO3.htm
- <http://teachingteams.arizona.edu/docs/oralcommunication.pdf>

Unit 3: Speaking for Varied Purposes, Both Informal and Formal

Content Standard 10.4.3: Students will be able to use and speak English for varied purposes, both informal and formal, with focus, relevance, and cohesion.

Benchmark 10.4.3.1: Identify and/or describe the speaker's attitude, mood or emotion in oral messages by reading body language and/or tone and voice quality, with limited support.

Topic: Interpreting body language

Text Types: Oral messages, extracts of conversation, plays, speeches

Essential Knowledge, Skills, Values, Attitudes:

| Knowledge | Logical Processes | Skills | Values | Attitudes |
|-----------------------------|-------------------|----------|--------|------------|
| Understanding body language | Logical reasoning | Relating | Human | Optimistic |

Learning Objectives: Students will be able to:

- i. Identify the speaker's attitude, mood or emotion in formal oral messages by reading body language and/or tone and voice quality.
- ii. Discuss how the speaker's attitude, mood or emotion in formal oral messages affect interpretation of meanings.

Content Background:

How to Communicate With Body Language

Co-authored by Dan Klein, *Improvisation Coach*
Updated: August 30, 2019

Body language, sometimes called “non-verbal communication,” is an important tool. The way you communicate through body language can determine your success in everything from relationships to your career. Up to 93 percent of communication can be non-verbal. Paying closer attention to the messages you send through body language can help you succeed.

Understanding Body Language Concepts

1. **Use open body language.** This means that you have an assertive handshake, sit calmly, but exude energy, and seem in control of all gestures.
 - Your posture should be relaxed, but your back should be straight. This shows people you are comfortable and confident.
 - Keep your legs slightly apart, so you take up more space. This also demonstrates confidence. Lean in slightly when a person is speaking to show interest.
 - Don't cross your arms. Instead, let them dangle at your sides or press them together in your lap. This shows you are open to other people.

- Make sure your handshake is firm, but not too crushing. Look the other person in the eyes, although you shouldn't stare too much.
- Play with your tone of voice. The tone of voice is a way that people communicate confidence.

2. **Identify emotional body language.** You can determine emotions by paying careful attention to non-verbal cues. When people are angry, their face flushes, they bare their teeth, they clench their fists, and they invade body space, sometimes by leaning forward.

When people are nervous or anxious, their face pales, their mouth seems dry they show varying speech tone, and they have tension in their muscles Other signs of nervousness include trembling lip, fidgeting, and gasping or holding breath.

3. **Avoid blocking.** If you are giving a presentation or speech, you want to be as open as you can to your audience. Thus, you should remove physical barriers that will limit your ability to connect.
4. **Spot when someone is lying.** Body language can give away liars. They might be able to hide their lies in their words, but their bodies often tell another story.
5. **Consider spacing.** Different cultures have different ideas about how much physical space you should give another person. But social distance is broken down into four categories.
 - Intimate distance. Defined as touching another person to 45 centimeters. If you enter a person's intimate distance, this can be very unsettling for them unless it's welcomed or you're already intimate.
 - Personal distance. 45 centimeters to 1.2 m. You are close enough to shake hands and to see each other's expressions and gestures.
 - Social distance. This is the normal distance in situations that are impersonal or business transactions, defined as 1.2 m to 3.6 m. Speech should be louder, and eye contact remains important.
 - Public distance. 3.7m to 4.5m. Examples of those who often operate in public distance are teachers or those who talk to people in groups. Non-verbal communication is critical but often exaggerated. Hand gestures and head movements can be more important than facial expressions as the latter are often not perceived.
6. **Identify your body language patterns.** Make a conscious effort to think about what your body is doing in different interactions with different people. Determine whether your

Teaching Strategies:

Provide samples of oral texts and assign students to identify and/or describe the speaker's attitude, mood or emotion in oral messages by reading body language.

Learning Strategy:

Summarise the speaker's attitude, mood or emotion and/or tone of voice with focus, relevance, and cohesion.

Relevant Resources:

- Guest & Eshuys, 1997, English Elements 1, Jacaranda Wiley LTD,
- Australia.

Suggested Resources:

- Create and Communication Book 4C

Unit 3: Speaking for Varied Purposes, Both Informal and Formal

Content Standard 10.4.3: Students will be able to use and speak English for varied purposes, both informal and formal, with focus, relevance, and cohesion.

Benchmark 10.4.3.2: Identify and/or describe a range of speakers' attitudes, moods or emotions in extended oral messages by reading body language and/or tone and voice quality, with limited support.

Topic: Formal and informal language

Text Types: Debates, speeches, plays, social conversations, lectures, drama plays.

Essential Knowledge, Skills, Values, Attitudes:

| Knowledge | Logical Processes | Skills | Values | Attitudes |
|------------------------------|--------------------|------------------------|------------|---------------------------------|
| Formal and informal language | Critical reasoning | Speaking and listening | Aesthetics | With respect for self and life. |

Learning Objectives: Students will be able to:

- Discuss differences between formal and informal language that are used in oral presentations or speeches.
- Describe how audience, purpose and different situations affect the use of formal and informal language.
- Practice speaking by using appropriate formal and informal language patterns.

Content Background:

What is the difference between formal and informal language?

Formal and informal language serve different purposes. The tone, the choice of words and the way the words are put together vary between the two styles. Formal language is less personal than informal language. It is used when writing for professional or academic purposes like school assignments. Formal language does not use colloquialisms, contractions or first person pronouns such as 'I' or 'We'.

Informal language is more casual and unstructured. It is used when communicating with friends or family either in writing or in conversation. It is used when writing personal emails, text messages and in some business correspondence. The tone of informal language is more personal than formal language.

Examples of formal and informal language are shown below:

Contractions

Informal: The improvements can't be introduced due to funding restrictions.

Formal: Improvements cannot be introduced due to funding

restrictions.

Informal: I don't believe that the results are accurate.

Formal: The results are not believed to be accurate.

Informal: The research project won't continue next year.

Formal: The research project will not continue next year.

Phrasal verbs

Informal: The balloon was blown up for the experiment.

Formal: The balloon was inflated for the experiment.

Informal: The patient got over his illness.

Formal: The patient recovered from his illness.

Informal: The results of the study were mixed up.

Formal: The results of the study were confused.

Slang/Colloquialism

Informal: The mob was very rowdy during the protest against cuts to university funding.

Formal: The crowd was very rowdy during the protest against the cuts to university funding.

Informal: Lecturers still count on students to use correct grammar and punctuation in essays.

Formal: Lecturers expect students to use correct grammar and punctuation in essays.

Informal: It was raining cats and dogs.

Formal: It was raining very heavily.

First person pronouns

Informal: I considered various research methods for the study.

Formal: Various research methods were considered for the study.

Informal: We believe the practice is unsustainable.

Formal: It is believed the practice is unsustainable.

Informal: During the interview I asked students about their experiences.

Formal: During the interview students were asked about their experiences.

Retrieved: <http://emedia.rmit.edu.au/learninglab/content/academic-style>.

Teaching Strategy:

Get students to work in groups to practice using formal and informal language with focus, relevance, and cohesion in various contexts.

Learning Strategy:

Present a speech in relation to audience and purpose using formal and informal language.

Relevant Resources:

- Guest & Eshuys, 1997, English Elements 1, Jacaranda Wiley LTD, Australia.

Suggested Resources:

- Create and Communicate Book 4

Unit 3: Speaking for Varied Purposes, Both Informal and Formal

Content Standard 10.4.3: Students will be able to use and speak English for varied purposes, both informal and formal, with focus, relevance, and cohesion.

Benchmark 10.4.3.3: Describe, compare and contrast a range of speakers' attitudes, moods or emotions in extended oral messages by reading body language and/or tone and voice quality.

Topic: Oral presentation

Text Types: Speeches, oral messages

Essential Knowledge, Skills, Values, Attitudes:

| Knowledge | Logical Processes | Skills | Values | Attitudes |
|--------------------------------------|-------------------|---------------------------|-----------------|---------------------|
| Delivering an effective oral message | Logical reasoning | Comparing and contrasting | Self-reflection | Adaptable to change |

Learning Objectives: Students will be able to:

- i. Compare and contrast a range of speakers' attitudes, moods or emotions in extended oral messages.
- ii. Describe the qualities of a great speech.
- iii. Deliver an effective oral presentation.

Content Background:

Qualities of a Good Speech

Oral communication is the oldest and most widely used medium of communication. It can take place in different forms and speech is one of them.

Speech is generally, the most effective medium of delivering the message in meeting, seminars, conferences, etc. Speech refers to delivering the message through words of mouth or spoken words in front of the audience gathered in a meeting, seminar or conference.

Through speech, the speaker can present his opinions and thoughts on any matter to a large number of audiences at a time. Therefore, it is widely used in delivering an oral message in business, social, political and religious gatherings.

A speech is a highly structured form of address in which a speaker addresses an audience gathered to hear a message. At least, we can say that speech is a kind of formal address delivered to an audience gathered in a place to hear a message.

What does a Good Speech have?

Speech is an effective means of oral communication. It is delivered in front of a large gathering. Therefore, speech serves as an important medium for presenting information in meetings, political or business

gatherings.

However, a speech becomes effective when it fulfills the following features:

1. **Clarity** - Clarity is an essential feature of a good speech. Speech should be clear and unambiguous so that the audience can understand it easily. If it is not clear enough to express its meaning to the audience, it will become ineffective.
2. **Definiteness of Message** - The message of the speech should be definite and relevant to the subject matter.
3. **Conciseness** - The audience becomes impatient with a long speech. Hence, speech should be as concise as possible. However, it should not be incomplete.
4. **Interesting** - A speech should be delivered in an interesting and pleasing way so that the audience is motivated to pay attention. In order to make the speech interesting, various stories, examples, quotations, and jokes can be cited.
5. **Informal Touch** - Though speech is a formal address, it should be presented in a personal and informal way.
6. **Considering the Audience** - Speech is delivered to a specific audience. So the speaker should actively consider the expectations, interest, and nature of the audience.
7. **Speaking Slowly** - An ideal speech is one that is delivered slowly and in the usual tone. It helps the audience to hear and understand the message clearly.

Teaching Strategies:

Give topics for students to select and carry out research and collect information.

Learning Strategy:

Present findings present a speech in relation to audience and purpose using formal and informal language.

Relevant Resources:

- Geoff Barton, 1996, Skills and Practice: English to GCSE, Oxford University Press, UK

Suggested Resources:

- www.myspeechclass.com

Unit 4: Comprehension and Collaboration

Content Standard 10.4.4: Students will be able to prepare for and participate effectively in a range of conversations with diverse partners, building on others ideas and expressing their own clearly persuasively.

Benchmark 10.4.4.1: Specialized vocabulary in context

Topic: Specialised vocabulary in context

Text Types: Reports (newspaper articles, scientific reports), manuals, essays.

Essential Knowledge, Skills, Values, Attitudes:

| Knowledge | Logical Processes | Skills | Values | Attitudes |
|--------------------------------------|-------------------|---------------------------------------|------------|--------------------|
| Comprehending specialised vocabulary | Logical reasoning | Listening Analysing Recognizing | Solidarity | Caring and concern |

Learning Objectives: Students will be able to:

- Identify grade relevant specialized vocabulary spoken in familiar and/or social contexts.
- Determine the meaning of selected words and phrases using context clues.
- Explain how the specialised vocabulary gives meaning in context.

Content Background:

Specialized Vocabulary in Context

Specialised vocabulary refers to words and phrases that express specialized concepts by means of specialized vocabulary, professional terms, technical terms, jargon etc. Each of the professions, trade or field has its specialized vocabulary specific to that profession or trade. For example: Doctors have their own specialized vocabulary and so do lawyers, teachers, plumbers, architects, divers, tailors, locksmiths, etc.

In Grade 10 students must be able to recognise and determine the meaning of specialized vocabulary relevant to their studies. It is also important for students to master the skill of determining the meaning of these words and phrases using **context clues**.

What are context clues? Context clues are hints that an author gives to help define a difficult or unusual word. The clue may appear within the same sentence as the word to which it refers or it may follow in the next sentence.

Teaching Strategies:

Provide a list of frequently used grade-relevant specialized vocabulary and read aloud text to students to comprehend the meaning of the words and phrases.

Learning Strategy:

Listen to an oral text and determine the meaning of specialized vocabulary.

Relevant Resources:

- Reports (Newspaper articles, Scientific reports)

Suggested Resources:

- www.myspeechclass.com

Unit 4: Comprehension and Collaboration

Content Standard 10.4.4: Students will be able to prepare for and participate effectively in a range of conversations with diverse partners, building on others ideas and expressing their own clearly persuasively.

Benchmark 10.4.4.2: Identify the literal meaning of words, with support.

Topic: Literal and non-literal meanings

Text Types: Reports (Newspaper articles, Scientific reports), poems, short stories/narratives.

Essential Knowledge, Skills, Values, Attitudes:

| Knowledge | Logical Processes | Skills | Values | Attitudes |
|---|-------------------|----------|-------------|----------------------|
| Literal and non-literal meanings of words and phrases | Problem-solving | Relating | Rationality | With desire to learn |

Learning Objectives: Students will be able to:

- Explain what literal meaning means in English as compared to figurative meaning.
- Identify the literal meaning of words and phrases in narrative texts.
- Determine the literal meaning of words and express them clearly and persuasively.

Content Background:

What is the Difference between a Literal and Non-Literal Meaning of a Word and Phrase?

Meanings of words and phrases in grammar are classified into two main categories which include literal and non-literal. Non-literal meanings are also known as figurative language. Literal language means exactly what it tells. On the other hand, non-literal language comprises of figures of speech which do not have exact same meanings as the words used in a phrase. Students must be able to clearly differentiate between the two. Only then can they understand the words and phrases as they are used in oral texts. The main differences between literal and non-literal meanings are discussed in detail below:

Difference in Length

Literal language consists of simple words and phrases that are usually precise. These words and phrases can be interpreted at first sight without any difficulties. In contrast, non-literal language tends to be more complex. Understanding their meanings can take a little more time.

See the examples below to understand the concept of length in literal and non-literal phrases.

Literal: This shirt is expensive.

Non-literal: This shirt costs an arm and a leg.

Choice of Words

Literal language has different words and phrases compared to non-literal. There is absolutely no use of confusing words in literal language. They express exactly what the speaker is trying to portray. Non-literal language has complex words and phrases. The listeners are forced to think beyond the literal meanings of words and phrases. Texts with non-literal language can be identified by the use of metaphors, similes, idioms and personifications.

For example:

Literal: It's raining heavily.

Non-Literal: It's raining cats and dogs.

Unlike the first example, the second one has used the words cats and dogs to describe the intensity of rain. This would make no sense if interpreted literally.

Purpose

Both types of words and phrases are used according to the purpose of writing or speaking. For example, in poetry, poets make maximum use of non-literal language because their aim is to engage the audience. On the contrary, literal language is used for straightforward documents where the purpose is to inform. For instance, official e-mails and documents.

Teaching Strategies:

Read aloud a narrative text to students and ask students to identify and determine the literal meaning of the words and phrases.

Learning Strategy:

Express the literal meaning of words/phrases as used in the text by studying the context in which they are used.

Relevant Resources:

- Reports (Newspaper articles, Scientific reports)

Suggested Resources:

- Create and Communicate Book 4

Unit 4: Comprehension and Collaboration

Content Standard 10.4.4: Students will be able to prepare for and participate effectively in a range of conversations with diverse partners, building on others ideas and expressing their own clearly persuasively.

Benchmark 10.4.4.3: Use knowledge of cognates to comprehend new vocabulary, with extensive support.

Topic: Cognates to comprehend new vocabulary

Text Types: Reports (newspaper articles, scientific reports), essays, reviews, critiques.

Essential Knowledge, Skills, Values, Attitudes:

| Knowledge | Logical Processes | Skills | Values | Attitudes |
|--|-------------------|-----------------------|------------|-------------|
| Using knowledge of cognates to comprehend new vocabulary | Logical-reasoning | Analysing Relating | Patriotism | Responsible |

Learning Objectives: Students will be able to:

- i. Explain what a cognate is.
- ii. Provide examples of cognates between English and other common languages. Look up each associated word and explain the meaning of each word, providing examples.
- iii. Determine the meaning of new vocabulary using knowledge of cognates.

