



**MINISTRY OF EDUCATION AND TECHNICAL AND VOCATIONAL TRAINING  
LANGUAGE ARTS (HIGH SCHOOL) UNIT  
HUMANITIES SECTION  
CURRICULUM DIVISION**

# **NATIONAL PACING GUIDE**

## **LANGUAGE ARTS**

**JUNIOR HIGH SCHOOL**

**GRADES 7 - 9**

**ACADEMIC YEAR 2023 -2024**

**THE MINISTRY OF EDUCATION  
GRADE 7  
CHRISTMAS TERM – TERM 1**

WEEK	SUBJECT / STRAND / FOCUS	OBJECTIVES Students will be able to:	CURRICULUM LINK	ACTIVITIES/ASSESSMENT
1	<ul style="list-style-type: none"> <li>• Welcome/Class Orientation/Procedures/Collection of Student Information/Intro to Course Outline</li> <li>• Diagnostic Assessment: Vocabulary, Writing &amp; Comprehension Test</li> </ul> <p>ENGLISH LANGUAGE (<i>Back to Basics</i>)</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> <li>• Word Parts               <ul style="list-style-type: none"> <li>○ Root</li> <li>○ Prefix</li> <li>○ Suffix</li> </ul> </li> </ul> <p>Word Relationships</p> <ul style="list-style-type: none"> <li>• Synonyms</li> <li>• Antonyms</li> <li>• Homonyms</li> <li>• Homographs</li> <li>• Homophones</li> </ul> <p>Denotation &amp; Connotation</p>	<ul style="list-style-type: none"> <li>• Build student engagement/relationships</li> <li>• Diagnose the specific need of students in the areas of vocabulary, writing and comprehension.</li> <li>• Identify and use various base words and affixes</li> <li>• Change meanings/part of speech of words by adding prefixes and suffixes.</li> <li>• Use structural signals to determine word meaning</li> <li>• Define the terms synonym, antonym, homonym, homograph, homophone</li> <li>• Recognize and use synonyms, antonyms and homonyms</li> <li>• Recognize and use multiple meaning words</li> <li>• Recognize, spell and use homonyms, homographs, homophones</li> <li>• Differentiate between denotative and connotative meanings of words.</li> <li>• Determine whether connotations are neutral, positive or negative</li> </ul>	<p>7.76</p> <p>3.42</p> <p>3.6</p> <p>3.44</p> <p>3.43 7.77</p> <p>3.53</p>	<ul style="list-style-type: none"> <li>• Vocabulary &amp; Comprehension Test</li> <li>• Fixed Mindset vs. Growth Mindset</li> <li>• Letter to Future Self</li> <li>• Vision Boards</li> <li>• Separate words into parts.</li> <li>• Determine the meanings of words and expressions in context using structure.</li> <li>• Use dictionary/thesaurus(online) and discussion to supply/substitute overused words with new vocabulary (synonyms &amp; antonyms)</li> <li>• Write a continuous piece or make an oral presentation accurately using new vocabulary</li> </ul>

2	<p><b>ENGLISH LANGUAGE</b></p> <p>Figurative Language</p> <ul style="list-style-type: none"> <li>• Literal &amp; Figurative Language</li> <li>• Simile</li> <li>• Metaphor</li> </ul> <p>Vocabulary: Context Clues Overview</p> <ul style="list-style-type: none"> <li>• Definition</li> <li>• Contrast</li> <li>• Situational</li> </ul> <p>Grammar and Usage: Sentences</p> <ul style="list-style-type: none"> <li>• Sentences. Purpose (Declarative, Interrogative, Imperative, Exclamatory)</li> <li>• Sentence Structure (Simple, Compound)</li> </ul>	<ul style="list-style-type: none"> <li>• Differentiate between figurative and literal meaning 3.8</li> <li>• Recognize figurative language 3.7</li> <li>• Provide examples of literal and figurative words/phrases/expressions: simile/metaphor</li> <li>• Analyze figurative versus literal meaning in movies and other audio-visual electronic programs 9.34</li> <li>• List and define types of context clues</li> <li>• Identify the various kinds of context clues</li> <li>• Use context clues to determine the meanings of words and expressions in context. 3.5</li> <li>• Distinguish between sentences and phrases 7.2</li> <li>• Identify, compose, and punctuate sentences that are classified according to purpose. 7.3</li> <li>• Identify, compose, and punctuate sentences that are classified according to structure: simple and compound. 7.38</li> </ul>		<ul style="list-style-type: none"> <li>• Select words to complete sentences</li> <li>• Use context clues to determine the meanings of words and expressions in context.</li> <li>• Create examples using various clue types for Bahamian words/expressions.</li> <li>• Locate the various sentence types in a passage.</li> <li>• Distinguish between sentence structures by labeling appropriately</li> <li>• Compose sentences that are classified according to purpose / structure</li> </ul>
3	<p><b>ENGLISH LANGUAGE</b></p> <p>Writing: Kinds of Writing/Paragraphs/Essays Components of a Paragraph</p>	<ul style="list-style-type: none"> <li>• Write descriptive, narrative, expository and persuasive paragraphs</li> </ul>	2.23	