Content Background:

What are cognates?

From Wikipedia, the free encyclopedia

Cognates are words that have a common etymological origin. Cognates are often inherited from a shared parent language, but they may also involve borrowings from some other language. For example, the English words dish and desk and the German word Tisch ("table") are cognates because they all come from Latin discus, which relates to their flat surfaces.

Cognates may have evolved similar, different or even opposite meanings, but in most cases there are some similar sounds or letters in the words, in some cases appearing to be dissimilar.

Some words sound similar, but do not come from the same root; these are called false cognates, while some are truly cognate but differ in meaning; these are called false friends.

The word cognate derives from the Latin noun cognatus, which means "blood relative"

Because they come from the same origin, cognates have similar meanings and usually similar spellings in two different languages.

If two words in the same language are derived from the same origin, they're called *doublets*; likewise, three are *triplets*. A doublet may have come into English from two different languages. For example, the words **fragile** and **frail** both came from the Latin word *fragilis*. **Frail** came into English from French into Old English and stayed on through Middle and now Modern English, and the word **fragile** was borrowed directly from Latin instead of going through French first.

Examples of Cognates

Here are a few examples of cognates (including those that share only the stem and not all the affixes, which are semi cognates, or paronyms) and their roots:

- **night:** nuit (French), noche (Spanish), Nacht (German), nacht (Dutch)
- **constipated:** constipado (Spanish); root (stem): Latin cōnstipāt-
- **nourish:** nutrir (Spanish), noris (Old French); root: nutritivus (Medieval Latin)
- **controversy:** controversia (Spanish); root: controversus (Latin)
- **abortion:** aborto (Spanish); root: abōrtus (Latin)
- **government:** gobierno (Spanish), gouvernement (Old French), gubernus (Late Latin); root: gūbĕrnāre (Latin, loaned from Greek)

Obviously, not all the cognates for a root are listed, and not all of these words came directly from Latin into English; this list just shows the common ancestral roots - and some words even changed in between their roots and the cognates listed here. For example, government came into English from French, where many "b"s became "v"s. Language is an evolving thing, even though it may not seem like it to us, because it's so gradual, happening over centuries.

Classroom Strategies for Teaching Cognates

When you read aloud to your students, ask the students to raise their hand when they think they hear a cognate. Stop reading and discuss that cognate. Point out the subtle differences you hear between the Spanish and English words.

Ask students to use knowledge of cognates to determine meaning of new vocabulary. Use a dictionary as well to assist you in defining the meaning of the words and/or phrases.

Teaching Strategies:

Read a short story and ask students to use knowledge of cognates to comprehend meaning of new vocabulary.

Learning Strategy:

Listen attentively to an oral text and articulate the meaning of new words using knowledge of cognates by expressing ideas clearly and persuasively.

Relevant Resources:

- Reports (Newspaper articles, Scientific reports)

Suggested Resources:

- Create and Communicate Book 4

Unit 4: Comprehension and Collaboration

Content Standard 10.4.4: Students will be able to prepare for and participate effectively in a range of conversations with diverse partners, building on others ideas and expressing their own clearly persuasively.

Benchmark 10.4.4.4: Identify figurative meanings of words and idiomatic phrases, with support.

Topic: Figurative meanings and idiomatic phrases

Text Types: Narrative (short story, poem, song lyrics)

Essential Knowledge, Skills, Values, Attitudes:

| Knowledge | Logical Processes | Skills | Values | Attitudes |
|--|-------------------|------------------|------------|---------------|
| Figurative meanings of words and idiomatic phrases | Logical-reasoning | Generating ideas | Simplicity | Participatory |

Learning Objectives: Students will be able to:

- Explain what figurative meaning is in English as compared to literal meaning.
- Discuss the different types and related examples of figurative language and literary devices.
- Determine the figurative meaning of words and idiomatic phrases as they are used in a spoken text.

Content Background:

What is Figurative Language?

From Wikipedia, the free encyclopedia

Figurative (or non-literal) **language** uses words in a way that deviates from their conventionally accepted definitions in order to convey a more complicated meaning or heightened effect. Figurative language is often created by presenting words in such a way that they are equated, compared, or associated with normally unrelated meanings.

Figurative Language in Literary Analysis

Figurative language can take multiple forms, such as *simile* or *metaphor*.

- A **simile** is a comparison of two things, indicated by some connective, usually "like", "as", "than", or a verb such as "resembles" to show how they are similar. Example: "His cheeks were *like* roses, his nose *like* a cherry.../And the beard on his chin was *as white as the snow*."
- A **metaphor** is a figure of speech in which two "essentially unlike things" are shown to have a type of resemblance or create a new image. Example: "Fog comes on little cat feet"

- **Onomatopoeia** is a word used to imitate of a sound.
Example: "Bark! Bark!" went the dog as he chased the car that vroomed past.
- **Personification** is the attribution of a personal nature or character to inanimate objects or abstract notions. Example: "Because I could not stop for Death,/He kindly stopped for me;/The carriage held but just ourselves/And Immortality." - Emily Dickinson. like when you say *you have a ton of homework*. ... The adjective **figurative** comes from the Old French word *figuratif* – which means “*metaphorical*.”
- **Figurative meaning** is a statement or phrase that is not intended to be understood literally.
- **Figurative language** is a tool that an author uses, to help the reader visualize, or see, what is happening in a story or poem. Types of figurative language include simile, metaphor, hyperbole, alliteration, and personification to describe something often through comparison with something different.
- An **oxymoron** is a figure of speech in which a pair of opposite or contradictory terms is used together for emphasis.
Examples: Organized chaos, Same difference, Bittersweet.
- A **paradox** is a statement or proposition which is self-contradictory, unreasonable, or illogical. Example: This statement is a lie.
- **Hyperbole** is a figure of speech which uses an extravagant or exaggerated statement to express strong feelings. Example: They had been walking so long that John thought he might drink the entire lake when they came upon it.
- **Allusion** is a reference to a famous character or event. Example: A single step can take you through the looking glass if you're not careful.
- An **idiom** is an expression that has a figurative meaning unrelated to the literal meaning of the phrase. Example: You should keep your eye out for him.
- A **pun** is an expression intended for a humorous or rhetorical effect by exploiting different meanings of words.
Example: I wondered why the ball was getting bigger. Then it hit me.

What is an Idiom?

An **idiom** (also called **idiomatic expression**) is an **expression, word**, or phrase that has a **figurative meaning** conventionally understood by native speakers. This meaning is different from the literal meaning of the idiom's individual elements. In other words, idioms don't mean exactly what the words say.

Teaching Strategies:

Read a poem to the class and ask students to identify the figurative meaning of words and idiomatic phrases as they are used in the text.

Learning Strategy:

Listen carefully to the poem and discuss the figurative meaning of words and idiomatic phrases.

Relevant Resources:

- Narrative (Short story, Poem, Song lyrics)

Suggested Resources:

- Create and Communicate Book 4

Strand 5: Communication

Strand 5 consists of five units:

1. Interpretative Listening
2. Interpretative Reading
3. Interpersonal Communication
4. Presentational Speaking
5. Presentational Writing

| Unit | Topic |
|--------------------------------|--|
| 1. Interpretative Listening | <ul style="list-style-type: none"> • Underlying meaning – literal and figurative • Language use and meaning |
| 2. Interpretative Reading | <ul style="list-style-type: none"> • Literary & technical styles for complex text • Point of views • Content relevance • Understanding idiomatic expressions |
| 3. Interpersonal Communication | <ul style="list-style-type: none"> • Impromptu speech • Interpersonal communication |
| 4. Presentational Speaking | <ul style="list-style-type: none"> • Basic research skills • Narration (Describing reactions) • Synthesizing information |
| 5. Presentational Writing | <ul style="list-style-type: none"> • Using quotations and expressions in writing • Timed writing • Persuasive essay • Creative writing |

Unit of Work

Unit of work outlines the topics, Text-types to be used, essential KSAVs to be achieved and the learning objectives that will work towards achieving the essential KSAVS for each benchmark. It basically presents what the teacher is expected to teach per the set standard. Teachers are advised to use the learning objectives to create lesson topics and lesson objectives in preparing lessons. Brief content background of each topic is provided to aid teacher's lesson preparation.

Unit 1: Interpretative Listening

Content Standard 10.5.1: Students will be able to analysis and interpret information, concepts & ideas orally from culturally authentic sources on a variety of topics in English.

Benchmark 10.5.1.1: Demonstrate understanding of the underlying meaning of culturally authentic expression as presented through a variety of media.

Topic: Underlying meaning – literal and figurative

Text type: Play/Drama, poems, articles, travel books, short story

Essential Knowledge, Skills, Values, Attitudes:

| Knowledge | Logical Process | Skills | Attitude | Values |
|--|--------------------------------------|-----------|---|--------------------------------------|
| Underlying meaning Literal and figurative | Logical reasoning Decision-making | Listening | Corporation Responsible Open-minded | Individuality Openness Justice |

Learning Objectives: Students will be able to:

- i. Define what literal meaning is and figurative meaning is.
- ii. Identify literal meaning and Identify figurative meaning of word.

Content Background:

Media messages carry underlying values, which are purposely built into them by the creators of the message. For example, a commercial's main purpose may be to persuade you to buy something, but the commercial may also aim to convince you that the product is important to a particular way of life. Understanding not only the main message but also any other points of view will help you decide whether to accept or reject the message.

Underlying refers to something beneath something else. But the words carry a more indirect meaning, that of something hidden but is if important, something that shape the meaning or effect of something else without explicit itself.

Descriptive writing paints pictures with words. Poetry is one such which paints pictures with words. A variety of descriptions can be used in poetry to presents levels of meaning.

1. Literal meaning – is the actual, everyday meaning of the word.
2. Figurative meaning - relies on figures of speech and the symbolic nature of language.
3. Figure of speech – the use of creative comparison to describe familiar things in new ways. It is not meant to be literal. They are: metaphor- (describe one thing as if it were something else), personification (give human qualities to something non-human), simile (use like or as to compare two unlike things)

Underlying refers to something beneath something else. But the words carry a more indirect meaning, that of something hidden but is if important, something that shape the meaning or effect of something else without explicit itself.

Adapted from McDougal Littell Literature (2008)

Teaching Strategies:

Give out poems for the students to read and analyse figurative words/ meanings.

Learning Strategies:

Read the poems and identify meanings of figurative and literal words used in poems.

Relevant Resources:

- UNESCO – Cultural Expressions
- McDougal, Littell “Basic Skills in English – Orange Level
- Oxford Advance Learner’s Dictionary – 7th Edition
- Prentice Hall – Literature (Teacher’s Edition Grade 8 (2007)

Suggested Resources:

- Create and Communicate Book 4

Unit 1: Interpretative Listening

Content Standard 10.5.1: Students will be able to analysis and interpret information, concepts & ideas orally from culturally authentic sources on a variety of topics in English.

Benchmark 10.5.1.2: Demonstrate understanding of presentation even when idiomatic, technical, or slang expression are used.

Topic: Language use and meaning

Text type: Radio play/drama, short stories, poems, legends, technical reports, etc...

Essential Knowledge, Skills, Values, Attitudes:

| Knowledge | Logical Process | Skills | Attitude | Values |
|--|--------------------------------------|-----------|---|--------------------------------------|
| Idiomatic, technical & slang expressions | Logical reasoning Decision-making | Listening | Corporation Responsible Open-minded | Individuality Openness Justice |

Learning Objectives: Students will be able to:

- i. Define what is idiomatic, technical & slang expressions are.
- ii. Discuss the cultural expressions and their meaning.

Content Background:

1. Idiomatic expressions – type of informal language that have a meaning not directly link to the individual word
2. Idiom is a phrase or is a fixed expression with meaning that is usually not clear or obvious.
3. Technical expressions - are expressions connected with a particular subject and therefore difficult to understand if you do not know about the subject. Expression used by a profession.
4. Slang expressions – are particular kind of colloquial language. It refers to words and expression which are extremely informal. Slang helps to make speech vivid, colorful and interesting but can be easily used inappropriately.

Teaching Strategies:

Teacher explain meanings of the three key terms: idiomatic, technical & slang expressions and then let the students discuss the meanings of the key terms.

Learning Strategies:

Students discuss the meanings of the key terms: idiomatic, technical & slang expressions .

Relevant Resources:

- McDougal, Littell “Basic Skills in English – Orange Level
- Oxford Advance Learner’s Dictionary – 7th Edition
- Prentice Hall – Literature (Teacher’s Edition Grade 8 (2007)

Suggested Resources:

- E-book: An Introduction to Language – 7th Edition

Unit 2: Interpretative Reading

Content Standard 10.5.2: Students will be able to analysis and interpret information, concepts & ideas in writing from culturally authentic sources on a variety of topics in English.

Benchmark 10.5.2.1: Demonstrate understanding of long complex text and recognize different literary and technical styles from a variety of culturally authentic sources.

Topic: Literary & technical styles for complex text

Text type: Short story, essay, academic writing and creative writing

Essential Knowledge, Skills, Values, Attitudes:

| Knowledge | Logical Process | Skills | Attitude | Values |
|---|--------------------------------------|---------|---|--------------------------------------|
| Literary & technical styles (academic and creative writing) | Logical reasoning Decision-making | Reading | Corporation Responsible Open-minded | Individuality Openness Justice |

Learning Objectives: Students will be able to:

- i. Read and identify literary style of a short story.
- ii. Examine the technical style of writing an essay.
- iii. Differentiate between 'Academic writing and 'Creative writing'.

Content Background:

Technical writing is used for detailed instructions or descriptions of items and processes. At work, at school, or in everyday life, you may have to use technical writing to leave instructions for another person.

Creative writing – any writing that goes beyond the boundary of professional, academic or technical form of writing/literature. Literary writings are related to literature.

Academic writing – a particular style used informal essay. It requires formal language, a logical structure and should be supported by evidence.

Technical writing aims to instruct users to achieve a specific goal using systems and gadget, its goal is to explain and train. On the other hand, literary writing, aims to move the readers' emotionally. Its goal is to enable the reader to revisit and relive an emotional state through plot and characters.

Teaching Strategies:

Allow the students to identify and separate samples writings provided into the two categories: 'academic writing' and 'creative writing' and examine their structure and style of writng.

Learning Strategies:

Identify and separate samples of writings provided into the two categories: 'academic writing' and 'creative writing' and layout the structure and style of writing.

Relevant Resources:

- McDougal, Littell "Basic Skills in English" – Orange Level
- Prentice Hall – Literature (Teacher's Edition Grade 8 (2007)

Suggested Resources:

- Oxford Advance Learner's Dictionary – 7th Edition

Unit 2: Interpretative Reading

Content Standard 10.5.2: Students will be able to analysis and interpret information, concepts and ideas in writing from culturally authentic sources on a variety of topics in English.

Benchmark 10.5.2.2: Demonstrate understanding of different point of view presented through a variety of literary works.

Topic: Point of views

Text type: Short story, essay

Essential Knowledge, Skills, Values, Attitudes:

| Knowledge | Logical Process | Skills | Attitude | Values |
|----------------|--------------------------------------|---------|---|--------------------------------------|
| Point of views | Logical reasoning Decision-making | Reading | Corporation Responsible Open-mind | Individuality Openness Justice |

Learning Objectives: Students will be able to:

- Define the term: point of view, first person point of view, third person point of view.
- Practice identifying first-person point of views from short story.
- Practice identifying third-person point of view from essays.

Content Background:

Point of views – perspective from which a story is told.

1. First person point of view - the narrator participates in the action of the story and can tell only what he or she sees, knows, thinks or feels his kind of narrator use the pronoun 'I' when speaking about himself or herself.
2. Second-person Point of View- the writer has the narrator speaking to the reader. This is the 'you' perspective. The words 'you', 'your', 'yours', yourselves are used.
3. Third-person point of view - the narrator is not a character in the story, but tells events from the 'outside'. This kind of narrator uses pronoun such as he, she and they and peoples' names to describe all the characters.

Teaching Strategies:

Explain the different point of views and then allow the students to identify the different points of views.

Learning Strategies:

Read the short stories and identify the point of views used in telling the stories.

Relevant Resources:

- McDougal, Littell Basic Skills in English – Orange Level
- Prentice Hall – Literature (Teacher's Edition Grade 8 (2007)

Suggested Resources:

- Oxford Advance Learner's Dictionary – 7th Edition

Unit 2: Interpretative Reading

Content Standard 10.5.2: Students will be able to analysis and interpret information, concepts & ideas in writing from culturally authentic sources on a variety of topics in English

Benchmark 10.5.2.3: Demonstrate understating of the content and relevance of news items, articles and reports on a wide range of profession topics.

Topic: Content relevance

Text type: Newspaper, official documents, reports

Essential Knowledge, Skills, Values, Attitudes:

| Knowledge | Logical Process | Skills | Attitude | Values |
|---|--------------------------------------|---------|---|--------------------------------------|
| Literary & technical styles (academic and creative writing) | Logical reasoning Decision-making | Reading | Corporation Responsible Open-mind | Individuality Openness Justice |

Learning Objectives: Students will be able to:

- Identify and define the techniques used to build coherence in paragraphs.
- Identify transitional words that show relationship among like ideas.
- Use pronouns, synonyms, and repeated words to connect ideas.

Content Background:

Information is relevant when it helps you to answer your research questions. Content relevance is all about your audience's perception of your content's relevance to topics, issues, needs, or interest. Content usefulness refers to your content ability to help users make decision or make progress towards goals.

Teaching Strategies:

Teacher introduce the three techniques used to build coherent in paragraphs and then allow the students to identify examples of any of the techniques in the text they read.

Learning Strategies:

Identify examples of any of the techniques in the text they read.

Relevant Resources:

- McDougal, Littell "Basic Skills in English" – Orange Level
- Prentice Hall – Literature (Teacher's Edition Grade 8 (2007)

Suggested Resources:

- Oxford Advance Learner's Dictionary – 7th Edition

Unit 2: Interpretative Reading

Content Standard 10.5.2: Students will be able to analysis and interpret information, concepts & ideas in writing from culturally authentic sources on a variety of topics in English.

Benchmark 10.5.2.4: Demonstrate understating of idioms and idiomatic expressions and infer meanings of unfamiliar words used in context.

Topic: Understanding idiomatic expressions

Text type: Short stories, essay, technical papers.

Essential Knowledge, Skills, Values, Attitudes:

| Knowledge | Logical Process | Skills | Attitude | Values |
|------------------------|--------------------------------------|---------|---|--------------------------------------|
| Context clue Idioms | Logical reasoning Decision-making | Reading | Corporation Responsible Open-minded | Individuality Openness Justice |

Learning Objectives: Students will be able to:

- i. Define idiomatic expressions.
- ii. Identify meaning of idiomatic expressions in fiction.
- iii. Use context clue to work out the meaning of a word from a technical paper.

Content Background:

Context clue - When you encounter an unfamiliar word, you can often use context clues to understand it. Context clues are the words or phrases surrounding the word that provide hints about the word's meaning.

Context clue - When you encounter an unfamiliar word, you can often use context clues to understand it. Context clues are the words or phrases surrounding the word that provide hints about the word's meaning.

Idioms are a type of figurative language, which means they are not always meant to be taken literally. Idioms express a particular sentiment, but they do not literally mean what the individual words themselves mean. An idiom is a saying that is specific to a language.

Example: **Body Part Idioms**

1. Cross your fingers - For good luck.
2. Fell on deaf ears - People wouldn't listen to something.
3. Get cold feet - Be nervous.
4. Giving the cold shoulder - Ignore someone.
5. Have a change of heart - Changed your mind.
6. I'm all ears - You have my full attention.

Teaching Strategies:

Provide worksheet on idioms for students to read.

Learning Strategies:

Students read a short story and a technical essay to identify key term.
Read and interpret idiomatic expressions.

Relevant Resources:

- McDougal, Littell "Basic Skills in English" – Orange Level
- Prentice Hall – Literature (Teacher's Edition Grade 8 (2007)

Suggested Resources:

- Oxford Advance Learner's Dictionary – 7th Edition

Unit 3: Interpersonal Communication

Content Standard 10.5.3: Students will be able to engage in conversation and exchange information, concepts & ideas orally and in writing with a variety of speakers or readers in a variety of topics in a culturally appropriate context in English.

Benchmark 10.5.3.1: Speak fluently, accurately, and effectively about a wide variety of events that occur in different time frames.

Topic: Impromptu speech

Text type: Short stories, essay, official document

Essential Knowledge, Skills, Values, Attitudes:

| Knowledge | Logical Process | Skills | Attitude | Values |
|------------------|--------------------------------------|--------------------|---|--------------------------------------|
| Impromptu speech | Logical reasoning Decision-making | Reading Writing | Corporation Responsible Open-minded | Individuality Openness Justice |

Learning Objectives: Students will be able to:

- What is impromptu two minutes speech/writing.
- Give a two minutes speech on the food they like best and why.
- Write a two minutes speech on likes/dislike on boy-girl relationship.

Content Background:

An **Impromptu speech** is a talk that you give on the spot with no preparation. The speech could be as professional as a project update or as casual as a toast at a wedding. Either way, you are expected to say something smart, witty and charming.

It is a speech that you have to make without much or any time to prepare. In life, this can happen when you attend special events, like weddings or celebrations. In school, teachers use impromptu speeches as homework assignments to help you develop communication skills and to help you prepare for those future life surprises.

While this may seem like a cruel trick from a student's point of view, it actually builds confidence and is great preparation for life.

Rarely will you be asked to stand and deliver a speech with no warning and no time to organize your thoughts. This would be unusual in the classroom unless the teacher is attempting to make a point about the importance of preparedness.

At some point in your life, however, you may be asked to speak without notice. There are a few things you can do to avoid panic and embarrassment.

To get prepared you should make a simple outline of key points on a palm card and use it as a guide to base your talk on.

Retrieved: www.google.com/search?q=impromptus+speech

Teaching Strategies:

Teacher give out the topic and students do a 30 seconds research and then present the two minutes speech.

Learning Strategies:

Students choose a topic, do a mini-research and then present their speech.

Relevant Resources:

- McDougal, Littell "Basic Skills in English" – Orange Level
- Prentice Hall – Literature (Teacher's Edition Grade 8 (2007)

Suggested Resources:

- Oxford Advance Learner's Dictionary – 7th Edition

Unit 3: Interpersonal Communication

Content Standard 10.5.3: Students will be able to engage in conversation and exchange information, concepts & ideas orally and in writing with a variety of speakers or readers in a variety of topics in a culturally appropriate context in English.

Benchmark 10.5.3.2: Exchange and develop information about personal and academic task.

Topic: Interpersonal communication

Text type: Charts, picture, short stories, essay, official document

Essential Knowledge, Skills, Values, Attitudes:

| Knowledge | Logical Process | Skills | Attitudes | Values |
|----------------------------------|--------------------------------------|--------------------|---|--------------------------------------|
| Exchange and develop information | Logical reasoning Decision-making | Reading Writing | Corporation Responsible Open-minded | Individuality Openness Justice |

Learning Objectives: Students will be able to:

- i. Identify the importance of group work.
- ii. Practice group work to solve a moral dilemma.
- iii. Practice group work to research information on different books in the library.

Content Background:

Group work is working with other members together to accomplish a task together. It is important because it provides opportunity to work with others and know them. Furthermore, it also provides other benefits such as increase productivity and performance and achieve more than an individual can. It also allow people to exchange ideas.

Teaching Strategies:

Get students into groups and assigned their tasks.

Learning Strategies:

Work together and exchange and develop information and present to class.

Relevant Resources:

- McDougal, Littell "Basic Skills in English" – Orange Level
- Oxford Advance Learner's Dictionary – 7th Edition
- Prentice Hall – Literature (Teacher's Edition Grade 8 (2007)

Suggested Resources:

- Oxford Advance Learner's Dictionary – 7th Edition

Unit 4: Presentational Speaking

Content Standard 10.5.4: Students will be able to present information, concepts & ideas to an audience of listeners on a variety of topics in a culturally appropriate context in English.

Benchmark 10.5.4.1: Prepare and deliver presentations based on inquiry or research.

Topic: Basic research skills

Text type: Charts, picture, short stories, essay, official document

Essential Knowledge, Skills, Attitudes, Values:

| Knowledge | Logical Process | Skills | Attitudes | Values |
|-----------------|--------------------------------------|----------|---|--------------------------------------|
| Research skills | Logical reasoning Decision making | Speaking | Corporation Responsible Open-mind | Individuality Openness Justice |

Learning Objectives: Students will be able to:

- i. Identify, outline and research topic to present.
- ii. Edit, organize and outline notes for oral presentation.
- iii. Present their topic.

Content Background:

Basic Research skills:

- Identify topic
- Lay out main idea or thesis of your project
- Collect primary evidences with appropriate citation organize ideas in a logical sequences, Include bibliography
- Make an outline of your presentation
- Present your findings orally

Teaching Strategies:

Explain the research process and task the students to follow the processes and task to collect evidence and then present a talk on the topic.

Learning Strategies:

Follow the processes and task to collect evidence and then present a talk on the topic.

Relevant Resources:

- McDougal, Littell "Basic Skills in English" – Orange Level
- Prentice Hall – Literature (Teacher's Edition Grade 8 (2007)

Suggested Resources:

- Oxford Advance Learner's Dictionary – 7th Edition

Unit 4: Presentational Speaking

Content Standard 10.5.4: Students will be able to present information, concepts & ideas to an audience of listeners on a variety of topics in a culturally appropriate context in English.

Benchmark 10.5.4.2: Narrate a story and describe reactions with clarity and details.

Topic: Narration (Describing reactions)

Text type: Charts, picture, short stories, essay, official document

Essential Knowledge, Skills, Attitudes, Values:

| Knowledge | Skills | Attitudes | Values | Process |
|--|----------|---|--------------------------------------|--------------------------------------|
| Narrating a story Describe people's reactions | Speaking | Corporation Responsible Open-minded | Individuality Openness Justice | Logical reasoning Decision-making |

Learning Objectives: Students will be able to:

- i. Narrate a simple short story.
- ii. Identify and describe the characters' reactions to the situations and amongst themselves.
- iii. Evaluate the reactions in a culturally appropriate context in English.

Content Background:

Plan and outline a story following the story plot and then tell the story.

Story plot:

1. Exposition (provides important background information and introduces the setting and the important character)
2. Rising actions (shows how the conflict becomes more difficult)
3. Climax (is the most exciting part and turning point, makes the outcome of the conflict clear)
4. Falling action (Ease the tension. Show how the main character resolves the conflict)
5. Resolution (reveal how everything turns out)

Protagonist – main character

Antagonist – character or force going against the main character

Create suspense by Suspense builds as the character tries to resolve, or work out, the conflict.

Retrieved: McDougal Littell Literature (2008)

Teaching Strategies:

Teacher explained the story plot, protagonist and the antagonist. Teacher narrates a story to the students.

Learning Strategies:

Students listen to the narration and describe and evaluate the characters' reactions.

Relevant Resources:

- McDougal Littell Literature (2008)
- McDougal, Littell "Basic Skills in English – Orange Level
- Prentice Hall – Literature (Teacher's Edition Grade 8 (2007)

Suggested Resources:

- Oxford Advance Learner's Dictionary – 7th Edition

Unit 4: Presentational Speaking

Content Standard 10.5.4: Students will be able to present information, concepts & ideas to an audience of listeners on a variety of topics in a culturally appropriate context in English.

Benchmark 10.5.4.3: Synthesis and summarize information gathered from various authentic source when speaking to diverse groups.

Topic: Synthesizing information

Text type: Charts, picture, short stories, essay, official document

Essential Knowledge, Skills, Attitudes, Values:

| Knowledge | Logical Process | Skills | Attitudes | Values |
|-------------------------|--------------------------------------|----------|---|--------------------------------------|
| Synthesis and summarize | Logical reasoning Decision-making | Speaking | Corporation Responsible Open-minded | Individuality Openness Justice |

Learning Objectives: Students will be able to:

- i. Explain how to synthesize and summarize information.
- ii. Synthesize information.
- iii. Summarize information.

Content Background:

Synthesis information - creating draw information from more than one source and infer the relationship between the sources/ideas to synthesise and combine elements to produce a coherent whole and make logical deductions. You perform either of the following: combine, restate, summarise, précis, generalise, conclude, derive, organise, design, deduce, classify, formulate, propose.

Summarize - ignore irrelevant information and integrate central idea in a meaningful way. When you summarize, you use your own words to retell, the main ideas and most important details of something you've read or heard but still maintain the gist. Though a summary doesn't include your own opinions or ideas, you do need to decide which ideas and information are most important to include. A summary is generally no more than one-third the length of the using fewer words.

Teaching Strategies:

Explain the two key terms. Allow the students to synthesize and summarize ideas to create a new topic.

Learning Strategies:

Synthesize and summarize ideas to create new information and it must make sense.

Relevant Resources:

- McDougal, Littell "Basic Skills in English" – Orange Level
- Prentice Hall – Literature (Teacher's Edition Grade 8 (2007)

Suggested Resources:

- Oxford Advance Learner's Dictionary – 7th Edition

Unit 5: Presentational Writing

Content Standard 10.5.5: Students will be able to present information, concepts & ideas to an audience of readers on a variety of topics in a culturally appropriate context in English.

Benchmark 10.5.5.1: Incorporate with accuracy, idioms and culturally authentic expressions in writing.

Topic: Using quotations and expressions in writing

Text type: Charts, picture, short stories, essay, official document

Essential Knowledge, Skills, Attitudes, Values:

| Knowledge | Logical Processes | Skills | Attitudes | Values |
|---|--------------------------------------|--------------------|---|--------------------------------------|
| Idioms and Culturally authentic expressions Direct and indirect quotations (MLA style) | Logical reasoning Decision-making | Reading Writing | Corporation Responsible Open-minded | Individuality Openness Justice |

Learning Objectives: Students will be able to:

- i. Identify different idiomatic and cultural authentic expression and incorporate them to form new expressions.
- ii. Employ direct and indirect quotations in writing.
- iii. Incorporating different expressions in writing to express ideas clearly.

Content Background:

Incorporate ideas using direct and indirect quotation

Direct quote – you quote exactly as stated using quotation marks.

E.g, “.....” or “...informed by the current language learning methodology” (Cook, 2008).

Indirect quote – you rephrase or paraphrase – say it in your own words but maintain the main ideas: According to Cook (2008), the decision was made after reviewing the current language learning methodology.

MLA style - in-text reference .

Apply cohesion and coherence to connect ideas together.

Note that students will need to know how to reference quotations used properly.

1. If the author is not mentioned in the quotation, then the three important details that must come in bracket right after the quotation are:
 - a. the author’s surname, followed by a comma (,)
 - b. date /year of publication, followed by a colon (:)
 - c. The page number

Example: “A computer virus can damage files on a disc” (Baker and Bowen, 2005: 36).

4. If the author is mentioned in the quotation, then in brackets right after the author's surname you should have the following information
- date/year of publication, and
 - the page number.

Example: Baker and Brown (2005:36) believes that a computer virus can damage files on a disc.

Teaching Strategies:

Teacher explains to students how to incorporate ideas and reference it properly in writing.

Learning Strategies:

Students to incorporate different idioms to create new idiomatic expression and quotations to support ideas in writing.

Relevant Resources:

- McDougal, Littell "Basic Skills in English" – Orange Level
- Prentice Hall – Literature (Teacher's Edition Grade 8 (2007)

Suggested Resources:

- Oxford Advance Learner's Dictionary – 7th Edition

Unit 5: Presentational Writing

Content Standard 10.5.5: Students will be able to present information, concepts & ideas to an audience of readers on a variety of topics in a culturally appropriate context in English.

Benchmark 10.5.5.2: Write with clarity following consistent control of time frame and moods.

Topic: Timed writing

Text type: Charts, picture, short stories, essay, official document

Essential Knowledge, Skills, Attitudes, Values:

| Knowledge | Logical Processes | Skills | Attitudes | Values |
|--------------------------|--------------------------------------|--------------------|---|--------------------------------------|
| Clarity in timed writing | Logical reasoning Decision-making | Reading Writing | Corporation Responsible Open-mind | Individuality Openness Justice |

Learning Objectives: Students will be able to:

- i. Formulate ideas.
- ii. Write a structured essay within a set time.

Content Background:

Timed writing is writing and producing a product within a time limit, Steps:

1. Identify the topic
2. Make an outline of your write up
3. Write the first draft
4. Edit the first draft
5. Note all these takes place within one block time e.g. 40/80 minutes lesson

For example: student to infer author's viewpoint from details in the story and write an essay on the author's viewpoint. How well the student supports his/her interpretation with details and examples.

Plan for 5 minutes planning; 10 minutes writing and 5 minutes reviewing and revising.

Teaching Strategies:

Teacher explains the idea of timed writing and then allow the students to read and plan their essay.

Learning Strategies:

Students to read, plan, write and revise essay.

Relevant Resources:

- McDougal, Littell "Basic Skills in English" – Orange Level
- Prentice Hall – Literature (Teacher's Edition Grade 8 (2007)

Suggested Resources:

- Oxford Advance Learner's Dictionary – 7th Edition

Unit 5: Presentational Writing

Content Standard 10.5.5: Students will be able to present information, concepts & ideas to an audience of readers on a variety of topics in a culturally appropriate context in English.

Benchmark 10.5.5.3: Produce a persuasive essay and sustain and justify opinion and arguments in writing.

Topic: Persuasive essay

Text type: Charts, picture, short stories, essay, official document

Essential Knowledge, Skills, Attitudes, Values:

| Knowledge | Logical Processes | Skills | Attitudes | Values |
|------------------|--------------------------------------|--------------------|---|--------------------------------------|
| Persuasive essay | Logical reasoning Decision-making | Reading Writing | Corporation Responsible Open-mind | Individuality Openness Justice |

Learning Objectives: Students will be able to:

- Identify the techniques of persuading.
- Use persuasive devices in writing a persuasive essay.
- Research and collect information for the essay.
- Write and edit the essay.

Content Background:

- Identify topic, essay planning & outlining
- Writing the first draft
- Editing the first and writing the second draft
- Editing for structure, content, grammar and copy editing

Persuasive techniques:

- Logical argument - take reader step by step through the argument, and present accurate evidence to earn their trust.
- Emotional appeal - move reader with brief story that add impact to your argument by sparking emotions, pride, surprise, anger.
- Charged words - use words with positive or negative connotation.
- Repetition and parallelism – use sentence that begins with identical form to emphasis ideas
- statistics, referral to experts, bias or emotive language, exaggeration, etc

Teaching Strategies:

Explain the techniques of persuading and allow the student to use the techniques to write essay.

Learning Strategies:

Students use the techniques to write their essay.

Relevant Resources:

- McDougal Littell Literature (2008)
- McDougal, Littell “Basic Skills in English – Orange Level
- Prentice Hall – Literature (Teacher’s Edition Grade 8 (2007)

Suggested Resources:

- Oxford Advance Learner’s Dictionary – 7th Edition

Unit 5: Presentational Writing

Content Standard 10.5.5: Students will be able to present information, concepts & ideas to an audience of readers on a variety of topics in a culturally appropriate context in English.

Benchmark 10.5.5.4: Incorporate figurative language, emotions, gestures, rhythm, and appropriate format into a literary original piece.

Topic: Creative writing

Text type: Charts, picture, short stories, essay, official document

Essential Knowledge, Skills, Attitudes, Values:

| Knowledge | Logical Processes | Skills | Attitudes | Values |
|------------------|--------------------------------------|--------------------|---|--------------------------------------|
| Creative writing | Logical reasoning Decision-making | Reading Writing | Corporation Responsible Open-minded | Individuality Openness Justice |

Learning Objectives: Students will be able to:

- i. Identify a topic, plan and outline of a short story.
- ii. Brainstorm and formulate details of the story.
- iii. Write the first draft of the story.

Content Background:

Creative writing – write your own story. Here the students will be given a story outline and they will use it to write the whole story.

Example:

Title: Down but not Out
 Main Character: John a twenty year young man from Tari living in Port Moresby on selling buai
 Rising incident: Sells *buai* at Waigani shopping center
 Conflict: NCDC buai police came and chased him
 Falling incident: He was taken to Court and heavily fined
 Resolution: He decides to start a business following the formal process of business registration/certification, etc.

Story plot:

1. Exposition (provides important background information and introduces the setting and the important character)
 2. Rising actions (shows how the conflict becomes more difficult)
 3. Climax (is the most exciting part and turning point, makes the outcome of the conflict clear)
 4. Falling action (Ease the tension. Show how the main character resolves the conflict)
 5. Resolution (reveal how everything turns out)
- Protagonist – main character

Antagonist – character or force going against the main character
 incorporate figurative language, emotions, gestures, rhythm into the story to enhance the story.

Teaching Strategies:

Teacher explains the parts of a story structure and let the students plan and writes their own story.

Learning Strategies:

Students plan and writes their own story.

Relevant Resources:

- McDougal, Littell "Basic Skills in English" – Orange Level
- Prentice Hall – Literature (Teacher's Edition Grade 8 (2007)

Suggested Resources:

- Oxford Advance Learner's Dictionary – 7th Edition

Strand 6: English Grammar

Strand 6 consists of three units:

1. Conventions of Standard English
2. Knowledge of Language
3. Vocabulary Acquisition and Use

| Unit | Topic |
|------------------------------------|--|
| 1. Conventions of Standard English | <ul style="list-style-type: none"> • Phrases and clauses • Conjunctions • Hyphens. • Editing own work using all conventions of spelling |
| 2. Knowledge of Language | <ul style="list-style-type: none"> • Reading comprehension • Editing using a style manual |
| 3. Vocabulary Acquisition and Use | <ul style="list-style-type: none"> • Contextual clues to interpret meanings • Conventions of pronunciation • Inferred meanings checked against context clues • Figurative language • Figures of speech (euphemism, oxymoron) • Nuances • Writing Skills – Essay (Argumentative) |

Unit of Work

Unit of work outlines the topics, Text-types to be used, essential KSAVs to be achieved and the learning objectives that will work towards achieving the essential KSAVS for each benchmark. It basically presents what the teacher is expected to teach per the set standard. Teachers are advised to use the learning objectives to create lesson topics and lesson objectives in preparing lessons. Brief content background of each topic is provided to aid teacher's lesson preparation.

Unit 1: Conventions of Standard English

Content Standard 10.6.1: Students will be able to demonstrate command of conventions of Standard English grammar and usage when writing or speaking.

Benchmark 10.6.1.1: Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent, noun, relative, adverbial) to convey specific meaning and add variety and interest to writing or presentations.

Topic: Phrases and clauses

Text Types: Brochures, pamphlets, power point presentations, persuasive advertisements.

Essential Knowledge, Skills, Attitudes, Values:

| Knowledge | Logical Processes | Skills | Attitudes | Values |
|---|---|----------------------|--|-------------------------------|
| Clauses – Independent and Dependant and others. | Logical reasoning, construction/ deconstruction | Writing and speaking | Individuality Self-discipline Independence | Participatory Responsible, |

Learning Objectives: Students will be able to:

- Define the five different clauses and give examples of each type.
- Identify different clause types in sentences.
- Differentiate between the types of clauses.
- Write correctly clauses and phrases in sentences.

Content Background:

Difference Between Phrase and Clause (with Comparison)

A phrase is described as a group of two or more words related to one another that constitute a single unit. On the other extreme, the clause is a part of a sentence that comprises of a subject (noun phrase) that actively performs an action (finite verb form).

Grammar Rules Clauses

A clause is a group of words containing a **subject** and **verb**. An independent clause is a simple sentence. It can stand on its own. Examples: She is hungry. I am feeling well today. A dependent clause cannot stand on its own. It needs an independent clause to complete a sentence.

Different types of Clauses:

1. Independent Clause,
2. Dependent Clause,
3. Noun Clause.
4. Relative clause, and
5. Adverbial Clause

Definitions for each type of clause:

1. What is an Independent Clause (also called Principal or Main Clause)?

An INDEPENDENT CLAUSE expresses a complete thought and can stand alone in a sentence (as a complete unit of meaning).

2. What is a DEPENDENT CLAUSE (also called Subordinate Clause)?

A DEPENDENT CLAUSE is a group of words but cannot stand on its own as a complete unit of meaning in a sentence.

3. What is a NOUN CLAUSE?

A NOUN CLAUSE is an independent clause that acts as a Noun.

Noun Clauses begin with words such as **how, that, what, whatever, where** and **when**. Noun Clauses can act as **subjects, direct objects** and **indirect objects** in sentences.

4. What is a RELATIVE CLAUSE?

A RELATIVE CLAUSE is normally attached to an antecedent by a relative pronoun such as **who, which** or **that**.

5. What is ADVERBIAL CLAUSE?

An ADVERBIAL CLAUSE is a dependent clause that functions as an **adverb**.

Teaching Strategies:

Teacher to write different clauses and phrases on blackboard for students to comprehend and differentiate. Then, put more of each type of clauses and phrases for students to use appropriately in sentences.

Learning Strategies:

Students to identify clauses and phrases correctly and write sentences using correct clauses and phrases.

Relevant Resources:

- Oxford Advanced Learner's Dictionary
- Basic Skills in English, advance oxford English 3 & 4

Suggested Resources:

- Complete Basic English 4, by Rex Sadler and Sandra Sadler

Unit 1: Conventions of Standard English

Content Standard 10.6.2: Students will be able to demonstrate command of the conventions of Standard English capitalisation, punctuation and spelling when writing.

Benchmark 10.6.2.1: Apply the correct use of conjunctions in written expressions.

Topic: Conjunctions

Text Types: Newspapers, essays, other written texts, reports, reviews, commentaries.

Essential Knowledge, Skills, Attitudes, Values:

| Knowledge | Logical Processes | Skills | Attitudes | Values |
|--------------|--|----------------------|--|------------------------------|
| Conjunctions | Logical reasoning, construction/deconstruction | Writing and speaking | Individuality Self-discipline Independence | Participatory Responsible |

Learning Objectives: Students will be able to:

- Identify various conjunctions in sentences and other texts.
- Differentiate between the various conjunctions in sentences and other texts.
- Write correct sentences with appropriate conjunctions.

Content Background:

CONJUNCTIONS: Conjunctions are word that join words, phrases or sentences. Examples of conjunction words in sentences are (and/but/or).

Compound sentences. A compound sentence is made up of two or more independent clauses can also be joined by a coordinating conjunction (*and, or, nor, but, yet, for*) and a comma, an adverbial conjunction and a semicolon, or a semicolon.

Compound predicates. A predicate is everything in the verb part of the sentence after the subject (unless the sentence uses inverted word order). A compound predicate is two or more predicates joined by a coordinating conjunction. Traditionally, the conjunction in a sentence consisting of just two compound predicates is not punctuated.

A conjunctive adverb, adverbial conjunction, or subordinating adverb is an adverb that connects two clauses by converting the clause it introduces into an adverbial modifier of the verb in the main clause. For example, in "I told him; thus, he knows" and "I told him. Thus he knows", "thus" is a *conjunctive adverb*.

Retrieved: Wikipedia

Teaching Strategies:

Teacher to write sentences using different conjunction words, for students to identify, comprehend and differentiate.

Then, give exercise to students to test their understanding.

Learning Strategies:

Students to identify comprehend and differentiate.

Relevant Resources:

- Oxford Advanced Learner's Dictionary, Basic Skills in English, Advance oxford English 3 & 4

Suggested Resources:

- Complete Basic English 4, by Rex Sadler and Sandra Sadler

Unit 1: Conventions of Standard English

Content Standard 10.6.2: Students will be able to demonstrate command of the conventions of Standard English capitalisation, punctuation and spelling when writing.

Benchmark 10.6.2.2: Use colons, semi-colons, hyphens and contractions in paragraphs.

Topic: Hyphens

Text Types: Newspapers, essays

Essential Knowledge, Skills, Attitudes, Values:

| Knowledge | Logical Processes | Skills | Attitudes | Values |
|------------------------|--|--|--|--|
| Semicolons and colons. | Logical reasoning, construction/deconstruction | Writing and speaking Generating ideas Making inferences Analysing | Individuality Self-discipline Independence | Participatory, Responsible, Creativity |

Learning Objectives: Students will be able to:

- i. Identify hyphens and contractions words and sentences (spoken and written texts).
- ii. Correctly apply and use hyphenation and contraction rules in words and sentences
 - a. (in spoken and other written texts).
- ii. Write correctly hyphenate/contracted words and sentences.

Content Background:

Hyphen Convention

A hyphen (-) is a punctuation mark that's used to join words or parts of words. It's not interchangeable with other types of dashes. Use a hyphen in a compound modifier when the modifier comes before the word it's modifying

What Is a Hyphen?

- A hyphen (-) is a punctuation mark that's used to join words or parts of words. It's not interchangeable with other types of dashes.
- Use a hyphen in a compound modifier when the modifier comes before the word it's modifying.
- If you're not sure whether a compound word has a hyphen or not, check your preferred dictionary.

Hyphen with Compound Modifiers: Two-Word Adjectives Before Nouns

Using hyphens to connect words is easy. Picking the right words to connect is a little harder. Let's start with compound modifiers. A compound modifier is made up of two words that work together to

function like one adjective. When you connect words with the hyphen, you make it clear to readers that the words work together as a unit of meaning.

For example, It's recommended you don't take down any load bearing walls when renovating. In this sentence, it sounds like you shouldn't take down any load that is holding up a wall. A hyphen should be inserted between load and bearing to make it clear that we're talking about walls that are bearing a load. It should now read: It's recommended you don't take down any load-bearing walls when renovating.

Other examples;

This wall is load bearing.

It's impossible to eat this cake because it is rock hard.

Is this hotel dog friendly?

This rock-hard cake is absolutely impossible to eat.

We're looking for a dog-friendly hotel.

Generally, you need the hyphen only if the two words are functioning together as an adjective before the noun they're describing. If the noun comes first, leave the hyphen out.

Hyphens With Participles

Compound modifiers that include present or past participles follow the same rules as any other compound modifier.

Hyphen With a Noun, Adjective Or Adverb and a Present Participle

When we combine a noun or adjective and a present participle (a word ending in **-ing**) to form a unit of meaning that describes another word, use a hyphen to make that unit of meaning clear. There are some beautiful looking flowers in the garden. Without the hyphen between beautiful and looking, your reader may stumble over the sentence. Perhaps there's a new type of daisy called the "*looking flower*"?

There are some beautiful-looking flowers in the garden.

Fast-acting medication can be useful when one has a headache.

Don't use a hyphen when the modifier comes after the noun it's describing.

This medication is *fast acting*.

Don't use a hyphen when you are combining an adverb and a participle.

The room was like a heavily-decorated chocolate box.

The room was like a heavily decorated chocolate box.

Hyphen in a Compound Expression with a Noun and Past Participle

Compound modifiers that contain a past participle also follow the same rules as any other compound modifier. Use a hyphen when the compound goes before the verb it modifies:

The municipal government is funding a community-based education system.

Wind-powered generators can be excellent sources of electricity.

Many veterinarians find meat-fed cats to be quite healthy.

A *well-known* local singer will perform tonight.

Don't use a hyphen when the compound comes after the noun it describes.

The singer performing tonight is well known.

Hyphenated Compound Words

Hyphenated compound words are the ones (obviously) with a hyphen between the words. Over time, many hyphenated compounds become closed compounds—teen-ager became teenager for instance. Check a dictionary if you're not sure whether to use a hyphen or not. Here are a few examples of common hyphenated compound words:

Mother-in-law, Master-at-arms, Editor-in-chief, Ten-year-old, Factory-made, Twelve-pack

Closed Compound Words

Hyphenated words tend to become closed compounds (single words with no hyphens) over time. Email instead of e-mail, for example, is increasingly common. If you aren't sure whether a word is a closed compound or a hyphenated one, check your preferred dictionary.

Notebook, Superman, Waistcoat, Bookstore, Fireman

Open Compound Words

Open compounds are typically made up of two nouns that are used together to represent a single idea. "Open" means that there is a space between the two words and no hyphen. A good dictionary is the best place to check whether a compound is open or not. Examples include:

Living room, Real estate, Dinner table, Coffee mug

You also don't need a hyphen when your modifier is made up of an adverb and an adjective.

Do you expect me to believe this clearly-impossible story?

Do you expect me to believe this clearly impossible story?

Teaching Strategies:

Put up sentences containing semi-colons and colons for students to identify, comprehend and differentiate.

Learning Strategies:

Identify function of Hyphens and Contractions in words and sentences or other texts. Secondly, identify their placement or ordering in sentences, paragraph or other written texts. Lastly, demonstrate understanding by applying all known rules about Hyphens to construct sentences, paragraphs and/or other text types.

Relevant Resources:

- Oxford Advanced Learner's Dictionary, Basic Skills in English, Advance oxford English 3 & 4

Suggested Resources:

- Complete Basic English 4, by Rex Sadler and Sandra Sadler

Unit 1: Conventions of Standard English

Content Standard 10.6.2: Students will be able to demonstrate command of the conventions of Standard English capitalisation, punctuation and spelling when writing.

Benchmark 10.6.2.3: Edit own work ensuring that all spelling, conventions are in order.

Topic: Editing own work using all conventions of spelling

Text Types: Written texts (own) News papers, essays

Essential Knowledge, Skills, Attitudes, Values:

| Knowledge | Logical Processes | Skills | Attitudes | Values |
|--------------------------------|--|---|--|--|
| Editing Conventions of English | Logical reasoning, construction/deconstruction | Writing, Identifying errors (grammar spelling, word ordering etc.), Generating ideas, Making inferences, Analysing. | Individuality Self-discipline Independence | Participatory, Responsible, Creativity |

Learning Objectives: Students will be able to:

- i. Write on a topic of interest (4 paragraphs).
- ii. Identify errors in spelling, word ordering, and sentence structuring.
- iii. Edit own work under given guidelines

Content Background:

Editing

Editing is what you begin doing as soon as you finish your first draft. You reread your draft to see, for example, whether the paper is well-organized, the transitions between paragraphs are smooth, and your evidence really backs up your argument. You can edit on several levels:

Content

Have you done everything the assignment requires? Are the claims you make accurate? If it is required to do so, does your paper make an argument? Is the argument complete? Are all of your claims consistent? Have you supported each point with adequate evidence? Is all of the information in your paper relevant to the assignment and/or your overall writing goal? (For additional tips, see our handouts on understanding assignments and developing an argument.)

Overall structure

Does your paper have an appropriate introduction and conclusion? Is your thesis clearly stated in your introduction? Is it clear how each paragraph in the body of your paper is related to your thesis? Are the

paragraphs arranged in a logical sequence? Have you made clear transitions between paragraphs? One way to check the structure of your paper is to make a reverse outline of the paper after you have written the first draft. (See our handouts on introductions, conclusions, thesis statements, and transitions.)

Structure within paragraphs

Does each paragraph have a clear topic sentence? Does each paragraph stick to one main idea? Are there any extraneous or missing sentences in any of your paragraphs? (See our handout on paragraph development.)

Clarity

Have you defined any important terms that might be unclear to your reader? Is the meaning of each sentence clear? (One way to answer this question is to read your paper one sentence at a time, starting at the end and working backwards so that you will not unconsciously fill in content from previous sentences.) Is it clear what each pronoun (he, she, it, they, which, who, this, etc.) refers to? Have you chosen the proper words to express your ideas? Avoid using words you find in the thesaurus that aren't part of your normal vocabulary; you may misuse them.

Style

Have you used an appropriate tone (formal, informal, persuasive, etc.)? Is your use of gendered language (masculine and feminine pronouns like "he" or "she," words like "fireman" that contain "man," and words that some people incorrectly assume apply to only one gender—for example, some people assume "nurse" must refer to a woman) appropriate? Have you varied the length and structure of your sentences? Do you tend to use the passive voice too often? Does your writing contain a lot of unnecessary phrases like "there is," "there are," "due to the fact that," etc.? Do you repeat a strong word (for example, a vivid main verb) unnecessarily? (For tips, see our handouts on style and gender-inclusive language.)

Citations

Have you appropriately cited quotes, paraphrases, and ideas you got from sources? Are your citations in the correct format? (See the UNC Libraries citation tutorial for more information.)

As you edit at all of these levels, you will usually make significant revisions to the content and wording of your paper. Keep an eye out for patterns of error; knowing what kinds of problems you tend to have will be helpful, especially if you are editing a large document like a thesis or dissertation. Once you have identified a pattern, you can develop techniques for spotting and correcting future instances of that pattern. For example, if you notice that you often discuss several distinct topics in each paragraph, you can go through your paper and underline the key words in each paragraph, then break the paragraphs up so that each one focuses on just one main idea.

Retrieved from: <https://writingcenter.unc.edu/tips-and-tools/editing-and-proof-reading/>

Teaching Strategies:

Students to write about a topic of interest. Give guidelines on what to edit be given.

Learning Strategies:

Write a short story on any topic of interest (about 4 paragraphs) and edit their own work after they have finished.

Relevant Resources:

- Oxford Advanced Learner's Dictionary, Basic Skills in English, Advance oxford English 3 & 4

Suggested Resources:

- Complete Basic English 4, by Rex Sadler and Sandra Sadler

Unit 2: Knowledge of Language

Content Standard 10.6.3: Students will be able to apply knowledge of language to make sense of how language functions in different contexts, to make effective choices for meaning, style, and to comprehend more fully when reading or listening.

Benchmark 10.6.3.1: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style.

Topic: Reading comprehension

Text Types: News articles, selected paragraphs from books/novels, research papers, etc..

Essential Knowledge, Skills, Attitudes, Values:

| Knowledge | Logical Processes | Skills | Attitudes | Values |
|--|---|--|--|--|
| Language functions and contexts to aid meaning and style to listening and reading. | Logical reasoning and construction/deconstruction | Writing and speaking Generating ideas Making inferences Analysing | Individuality Self-discipline Independence | Participatory Responsible Creativity Reflection |

Learning Objectives: Students will be able to:

- i. Read freely with enthusiasm.
- ii. More effectively for comprehension.
- iii. Research and gather information.

Content Background:

- Compare/contrast passages
- Reading variety of cloze texts for meaning/style
- Reading for specific/knowledge information
- Comprehension of cloze texts/passages

Teaching Strategies:

Prepare/give out reading material and students be grouped into 4-5 members.

Learning Strategies:

Students must read text and answer questions that follow. Secondly, they are to summarise text in one paragraph.

Relevant Resources:

- Oxford Advanced Learner's Dictionary, Basic Skills in English, Advance oxford English 3 & 4

Suggested Resources:

- Complete Basic English 4, by Rex Sadler and Sandra Sadler

Unit 2: Knowledge of Language

Content Standard 10.6.3: Students will be able to apply knowledge of language to make sense of how language functions in different contexts, to make effective choices for meaning, style, and to comprehend more fully when reading or listening.

Benchmark 10.6.3.2: Write and edit work so that it conforms to the guidelines in a style manual (e.g. MLA Handbook), appropriate for the discipline and writing type.

Topic: Editing using a style manual

Text Types: Autobiographies, personal dairies/journals, essays, newspaper articles, etc.

Essential Knowledge, Skills, Attitudes, Values:

| Knowledge | Logical Processes | Skills | Attitudes | Values |
|-------------------------------|--------------------|-----------------------------------|---|--|
| Style manual/ style guide. | Logical reasoning, | Writing and reading Editing | Diligent Self-discipline, Desire to learn | Participatory Responsible Creativity |

Learning Objectives: Students will be able to:

- i. Write an essay (argumentative, informative, explanatory, etc).
- ii. Edit own work using a selected style manual/style guide.

Content Background:

A **style guide** or **style manual** is a set of standards for the writing and design of documents, either for general use or for a specific publication, organization or field. The implementation of a style guide provides uniformity in style and formatting within a document and across multiple documents. A set of standards for a specific organization is often known as "house style". Style guides are common for general and specialized use, for the general reading and writing audience, and for students and scholars of various academic disciplines, medicine, journalism, the law, government, business, and industry.

Some style guides or style manual include;

For general writing [edit]

- *The Careful Writer*, by Theodore Bernstein.
- *Bryson's Dictionary of Troublesome Words: A Writer's Guide to Getting It Right*, by Bill Bryson.
- *Garner's Modern American Usage* by Bryan A. Garner.
- *The Classics of Style* — presents writing guidance from William Strunk, Jr., Emerson, Whitman, Poe, and other writers.
- *The Associated Press Stylebook* Basic Books ISBN 978-0-917360-63-3.
- *The Elements of Style*. By William Strunk, Jr. and E. B. White. (Often referred to as "Strunk and White".)

For academic papers [edit]

- *The Chicago Manual of Style*, Chicago: University of Chicago Press.
- *A Manual for Writers of Research Papers, Theses, and Dissertations*, Chicago Style for Students and Researchers, by Kate L. Turabian. Often referred to as "Turabian."
- *MLA Handbook for Writers of Research Papers*, by Joseph Gibaldi. Often referred to as "MLA".
- *Publication Manual of the American Psychological Association*, by the American Psychological Association (APA).

Retrieved from: https://en.wikipedia.org/wiki/List_of_style_guides

Teaching Strategies:

- Explain what editing is and list down the 5 main categories of editing for students to copy,
- Stress the importance of editing, and
- Give students texts to edit.

Learning Strategies:

Use criteria as guide to writing story

Use all learnt skills to edit

Relevant Resources:

- *MLA Handbook for Writers of Research Papers*, by Joseph Gibaldi.
- *The Careful Writer*, by Theodore Bernstein.
- *Bryson's Dictionary of Troublesome Words: A Writer's Guide to Getting It Right*, by Bill Bryson.

Suggested Resources:

- *The Chicago Manual of Style*, Chicago: University of Chicago Press.

Unit 3: Vocabulary Acquisition and Use

Content Standard 10.6.4: Students will be able to determine or clarify the meaning of unknown and multiple meaning words and phrases by using context clues, analysing meaningful word parts, and consulting general and specialised reference materials, as appropriate.

Benchmark 10.6.4.1: Determine or clarify the meaning of unknown and multiple meaning words and phrases based on Grade 10 reading and content, choosing flexibly from a range of strategies.

Topic: Contextual clues to interpret meanings

Text Types: Dictionary, news articles, cross-word puzzles

Essential Knowledge, Skills, Attitudes, Values:

| Knowledge | Logical Processes | Skills | Attitudes | Values |
|--|--|---|--|--|
| Contextual meaning of unknown and multiple meaning words and phrases, context clues and Meaningful word parts. | Logical reasoning, construction/deconstruction | Writing, speaking and listening, Generating ideas Making inferences Analysing | Individuality, Self-discipline, Independence | Participatory, Responsible, Creativity |

Learning Objective: Students will be able to:

- Use contextual clues to determine unknown and multiple meaning words/phrases.
- Explain how contextual clues determine meanings.

Content Background:

Context clues and multiple meaning words/phrases

- Context clues: words or phrases near an unfamiliar word that help readers figure out the word's meaning.
- Multiple meaning words/phrases: words/phrases that have more than one meaning.

Teaching Strategy:

Teacher puts up sentences containing multiple meaning words/phrases on b/b, and gets students to use contextual clues to determine meanings.

Learning Strategy:

Use contextual clues to determine multiple meaning words/phrases.

Relevant Resources:

- Oxford Advanced Learner's Dictionary, Basic Skills in English, Advance oxford English 3 & 4

Suggested Resources:

- Complete Basic English 4, by Rex Sadler and Sandra Sadler

Unit 3: Vocabulary Acquisition and Use

Content Standard 10.6.4: Students will be able to determine or clarify the meaning of unknown and multiple meaning words and phrases by using context clues, analysing meaningful word parts, and consulting general and specialised reference materials, as appropriate.

Benchmark 10.6.4.2: Consult general and specialised reference material (e.g. dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its meaning, its part of speech, or its etymology.

Topic: Conventions of pronunciation

Text Types: Newspaper articles, short stories, dairies/journals, dictionaries.

Essential Knowledge, Skills, Attitudes, Values:

| Knowledge | Logical Processes | Skills | Attitudes | Values |
|--------------------------------|--|---|--|--|
| Word etymology, part of speech | Logical reasoning, construction/deconstruction, Correct usage of vocabularies in simple and complex sentences. | Researching/gathering information Generating ideas Application of knowledge Making inferences Analysing | Individuality Self-discipline Independence | Participatory Responsible Creativity |

Learning Objectives: Students will be able to:

- Apply appropriate pronunciation conventions when speaking using Advanced Oxford Learner's Dictionary.
- Identify the parts of speech (svo).
- Construct complex, well-structured sentences.
- Break up sentences into parts of speech (svo)

Content Background:

Pronunciation

/ (prəˌnʌnsiˈeɪʃən) /

noun

- the act, instance, or manner of pronouncing sounds
- the supposedly correct manner of pronouncing sounds in a given language
- a phonetic transcription of a word

Pronunciation Conventions

English pronunciation is especially tricky due its seeming lack of consistency and intuitive structure.

The basic elements of pronunciation all relate to the specific **vowel** and consonant letters.

Tricky Vowel Sounds

Vowel sounds are an especially tricky part of English pronunciation because of how flexible and malleable they can be. One particular aspect of vowel sounds that can be confusing is when multiple vowel sounds blend together within a single syllable, because there are no clear divisions between the sounds like there are for consonants.

Monophthongs

The most basic vowel sound is known as a **monophthong**, which is a single vowel sound within a single syllable. Most of these are **short vowels**, though there are some **long vowel** monophthongs as well. For example:

| Short Vowel Monophthongs | Long Vowel Monophthongs |
|--------------------------|--------------------------|
| apple (/æpəl/) | concrete (/ˈkankrɪt/) |
| bend (/bænd/) | friendly (/ˈfrɛndli/) |
| tip (/tɪp/) | feet (/fiːt/) |
| pollen (/ˈpælən/) | exclude (/ɪkˈsklud/) |
| cup (/kʌp/) | across (/əˈkrɒs/) |
| put (/pʊt/) | curve (/kɜrv/) |
| myth (/mɪθ/) | |

Diphthongs

A **diphthong** (pronounced/dɪfθɔŋ/) is a single-syllable vowel sound in which the beginning of the sound **glides** to another, slightly different vowel sound. For this reason, diphthongs are often referred to as **gliding vowels**.

There are eight diphthongs in American English, four of which are “traditional” **long vowels** (vowel sounds that are pronounced the same way as the names of the letters), and four of which are produced by certain vowel digraphs or in combination with the letter **R**.

For example:

| Short Vowel Monophthongs | Long Vowel Monophthongs |
|-----------------------------------|-----------------------------|
| Traditional Long Vowel Diphthongs | Other Long Vowel Diphthongs |
| tape (/teɪp/) | boy (/bɔɪ/) |
| nice (/naɪs/) | pout (/paʊt/) |
| rope (/roʊp/) | deer (/dɪər/) |
| cube (/kjuːb/) | stairs (/steərz/) |

Triphthongs

Very rarely, a single syllable may contain three vowel sounds that quickly glide together; these sounds are known as **triphthongs**.

There are three triphthongs that are generally agreed upon in American English: /aʊə/ (“ah-oo-uh”), /aɪə/ (“ah-ih-uh”), and /jʊə/ (“ee-oo-uh”). The first occurs when the digraph **OU** is followed by an **R**, the second occurs with the letter combination **IRE**, and the third occurs when **UR** is followed by a **Y**, **I**, or **silent E**. For example:

- sour (/saʊər/)
- fire (/faɪər/)
- fury (/ˈfjʊəri/)

Part of speech

NOUN

parts of speech (plural noun)

- a category to which a word is assigned in accordance with its syntactic functions. In English the main parts of speech are noun, pronoun, adjective, determiner, verb, adverb, preposition, conjunction, and interjection.

Etymology

[ˌɛtrɪˈmɒlədʒi]

NOUN

etymologies (plural noun)

- the study of the origin of words and the way in which their meanings have changed throughout history.
"the decline of etymology as a linguistic discipline"
- the origin of a word and the historical development of its meaning.
"the etymology of the word 'devil'"

Teaching Strategies:

Put up several different words on b/b. for students to apply various pronunciation conventions.

Learning Strategies:

Pronounce given words correctly according rules of pronunciation, under Monophthongs, Diphthongs, and Triphthongs

Relevant Resources:

- Oxford Advanced Learner's Dictionary,
- Basic Skills in English, Advance oxford English 3 & 4
- Wikipedia

Suggested Resources:

- <http://www.bing.com/search?q=Pronunciation&qs=n&form=QBRE&sp=-1&pq=pronunciation&sc=8-14&sk=&cvid=F8B3A5971AA6472C9345A75D0538DB43>
- <http://www.bing.com/search?q=etymology&qs=n&form=QBRE&sp=-1&pq=etymology&sc=8-9&sk=&cvid=953228D143044C19992CB17D5A419377>
- <http://www.bing.com/search?q=Parts+of+speech&src=IE-SearchBox&FORM=IE11SR>

Unit 3: Vocabulary Acquisition and Use

Content Standard 10.6.4: Students will be able to determine or clarify the meaning of unknown and multiple meaning words and phrases by using context clues, analysing meaningful word parts, and consulting general and specialised reference materials, as appropriate.

Benchmark 10.6.4.3: Verify the preliminary determination of a word or phrase (e.g. by checking the inferred meaning in context or in a dictionary).

Topic: Inferred meanings checked against context clues

Text Types: Newspaper articles, short stories, dairies/journals, dictionaries.

Essential Knowledge, Skills, Attitudes, Values:

| Knowledge | Logical Processes | Skills | Attitudes | Values |
|----------------|---|--|--|--|
| Context Clues. | Logical reasoning, construction/ deconstruction, Correct usage of vocabularies in simple and complex sentences. | Writing Generating ideas Identifying Making inferences Analysing | Individuality Self-discipline Independence | Participatory Responsible Creativity |

Learning Objectives: Students will be able to:

- Infer meanings of unfamiliar words.
- Use context, definition and restatement clues to work out meaning(s) to unfamiliar words, in context/texts.
- Explain how the inference exercise helped them (students) in determining meanings.

Content Background:

Inference, Context, Definition and Restatement Clues

Inference: guessing meanings of unknown/unfamiliar words prior to resorting to Context clues.

Context clues:

words or phrases near an unfamiliar word that help readers figure out the word's meaning

Definition clue: directly tells the meaning of the word

Restatement clue: restates the meaning of the word in easier language

HERE'S HOW

Step 1: Identify the word. Ask yourself, Which word or words are unfamiliar?

Step 2: Use context. You can often determine a word's meaning from the surrounding words, or context. Look for more familiar words, phrases, or sentences surrounding a new or unfamiliar word.

Step 3: Look for restatement clues. In a restatement clue, the writer says the same thing in a different way. • Signal words for restatement clues include: this means, that is, in other words, or, also known as, also called. • Punctuation marks that signal a restatement include: commas and dashes.

Step 4: Look for definition clues. The context defines, or tells, the meaning of the word. • Signal words for definition clues include: is, are, defined as, meaning. • Punctuation marks include: commas, dashes, parentheses, and colons.

Step 5: Define the unfamiliar word. Once you have defined the word, it is a good idea to write it and its definition in a special notebook. Try using the word in a sentence.

Definition and restatement are two types of context clues that help readers figure out the meaning of unfamiliar words. A definition clue is a word or phrase that directly tells (defines) the meaning of a new word. A restatement clue gives the meaning of a word in simpler language.

EXAMPLE: CONTEXT CLUES

Use restatement and definition clues to figure out the meanings of unfamiliar words in the following passage

CONTEXT CLUES: DEFINITION AND RESTATEMENT

“Art for art’s sake” was the dictum, or formal pronouncement, that guided late nineteenth-century artists to paint genteel landscapes and formal portraits. By 1900, however, a few young American painters had a new exhortation, “Art for life’s sake,” a rallying cry that attracted many converts. These rebels sought to paint “real life” in all its squalidness — including poverty and disorder—and their paintings often showed run-down tenements. Critics hated the “indecorous” (meaning vulgar) content of the rebels’ paintings, and dubbed their style “the ash can school”.

Words that may be unfamiliar

Dictum

Exhortation

Squalidness

Indecorous

Teaching Strategies:

- Analyse words in sentences that denote meaning/context clues.
- Determining meanings to words using contextual clues in any given texts.
- Using contextual clues to construct well-structured sentences or texts.

Learning Strategies:

Define Contextual Clues, and

Construct meaningful sentences using contextual clues for unfamiliar words/phrases.

Relevant Resources:

- Oxford Advanced Learner's Dictionary, Basic Skills in English,
- Advance oxford English 3 & 4 Teaching Strategies
- http://www.butte.edu/departments/cas/tipsheets/grammar/parts_of_speech.html

Suggested Resources:

- Complete Basic English 4, by Rex Sadler and Sandra Sadler

Unit 3: Vocabulary Acquisition and Use

Content Standard 10.6.5: Students will be able to analyse and interpret figurative language, word relationships and nuances in word meanings.

Benchmark 10.6.5.1: Demonstrate understanding of figurative language in word meanings.

Topic: Figurative language

Text Types: Newspaper articles, short stories, dairies/journals, poems.

Essential Knowledge, Skills, Attitudes, Values:

| Knowledge | Logical Processes | Skills | Attitudes | Values |
|--|--|--|--|--|
| Word meanings and figurative language. | Logical reasoning, construction/deconstruction, Correct usage of vocabularies in simple and complex sentences. | Writing/speaking for clarity Interpretation Generating ideas Making inferences Analysing | Individuality Self-discipline Independence | Participatory Responsible Creativity |

Learning Objectives: Students will be able to:

- Interpret figurative language, word relationships and nuances in word meanings.
- Identify and analyse word relationships and nuances in word meanings.
- Determine how different words express/denote different figurative meanings when used in different contexts.
- Identify words/phrase that denote figurative language.
- Understand how different words affect and change the meaning(s) of sentences.

Content Background:

Figurative Language

Literal and figurative language is a distinction within some fields of language analysis, in particular stylistic, rhetoric, and semantics. Literal language uses words exactly according to their conventionally accepted meanings or denotation.

Types of Figurative Language

The types of Figurative Language include: Simile, Metaphor, Personification, Onomatopoeia, Oxymoron, Hyperbole, Allusion and Idiom.

Figurative language uses figures of speech to be more effective, persuasive, and impactful.

Retrieved: wikipedia

Figurative language can appear in multiple forms with the use of different literary and rhetorical devices. According to Merriam Webster's Encyclopedia, the definition of figurative language has five different forms:

1. Understatement or Emphasis
2. Relationship or Resemblance
3. Figures of Sound
4. Errors and
5. Verbal Games

1. Simile

A simile is a figure of speech that compares two unlike things and uses the words "like" or "as" and are commonly used in everyday communication. A simile is used with the aim of sparking an interesting connection in the reader's mind.

2. Metaphor

A metaphor is a statement that compares two things that are not alike. Unlike similes, metaphors do not use the words "like" or "as." Such statements only make sense when the reader understands the connection between the two things being compared. An example of a popular metaphor is "Time is money."

Another example of a metaphor is, "The cat sat in the chair like the king overlooking his kingdom".

3. Hyperbole

Hyperbole is an exaggeration that is created to emphasize a point or bring out a sense of humor. It is often used in everyday conversations without the speaker noticing it. The exaggeration is so outrageous that no one would believe that it is true. It is used to add depth and color to a character.

An example of hyperbole is, "I would die for you."

4. Personification

Personification is a type of figurative language that gives human habits to non-living objects. Using personification affects the way readers imagine things, and it sparks an interest in the subject.

An example of personification is, "The sun greeted me when I woke up in the morning."

5. Synecdoche

Synecdoche is a type of figurative language that uses one part to refer to the whole, or the whole to refer to the part. For example, a set of wheels can be used to refer to a vehicle and a suit to refer to a businessman. When referring to a car as a set of wheels, the wheels are only a part of the car and not the whole thing. Similarly, a typical businessman wears a suit alongside other accessories like a watch and briefcase.

6. Onomatopoeia

Onomatopoeia is a language that names something or an action by

imitating the sound associated with it. They add some reality to the writing. Examples of onomatopoeia include:

- The fireplace heater hissed and cracked.
- The truck engine roared as it climbed the hill.
- The alarm clock buzzed at the time I was going to the bathroom.

Teaching Strategies:

Teacher to define figurative language/Speech and give examples of figures of speech in sentences.

Learning Strategies:

- analyse and interpret figurative language in different contexts.
- identify and analyse word relationships and nuances in word meanings.
- determine how different words express/denote different figurative meanings when used in different contexts

Relevant Resources:

- Oxford Advanced Learner's Dictionary, Basic Skills in English, Advance oxford English 3 & 4
- Teaching Strategies:

Suggested Resources:

- Complete Basic English 4, by Rex Sadler and Sandra Sadler

Unit 3: Vocabulary Acquisition and Use

Content Standard 10.6.5: Students will be able to analyse and interpret figurative language, word relationships and nuances in word meanings.

Benchmark 10.6.5.2: Identify, interpret and use euphemism and oxymoron in written work.

Topic: Figures of speech (euphemism, oxymoron)

Text Types: Poems, short stories, descriptive essays, dairies/journals

Essential Knowledge, Skills, Attitudes, Values:

| Knowledge | Logical Processes | Skills | Attitudes | Values |
|-----------------------|--|---|--|--|
| Euphemism Oxymoron | Logical reasoning, construction/deconstruction, Correct usage of vocabularies in simple and complex sentences. | Writing, Reading, Listening, Generating ideas, Making inferences, Analysing | Individuality, Self-discipline, Independence | Participatory, Responsible, Creativity |

Learning Objectives: Students will be able to:

- Explain euphemism and oxymoron.
- Analyse and interpret figurative language, word relationships and nuances in word meanings.
- Identify and analyse word that denote figures of speech (euphemism and oxymoron) in sentences.
- Determine how different words express/denote different figurative speech when used in different contexts.
- Analyse how different words affect and change the meaning(s) of sentences.

Content Background:

euphemism

[ˈjuːfəməɪz(ə)m]

NOUN

euphemisms (plural noun)

a mild or indirect word or expression substituted for one considered to be too harsh or blunt when referring to something unpleasant or embarrassing .The opposite of dysphemism.

"the jargon has given us 'downsizing' as a euphemism for cuts"

synonyms:

polite term · substitute · mild alternative · indirect term · understatement · underplaying · softening · politeness · genteelism · coy term

An euphemism/'ju:fəməɪzəm/is an innocuous word or expression used in place of one that may be found offensive or suggest something unpleasant. Some euphemisms are intended to amuse, while others use bland, inoffensive terms for concepts that the user wishes to downplay. Euphemisms may be used to mask profanity or refer to taboo topics such as disability, sex, excretion, or death in a polite way.

Oxymorons have been used since the days of the ancient Greek poets, and William Shakespeare sprinkled them throughout his plays, poems, and sonnets. Oxymorons also feature in modern comedy and politics. The conservative political writer William Buckley, for instance, became famous for quotes like "an intelligent liberal is an oxymoron."

Like other kinds of figurative language, oxymorons (or oxymora) are often found in literature. As shown by this list of 100 awfully good examples, oxymorons are also part of our everyday speech. You'll find common figures of speech, plus references to works of classic and pop culture. Further examples include; absent presence, alone together, awful good, beggarly riches, bittersweet, "brisk vacancy", cheerful pessimist, civil war, clearly misunderstood, comfortable misery, conspicuous absence, cool passion, crash landing, cruel kindness, darkness visible, deafening silence, deceptively honest, definite maybe, deliberate speed, devout atheist, dull roar, eloquent silence, even odds, exact estimate, extinct life, falsely true, festive tranquillity, found missing, freezer burn, friendly takeover, genuine imitation, good grief, growing smaller, guest host, historical present, humane slaughter, icy hot, idiot savant, ill health, impossible solution, intense apathy, joyful sadness, jumbo shrimp, larger half, lascivious grace, lead balloon, liquid marble, living dead, living end, living sacrifices, loosely sealed, loud whisper, loyal opposition, magic realism, melancholy merriment, militant pacifist.

Retrieved: wikipedia

Teaching Strategies:

Define Figurative Language/Speech and give examples figures of speech in sentences.

Learning Strategies:

Define Figurative Language/Speech and use figures of speech in sentences.

Relevant Resources:

- Oxford Advanced Learner's Dictionary, Basic Skills in English,
- Advance oxford English 3 & 4
- <http://www.butte.edu/departments/cas/tipsheets/grammar/euphemism.html>

Suggested Resources:

- Complete Basic English 4, by Rex Sadler and Sandra Sadler

Unit 3: Vocabulary Acquisition and Use

Content Standard 10.6.5: Students will be able to analyse and interpret figurative language, word relationships and nuances in word meanings.

Benchmark 10.6.5.3: Analyse nuances in the meaning of words with similar denotations.

Topic: Nuances

Text Types: Newspaper articles, short stories, dairies/journals

Essential Knowledge, Skills, Attitudes, Values:

| Knowledge | Logical Processes | Skills | Attitudes | Values |
|---|--|---|--|--|
| Nuances, meaning of words with similar denotations. | Logical reasoning, construction/deconstruction, Correct usage of vocabularies in simple and complex sentences. | Writing/speaking for clarity Generating ideas Making inferences Analysing Identifying different nuances | Individuality Self-discipline Independence | Participatory, Responsible, Creativity |

Learning Objectives: Students will be able to:

- Identify word relationships and nuances in word meanings.
- Analyse word relationships and nuances in word meanings.
- Determine how different nuances contrast in meaning of words with similar denotations.

Content Background:

nuance
[ˈnjuːɑːns]

NOUN

nuances (plural noun)

a subtle difference in or shade of meaning, expression, or sound.

"He was familiar with the nuances of the local dialect"

Synonyms:

fine distinction · subtle distinction/difference · shade · shading · gradation · variation · modulation · degree · subtlety · nicety · refinement · overtone

VERB

nuances (third person present) · **nuanced** (past tense) · **nuanced** (past participle) · **nuancing** (present participle)

give nuances to.

"the effect of the music is nuanced by the social situation of listeners"

ORIGIN

late 18th century: from French, 'shade, subtlety', from nuer 'to shade', based on Latin *nubes* 'cloud'.

Nuance Sentence Examples

- All this detective work and attention to linguistic **nuance** slows our pace
- Because she is a chef, she notices every **nuance** of flavor in the meal
- I don't want to miss a **nuance** from the great man, not even a flicker of an eyelid.
- He was aware of every **nuance** in her voice.
- Look closely, and you will notice the **nuance** of color in the fall leaves.
- Collin loves to analyze every little **nuance** of our conversation.

Source: Adapted from wikipedia

Teaching Strategies:

Define Nuances and give examples of nuances in sentences.

Learning Strategies:

Define Nuances and write /use 10 nuances in sentences.

Relevant Resources:

- Oxford Advanced Learner's Dictionary, Basic Skills in English, Advance oxford English 3 & 4

Suggested Resources:

- Complete Basic English 4, by Rex Sadler and Sandra Sadler

Unit 3: Vocabulary Acquisition and Use

Content Standard 10.6.6: Students will be able to acquire and use accurately general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening at the college and career readiness levels.

Benchmark 10.6.6.1: Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Topic: Writing Skills – Essays (Argumentative)

Text Types: Letters to Editors, essays, stories, research papers.

Essential Knowledge, Skills, Attitudes, Values:

| Knowledge | Logical Processes | Skills | Attitudes | Values |
|--|--|---|--|--|
| General academic and specific-domain words and phrases | Logical reasoning, construction/deconstruction | Writing, Reading, Speaking and Listening. | Individuality, Self-discipline, Independence | Participatory, Responsible, Creativity |

Learning Objectives: Students will be able to:

- i. Identify and apply appropriate reading/writing skills on given topics of interest for argumentative essay.
- ii. Use appropriate reading, listening skills to select appropriate vocabulary for argumentative essay writing.
- iii. Use all skills in preparation for essay writing.

Content Background:

To find a good topic for an argumentative essay, consider several issues and choose a few that spark at least two solid, conflicting points of view. As you look over a list of topics, find one that really piques your interest, as you'll be more successful if you're passionate about your topic.

Preparing an Argument Essay · List of Topics · Thesis Statement · Cite Your Sources

1. Speaking about the organisation and structure of the argumentative essay, we offer a five-paragraph paper outline. Let your original ideas flow in this manner: A conclusion is, no doubt, the most important part of the argumentative essay as you can either support the good impression or destroy it entirely.
2. An argumentative essay requires you to decide on a topic and take a position on it. You'll need to back up your viewpoint with well-researched facts and information as well. One of the hardest parts is deciding which topic to write about, but there are plenty of ideas available to get you started.

3. The argumentative essay is a genre of writing that requires the student to investigate a topic; collect, generate, and evaluate evidence; and establish a position on the topic in a concise manner. Please note: Some confusion may occur between the argumentative essay and the expository essay. These two genres are similar, but the argumentative essay differs from the expository essay in the amount of pre-writing (invention) and research involved. The argumentative essay is commonly opted for.

Clear and Transitions Between The Introduction, Body, and Conclusion.

Body Paragraphs That Include Supporting Evidence (Whether Factual, Logical, Statistical, Or Anecdotal).

Transitions. A phrase or a set of words that allow the smooth flowing of one thought to the next without an abrupt and sudden interruption to the train of thought. How does one proceed from point A to point B as the speaker tries his or her best to connect the two ideas together? Without logical progression of thought, the reader is unable to follow the essay's argument, and the structure will collapse. You may also see short essay.

One idea per paragraph. This is the general rule of thumb in writing a story, a speech or even writing the news. In doing so, this will not only grant clarity and a sense of direction throughout the process of essay writing, the conciseness and orderly fashion of the arrangement of thoughts will also give the an easier time for the audience to keep track of where your essay is going. Each paragraph found in the body must have a connection to the thesis (main) statement in the introductory paragraph.

Retrieved: Wikipedia

The Argumentative Essay should have:

1. Introduction (one paragraph introducing the topic, summary of main points and thesis statement)
2. Paragraph 1: first supporting argument
3. Paragraph 2: second supporting argument
4. Paragraph 3: third supporting argument
5. Conclusion (last paragraph) summarising the argument

Teaching Strategies:

Define argumentative essay as compared to other essay types and do a sample argumentative essay with students in class.

Learning Strategies:

Do research/collect information on given topic and identify and apply appropriate reading/writing skills on given topics of interest. Secondly, use appropriate reading, listening skills to select appropriate vocabulary for essay writing. Then apply and use all skills in preparation for essay writing to write a 4 paragraph argumentative essay.

Relevant Resources:

- Oxford Advanced Learner's Dictionary, Basic Skills in English, Advance oxford English 3 & 4 Teaching Strategies:

Suggested Resources:

- Complete Basic English 4, by Rex Sadler and Sandra Sadler

Standards-Based Lesson Planning

In SBC, standards-based planning is very important if we are to achieve the state standards that are rigorous, independent, and applicable in the real world. Teachers need to be able to and need to plan instructions that will help their students meet these state standards.

Lesson plans are important part of teaching. They are, best put, the bones of a lesson. They state clearly:

- i. what the students are expected to learn,
- ii. how the students are going to learn them, and
- iii. the expected outcomes.

In a standards-based lesson plan, the state standards (Content standards and Benchmarks) are clearly stated along with the areas the lesson will cover in that lesson. Each day's lesson builds onto the following day's lesson so there is a progression of learning. Any reader, when looking at lesson plans for a month, should be able to see the goal of the teacher and how the students learn what they are taught.

Elements of SBC lesson plans

In SBC, the daily lesson plan is the most detailed standards-based plan. It outlines the purpose and activities of what will be done on a specific day.

The standards-based daily lesson plan allows the teacher to make academic learning relevant to students by intertwining:

- i. content knowledge,
- ii. information processing skills, and
- iii. life experiences.

The lesson plan consists of:

1. Lesson information
This includes the strand and unit from which the standards to be addressed fall under, and also the topic that addresses the benchmark.
2. Lesson topic
This relates to the specific information the teacher would impart to students. The lesson topic should come from the bigger topic addressing the stated benchmark.
3. Standards
This is the most important section of the standards-based lesson plan. This is where the standards being addressed, both content standards and benchmarks, are clearly stated.
4. Materials
It is important that the teacher include materials that the teacher and the students will use during the lesson.

5. Learning objectives

These are the specific outcomes that the teacher wants students to achieve at the end of the lesson. The objectives should be based on whichever benchmark the teacher is using to design the lesson.

6. Instructional activities (Lesson Procedure)

This is where everything the teacher and the students will be doing throughout the lesson is listed, beginning with the introduction, followed by the body and conclusion. This section should be thorough, so whoever is reading the lesson plan knows exactly what will be happening. When writing this section, make sure that each of the activities ties back to both the learning objective and the standards (content standard and benchmark) the lesson is addressing.

Standards-Based Instruction

The key distinction when talking about standards-based instruction is that in a standards-based classroom, students are expected to meet a defined standard for proficiency. In other words, teachers ensure that the content they are teaching and their methods of teaching it enable students to learn both the skills and concepts defined in the standard for the grade level and to demonstrate evidence of their learning.

Samples of Standards-based Lesson Plans

Sample 1: (Integrating STEAM)

Strand 3: Listening

Unit: Determine Speaker Attitude and Point of View

Topic: Nonverbal communication

Lesson Topic: Analysing nonverbal communication

Grade: 10

Length of Lesson: 40 minutes

National Content Standard 10.3.3: Students will be able to identify main ideas and supporting details of spoken languages.

Grade Level Benchmark: 10.3.3.2: Describe, compare and contrast a range of speakers' attitudes, moods or emotions in extended oral messages by reading body language and/or tone and voice quality.

Essential Knowledge, Skills, Values, and Attitudes

Knowledge: Analysing nonverbal communication

Skills: Comparing, contrasting, describing

Values: Rationality

Attitudes: Open-minded

STEAM Knowledge and Skill

Knowledge: Analysing nonverbal communication

Skill: Comparing, contrasting, describing

Performance Indicator: Reading body language to describe the speaker's attitude, mood and emotion.

STEAM Performance Indicator: As above

Materials: Play or script, video extract

Lesson Objective: Students will be able to analyse attitudes, moods or emotions of the speakers' and intention expressed through the body language.

Essential Questions:

- i. How can body language be used appropriately?
- ii. What are some things to consider when reading body language?

Lesson Procedure

| Teacher Activities | Student Activities |
|--|---|
| Introduction | |
| <ul style="list-style-type: none">• Role play a particular character or organize students to introduce with the role play.• Go over body languages displayed and ask students to explain their interpretation. | <ul style="list-style-type: none">• View and listen.• Express interpretation of body languages used. |
| Body | |
| Modelling | |
| <ul style="list-style-type: none">• Run through features to be aware of when one is trying to interpret body language. | <ul style="list-style-type: none">• Listen and respond when need be. |
| Guided Practice | |
| <ul style="list-style-type: none">• Play a drama or presentation video for students to view.• Allow time to analyse body language portrayed by the speaker.• Go through the feedbacks of their interpretation. | <ul style="list-style-type: none">• View play/drama/presentation.• In pairs discuss and analyse body languages of the speaker used to portray attitude, mood and emotion.• Present responses. |
| Independent Practice | |
| <ul style="list-style-type: none">• Ask students to reflect back to a film viewed, select a character and evaluate body languages used. | <ul style="list-style-type: none">• Reflect back and discuss interpretations with a class-mate (fun-filled). |
| Conclusion | |
| <ul style="list-style-type: none">• Emphasis the modes for effective body language, voice, eye contact, gestures, etc.• Allow time for questions if any. | <ul style="list-style-type: none">• Listen attentively and take note.• Ask questions if need be. |

Sample 2: (Integrating STEAM)**Strand 4:** Speaking**Unit 3:** Speaking for Varied Purposes; Both Informal and Formal**Topic:** Speaking for Varied Purposes, Both Informal and Formal**Lesson Topic:** Delivering an Effective Oral Message**Grade:** 10**Length of Lesson:** 40 minutes

National Content Standard 10.4.3: Students will be able to use and speak English for varied purposes, both informal and formal, with focus, relevance, and cohesion.

Grade-Level Benchmark 10.4.3.3: Describe, compare and contrast a range of speakers' attitudes, moods or emotions in extended oral messages by reading body language and/or tone and voice quality.

Essential Knowledge, Skills, Values and Attitudes**Knowledge:** Effective Oral Messages**Skills:** Speaking and Listening**Values:** Self-reflection**Attitudes:** Adaptable to Change

STEAM Knowledge and Skill**Knowledge:** Speaking with Focus, Relevance and Cohesion.**Skill:** Comparing and Contrasting**Performance Indicator:** Compare and contrast a range of speakers' attitudes, moods or emotions.**Steam Performance Indicator:** As above

Materials: Copies of speeches**Lesson Objectives:** Students will be able to:

- i. Compare and contrast a range of speakers' attitudes, moods or emotions in extended oral messages.
- ii. Describe the qualities of a great speech.

Essential Questions:

- What are some ways humans communicate?
- What STEAM Principles can students practice in different forms of communication?

Lesson procedure

| Teacher Activities | Student Activities |
|---|--|
| Introduction | |
| <ul style="list-style-type: none"> • Introduce the topic and explain the importance of the lesson. • Relate the lesson to previous learning or experience. • Outline the objectives of the lesson clearly. | <ul style="list-style-type: none"> • Listen to the teacher |
| Body | |
| Modeling | |
| <ul style="list-style-type: none"> • Provide a speech sample and explain that Speech is generally, the most effective medium of delivering the message in meetings, seminars, conferences, etc. Speech refers to delivering the message through words of mouth or spoken words in front of the audience gathered in a meeting, seminar or conference. | <ul style="list-style-type: none"> • Listen to the teacher, take notes and respond when prompted by the teacher. |
| Guided Practice | |
| <ul style="list-style-type: none"> • Begin by playing the game “Telephone.” Have participants sit in a circle. Ask one student to think of a phrase or sentence. • Direct them to whisper it in the ear of the person sitting next to them. • Each student whispers what they think they heard to the next participant next to them. • The last student says the phrase or sentence out loud. • Ask the first student if that was their phrase. Did anything change? Did the message get lost or changed in translation? This is an example of verbal communication. | <ul style="list-style-type: none"> • The first student whispers a phrase or sentence to the next student. • The next student whispers what he thinks he heard to the next student next to them. • Repeat above process until it reaches the last student. • The last student says the phrase or sentence out loud. |
| Independent Practice | |
| <ul style="list-style-type: none"> • Ask students to listen to an oral speech read aloud. • Ask students to identify a range of speakers’ attitudes, moods or emotions in extended oral messages. Ask them to justify. | <ul style="list-style-type: none"> • Listen to the speech and discuss a range of speakers’ attitudes, moods or emotions in extended oral messages. |
| Conclusion | |
| <ul style="list-style-type: none"> • Summarize the content of the lesson by restating the main concepts covered in the lesson. • Provide students with a homework to do research on the qualities of a great speech. | <ul style="list-style-type: none"> • Listen to the teacher • Take note of the instructions of the steam-related task for this lesson. |

Assessment, Monitoring and Reporting

Standards-Based Assessment

Overview of standards-based assessment

In the standards-based paradigm, students have the freedom to demonstrate understanding in diverse ways, including (but not limited to) selected response (e.g. multiple choice tests), physical constructions, written responses, and performances. Of course, these are not new types of assessments, nor is the concept of differentiated assessment. The teacher uses all available observations and quantitative information to summarize learning with reference to a specific standard. With these data, a teacher can formulate the steps or actions that can be taken to gain mastery of a particular concept. That is, it aids in assessment for learning.

One of the key aspects of standards-based assessment is post-assessment feedback. The feedback a student receives from this type of assessment does not emphasize a score, percentage, or statistical average, but information about the expectations of performance as compared to the standard. A standards-based approach does not necessarily dismiss a summative grade, percentage, or a measure of central tendency (such as a mean, or median). However, an assessment that does not reference or give feedback with respect to a standard would not be standards-based. There is a large body of evidence that points to the effectiveness of appropriate feedback.

Purpose of standards-based assessment

The purpose of standards-based assessment is to connect evidence of learning to learning outcomes (the standards). When standards are explicit and clear, the learner becomes aware of his/her achievement with reference to the standards, and the teacher may use assessment data to give meaningful feedback to students about this progress. The awareness of one's own learning allows students to point to a specific standard of achievement and so strengthens self-regulation and meta-cognition, two skills generally understood to be effective learning strategies.

Framework of the standards-based approach in assessment

A common approach to standards-based assessment (SBA) is:

- Identify a key fact or important body of knowledge (e.g. a scientific theory, a mathematical relationship), the essential content and concepts.
- Identify the indicators (i.e. evidence) that students will show when the concept or content has been understood.
- Choose a collection of assessments that will allow students to demonstrate the indicators.
- Using a scale or rubric, identify the proficiency of the student with respect to the standard. This progress is made accessible to the learner in order to provide meaningful feedback. Any feedback

should be able to provide information on how the proficiency can be improved) and the educator needs to be aware of the effects of praise during feedback.

- Repeat instruction, assessment and feedback until the student achieves a predetermined level of mastery.

Hallmarks of standards-based assessment

- Standards (i.e. learning outcomes) need to be visible and understandable by students
- Tasks, activities and assessments should be clear about which standard is being practiced
- Formative assessment should be used to give feedback to students about their progress towards a standard
- Assessment in general should be well-designed, accurate and high in validity to be fair and accessible
- Exemplars should be used to give students an understanding of how achievement against a standard is measured
- Rubrics should be used to assess performances and constructed responses
- Selective response (e.g. multiple choice) should be used to assess basic understanding and knowledge (as in Bloom's Taxonomy) of a specific standard (or the underlying pre-requisite concepts associated with the standard)

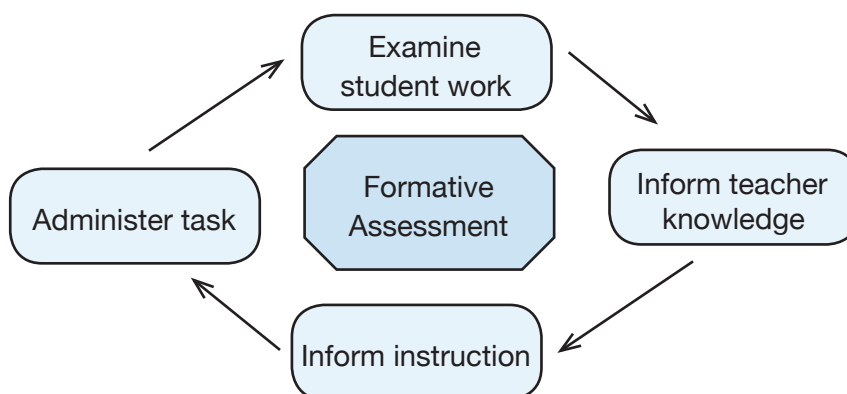
Types of Assessment

Students will be assessed using the 3 types of assessment:

1. Formative,
2. Summative, and
3. Authentic also called performance assessment.

1. Formative Assessment (Assessment for and as learning)

Formative assessment is a potentially transformative instructional tool that, if clearly and effectively used, can benefit both educators and their students. Formative assessment is a process used by teachers and students during instruction that provides feedback to adjust ongoing teaching and learning to improve students' achievement of intended instructional outcomes/standards. Formative assessment takes place during instruction. It is a process and not any particular test.



Formative Assessment - Checklist (for the sample lesson plan 1)

Name:..... Class: Date:.....

Performance standards: students will be able to write the introduction to an informative essay correctly.

| | Ratings | | | |
|---|---------|---|---|---|
| Criteria | 0 | 1 | 2 | 3 |
| Introduction : - Introduces topic using words from the prompt. | | | | |
| Thesis statement: - Thesis statement contains all the main ideas writer wants to write about. | | | | |

2. Summative Assessment (Assessment of learning)

Unlike formative assessment, the goal of summative assessment is to evaluate student learning at the end of an instructional unit by comparing it to some standard or benchmark. Summative assessments are often high stakes, which means that they have a high point value.

Sample Summative Assessment - Rubrics

| Performance Standard: | Write an informative essay on a selected topic following the correct structure | | | | |
|---|---|--|--|---|----------------|
| | Ratings | | | | |
| Criteria/Component | Exceeds Expectations A | Meets Expectations B | Needs improvement C | Does Not Meet Expectations D | Rating Awarded |
| Introduction -interesting & thesis clearly stated. | Introduction is lively and draws the reader into the writing. The thesis is precise and smoothly integrated. | Introduction grabs the reader's attention and contains a clear and specific thesis. | Introduction lacks engagement and specificity. The thesis needs work. | Introduction is not engaging and/or thesis is not clear. | |
| Body Paragraphs MIS clearly stated with well-constructed sentences. State reasons & evidence clearly. | Body paragraphs are carefully constructed, showed fluid organization and present lively and engaging information. Words, phrases and clauses work to create cohesion. Valid reasoning and relevant and sufficient examples fully supports the thesis. | Body paragraphs demonstrate careful construction and use words, phrases, and clauses to link the main idea and create cohesion. Reasons and evidences are clearly presented to fully support the thesis. | Construction and organization may feel choppy or unclear. Reasons, details and explanations need improvement. Additional thesis support is needed. | Construction is unclear, claims are not fully supported, body paragraphs do not appear to sufficiently support the thesis and is not clearly organized. | |
| Conclusion Supports the thesis. | Provides a passionate and engaging conclusion that fully follows from and support the thesis presented. The reader is left with the satisfaction that the essay is complete. | Provides a conclusion that follows from and supports the thesis presented. The reader is left with the feeling that the essay is complete. | Provides a conclusion that is lacking full support for the thesis. The reader is left with the feeling that the essay is incomplete. | Conclusion is missing or incomplete. The essay does not feel finished. | |
| Conventions/Format Grammar mechanics | Grammar, spelling and punctuation are correct and make the sentence easy to read. Paper is an appropriate length, double spaced. | Grammar, spelling and punctuation are correct and make the sentence easy to read. Paper is an appropriate length. | Has some errors in grammar, spelling and/or punctuation. May not meet requirement. | Mistake impeded the clarity of the writing. Paper may not be of required length. | |

3. Performance assessment/Authentic Assessment

Performance assessment, also known as alternative or authentic assessment, is a form of testing that requires students to perform a task rather than select an answer from a ready-made list. In the narrowest sense, performance assessment is a test in which the test taker actually demonstrates the skills the test is intended to measure by doing real-world tasks that require those skills rather than by answering questions asking how to do them. For example, a student may be asked to explain historical events, generate scientific hypotheses, solve math problems, converse in a foreign language, or conduct research on an assigned topic. Experienced raters, either teachers or other trained staff, then judge the quality of the student's work based on an agreed-upon set of criteria. This new form of assessment is most widely used to directly assess writing ability based on text produced by students under test instructions.

Methods that have been used successfully to assess performance include:

- **Open-ended or extended response exercises** questions or other prompts that require students to explore a topic orally or in writing. Students might be asked to describe their observations from a science experiment, or present arguments an historic character would make concerning a particular proposition. For example, what would Abraham Lincoln argue about the causes of the Civil War?
- **Extended tasks** assignments that require sustained attention in a single work area and are carried out over several hours or longer. Such tasks could include drafting, reviewing, and revising a poem; conducting and explaining the results of a science experiment on photosynthesis; or even painting a car in auto shop.
- **Portfolios** selected collections of a variety of performance-based work. A portfolio might include a student's "best pieces" and the student's evaluation of the strengths and weaknesses of several pieces. The portfolio may also contain some "works in progress" that illustrate the improvements the student has made over time.

These methods, like all types of performance assessments, require that students actively develop their approaches to the task under defined conditions, knowing that their work will be evaluated according to agreed-upon standards. This requirement distinguishes performance assessment from other forms of testing.

Sample Performance/Authentic Assessment Rubrics

| | | | | |
|---|--|--|--|--|
| Performance Standard: | Students will be able to research possible causes for the disappearances of objects mysteriously when they hit the Bermuda triangle and justify which possible cause is/are genuine, supported with relevant evidences and quotes. | | | |
| | Ratings | | | |
| Criteria/Component | Exceeds Expectations A | Meets Expectations B | Needs improvement C | Does Not Meet Expectations D |
| Purpose -purpose of the research clearly stated. | Explains the key purpose of paper in detail | Explains all key purposes of paper. | Explains some purposes but misses key purposes | Does not refer to the purposes |
| Content -content relevant and presented in logical order. | The student is extremely knowledgeable about the topic | The student has a good understanding of the topic | The student demonstrates some knowledge and understanding of the topic | The student show no knowledge or understanding of the topic |
| Organization -Well organized paper, logically sequenced using correct layout. | Well organized and easy to follow. | Good organization and fairly easy to follow. | Somewhat organized but hard to follow in places. | Not organized at all and difficult to follow most of the time. |
| The point -causes of object disappearances clearly stated with genuine evidences/quotes. | Reveals profound insight about the topic | Reveals insight about the topic | Doesn't show a central insight about the topic | Doesn't show any insight about the subject. |
| Mechanics -spelling, punctuation, sentence construction | There are few or no minor errors. Few careless mistakes. | There are some minor errors. Overall, the student's writing is adequate. | There are numerous major and minor errors, meaning is still clear. | Errors are so numerous and serious that they interfere with communication. |

Performance Standards

What is performance standard?

Performance Standards are concrete statements of how well students must learn what is set out in the content standards, often called the “be able to do” or “what students should know and be able to do.”

Performance standards are the indicators of quality that specify how competent a students' demonstration must be. They are explicit definitions of what students must do to demonstrate proficiency or competency at a specific level on the content standards.

Performance Standards;

- Measure students' performance and proficiency (using performance indicators) in the use of a specific knowledge, skill, value, or attitude in real life or related situations,
- Provides the basis (performance indicators) for evaluating, reporting and monitoring students' level of proficiency in use of a specific knowledge, skills, value, or attitude,

- Used to plan for individual instruction to help students not yet meeting expectations (desired level of mastery and proficiency) to make adequate progress towards the full attainment of benchmarks and content standards,
- Used as the basis for measuring students' progress towards meeting the national benchmarks and content standards.

Indicators for developing effective performance standards

1. Are clear, measurable, observable, and attainable.
2. Identify performance expectations.
3. Measure what we want them to measure (validity).
4. Clearly show students' proficiency levels.
5. Clearly show the status of progress of students towards the attainment of content standards.
6. Written using outcomes language.
7. Provide the basis for measuring students' performance and proficiency against the same standard.
8. Can help students to understand clearly the expectations which would improve their learning.
9. Give a set of clear performance expectations to help students understand what they need to do to meet the set standards.
10. Can generate reliable data to guide individual instruction to help students not yet meeting content standards to make adequate progress towards attaining the content standards.
11. Can be used to report on students' performance

Defining what proficiency means is key to developing effective standards-based assessment and assessing students' proficiency levels.

Glossary

| Terms | Definitions |
|-----------------------------------|--|
| Assessment | Activities teachers use to help students learn and to measure and monitor their progress towards the attainment of expected levels of proficiency. |
| Assessment As Learning | Assessment is used to help students understand and reflect on what they have learnt or are having difficulties with, identify areas of strengths and weaknesses, and set clear, measurable, and attainable personal goals to improve their own learning. |
| Assessment For Learning | A common form of assessment. It is an ongoing assessment process that arises out of the interaction between teaching and learning. Also referred to as formative assessment. |
| Assessment Of Learning | Provides a summary of students learning over a given period of time and is generally carried out at the end of a course of study. Also referred to as summative assessment. |
| Assessment Strategies | Different ways or approaches of assessing students' work. |
| Benchmarks | Benchmarks are more detailed descriptions of a specific level of performance expected of students at particular ages, grades, school levels or levels of development. They are the specific components of the knowledge, process, skill, concept, principle, or idea identified by a content standard. |
| Content Standards | Content Standards are broadly stated expectations of what (content) students should know. They describe the knowledge, skills, values, and attitudes that students should attain. |
| Evidence Outcomes | Evidence outcomes are indicators that indicate students' mastery of essential knowledge, skills, values and attitudes at the end of each grade or school level. |
| Performance Assessment | Performance assessment, also known as alternative or authentic assessment, is a form of testing that requires students to perform a task rather than select an answer from a ready-made list. |
| Performance Assessment | Performance assessment, also known as alternative or authentic assessment, is a form of testing that requires students to perform a task rather than select an answer from a ready-made list. |
| Standard | A standard is a level of quality or achievement, especially a level that is thought to be acceptable. It is something used to measure or estimate the quality or degree of something, for example, how good a piece of work is. |
| Standards-Based Assessment | A systematic and ongoing process of collecting and interpreting information about students' achievements. |
| Standards-Based Curriculum | Describes what all students should know and be able to do at the end of a grade or school level. The main idea behind standards-based curriculum is standards. |
| Standards-Based Education | An academic program in which clearly defined academic content and benchmarks are aligned. It spells out what schools and communities need to do to ensure achievement of expectations. The main idea behind standards-based education is standards. |

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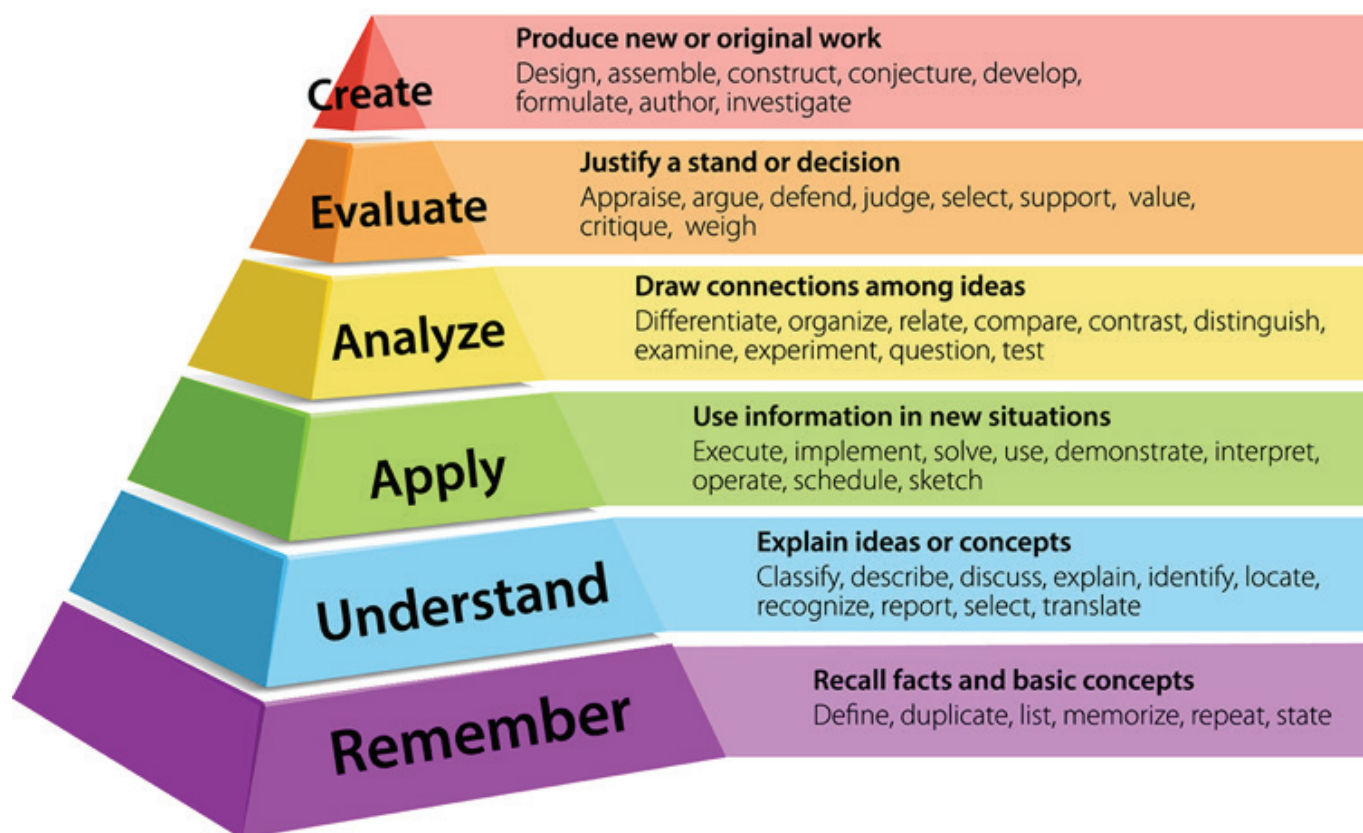
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Appendices

Appendix 1: Bloom's Taxonomy



Appendix 2: 6 Types of Assessment of Learning

ASSESSMENT TYPES

All of the different assessment types work together to provide a complete valid, reliable, and fair picture of a student's abilities.



Diagnostic

Assesses a student's strengths, weaknesses, knowledge, and skills prior to instruction.



Formative

Assesses a student's performance during instruction, and usually occurs regularly throughout the instruction process.



Summative

Measures a student's achievement at the end of instruction.



Norm-Referenced

Compares a student's performance against a national or other "norm" group.



Criterion-Referenced

Measures a student's performance against a goal, specific objective, or standard.



Interim/Benchmark

Evaluate student's performance at periodic intervals, frequently at the end of a grading period. Can predict student performance on end-of-year summative tests.

Retrieved from: TeachThought Staff, 2019, 6 Types Of Assessment Of Learning: Assessment Types, <https://teachthought.com/pedagogy/6-types-assessment-learning/>

Appendix 3: Lesson Plan Template (integrating STEAM)

Strand 2:

Unit 1:

Topic:

Lesson Topic:

Grade:

Length of Lesson:

National Content Standard 10.2.2:

Grade Level Benchmark 10.2.2.3:

Essential Knowledge, Skills, Values and Attitude:

Knowledge:

Skill:

Value:

Attitude:

STEAM Knowledge and Skill

Knowledge:

Skill:

Performance Indicator:

STEAM Performance Indicator:

Lesson Objectives: Students will be able to:

i.

ii.

Essential Questions:

i.

ii.

(Note: if you are planning a lesson that will not integrate STEAM, then simply remove the STEAM indicator)

Lesson Procedure

| Teacher Activities | Student Activities |
|--|--|
| Introduction | |
| <ul style="list-style-type: none"> | <ul style="list-style-type: none"> |
| Body | |
| Modeling | |
| <ul style="list-style-type: none"> | <ul style="list-style-type: none"> |
| Guided Practice | |
| <ul style="list-style-type: none"> | <ul style="list-style-type: none"> |
| Independent Practice | |
| <ul style="list-style-type: none"> | <ul style="list-style-type: none"> |
| Conclusion | |
| <ul style="list-style-type: none"> | <ul style="list-style-type: none"> |

Appendix 4: 21st Century Skills

| | |
|----------------------------|--|
| Ways Of Thinking | <p>Creativity and innovation</p> <ul style="list-style-type: none"> i. Think creatively ii. Work creatively with others iii. Implement innovations <p>Critical thinking, problem solving and decision making</p> <ul style="list-style-type: none"> • Reason effectively and evaluate evidence • Solve problems • Articulate findings <p>Learning to learn and meta-cognition</p> <ul style="list-style-type: none"> • Self-motivation • Positive appreciation of learning • Adaptability and flexibility |
| Ways Of Working | <p>Communication</p> <ul style="list-style-type: none"> • Competency in written and oral language • Open minded and preparedness to listen • Sensitivity to cultural differences <p>Collaboration and teamwork</p> <ul style="list-style-type: none"> • Interact effectively with others • Work effectively in diverse teams • Prioritise, plan and manage projects |
| Tools For Working | <p>Information literacy</p> <ul style="list-style-type: none"> • Access and evaluate information • Use and manage information • Apply technology effectively <p>ICT literacy</p> <ul style="list-style-type: none"> • Open to new ideas, information, tools and ways of thinking • Use ICT accurately, creatively, ethically and legally • Be aware of cultural and social differences • Apply technology appropriately and effectively |
| Living In The World | <p>Citizenship – global and local</p> <ul style="list-style-type: none"> • Awareness and understanding of rights and responsibilities as a global citizen • Preparedness to participate in community activities • Respect the values and privacy of others <p>Personal and social responsibility</p> <ul style="list-style-type: none"> • Communicate constructively in different social situations • Understand different viewpoints and perspectives <p>Life and career</p> <ul style="list-style-type: none"> • Adapt to change • Manage goals and time • Be a self-directed learner • Interact effectively with others |

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