	<p>Writing: Informal &amp; Formal Letters</p> <ul style="list-style-type: none"> <li>• Format</li> <li>• Tone &amp; Mood</li> <li>• Style</li> <li>• Addressing the Envelope</li> </ul> <p>LITERATURE</p> <p>Introduction to Literature</p> <p>Types of Genres</p> <p>Elements of the Short Story/Novel</p> <ul style="list-style-type: none"> <li>• Characters</li> <li>• Plot</li> <li>• Setting</li> <li>• Theme</li> </ul>	<ul style="list-style-type: none"> <li>• Describe the characteristics of the four types of paragraphs: narrative, descriptive, expository, persuasive</li> <li>• Point out the types of paragraphs: narrative, descriptive, expository, persuasive</li> </ul> <ul style="list-style-type: none"> <li>• Distinguish between the formal and the informal letter formats.</li> <li>• Write a business/formal letter (request, complaint, inquiry, order, invitation, opinion, application, etc.), using the appropriate format style and tone</li> <li>• Address business letter envelopes</li> </ul> <ul style="list-style-type: none"> <li>• Identify the elements of poetry, drama and prose 4.12</li> <li>• Name the literary work 4.8</li> <li>• Name the author/poet 4.9</li> </ul> <ul style="list-style-type: none"> <li>• Identify the basic elements of a story 4.11</li> <li>• Identify story elements in movies and audio-visual electronic programs 9.1</li> <li>• Analyze the use of narrative elements in understanding movies and other audio-visual electronic media 9.29</li> </ul>	<p>2.3</p> <p>2.4</p> <p>4.12</p> <p>4.8</p> <p>4.9</p>	<ul style="list-style-type: none"> <li>• Examine examples for the specific error.</li> <li>• Identify and correct sentence errors – sentence fragments, comma splice and run-on sentences</li> </ul>
4	<p><b>ENGLISH LANGUAGE</b></p> <p>Informal Letter Writing</p> <p>Types of Informal Letters</p>	<ul style="list-style-type: none"> <li>• Write a three paragraph-long friendly letter using the appropriate format, style, tone 2.2</li> </ul>		<ul style="list-style-type: none"> <li>• Guided Practice</li> <li>• Correctly write the format for an informal letter.</li> </ul>

<p>The Writing Process</p> <p>Developing the Letter</p> <ul style="list-style-type: none"> <li>• Introduction</li> <li>• Body</li> <li>• Conclusion</li> </ul> <p>Grammar and Usage: Nouns</p> <p>Kinds of Nouns</p> <ul style="list-style-type: none"> <li>• Proper</li> <li>• Common</li> <li>• Compound</li> <li>• Collective</li> <li>• Abstract</li> <li>• Concrete</li> </ul> <p><b>LITERATURE (The Novel)</b></p> <p>Characters</p> <p>Character Type by Role</p> <ul style="list-style-type: none"> <li>• Protagonist</li> <li>• Antagonist</li> </ul> <p>Character Type by Quality</p> <ul style="list-style-type: none"> <li>• Dynamic</li> <li>• Static</li> <li>• Flat</li> <li>• Round</li> </ul> <p>Plot</p> <ul style="list-style-type: none"> <li>• Exposition</li> <li>• Conflict</li> <li>• Rising Action</li> <li>• Climax</li> <li>• Falling Action</li> <li>• Resolution</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and use various kinds of nouns – common, proper, compound, collective, abstract, concrete 7.4</li> </ul> <ul style="list-style-type: none"> <li>• Analyze characters 3.25</li> <li>• Define the terms protagonist and antagonist</li> <li>• Select the protagonist and antagonist in short stories</li> <li>• Give examples of a protagonist and antagonist</li> <li>• Distinguish between flat and round characters 4.38</li> <li>• Make connections between what is seen in the literary work and what is seen, heard and experienced in real life situations 5.26</li> </ul> <ul style="list-style-type: none"> <li>• Identify plot elements 3.17</li> <li>• Identify elements of plot: exposition, rising action, climax and resolution 4.32</li> <li>• Outline the plot of a story or play 4.3</li> <li>• Evaluate different aspects of plot: exposition, rising action, climax and resolution 5.16</li> </ul>		<ul style="list-style-type: none"> <li>• Compile list of tone words.</li> <li>• Address an envelope to correspond with each format.</li> <li>• Label letter writing prompts according to type</li> <li>• Technology Integration: Typing of letters; email basics (<i>Subject, attachments etc</i>); email etiquette</li> </ul>
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<p>5</p>	<p><b>ENGLISH LANGUAGE</b>  Grammar and Usage/Speaking: Nouns</p> <ul style="list-style-type: none"> <li>• Singular/Plural <ul style="list-style-type: none"> <li>○ Forming the plural of Regular Nouns</li> <li>○ Forming the plural of Irregular Nouns</li> </ul> </li> </ul> <p>Writing – Informal letter  The writing process – Developing the Body  Topic Sentence  Supporting Details  Clincher Sentence</p> <p>Comprehension: Drawing Conclusions/Making Inferences</p> <p><b>LITERATURE</b></p> <p>Plot – Cont’d</p> <ul style="list-style-type: none"> <li>• Exposition</li> <li>• Conflict</li> <li>• Rising Action</li> <li>• Climax</li> <li>• Falling Action</li> <li>• Resolution</li> </ul>	<ul style="list-style-type: none"> <li>• Distinguish between singular and plural endings 7.5</li> <li>• Form the plurals of nouns with regular (and irregular) plural endings 7.6</li> </ul> <ul style="list-style-type: none"> <li>• Write descriptive, narrative, expository, persuasive paragraphs 2.23</li> <li>• Write a three paragraph-long friendly letter using the appropriate format, style, tone 2.2</li> </ul> <ul style="list-style-type: none"> <li>• Draw conclusions/Make inferences 3.15</li> <li>• Make inferences based on information presented in audio-visual electronic media 9.32</li> </ul> <ul style="list-style-type: none"> <li>• Identify plot elements 3.17</li> <li>• Arrange events in and details in sequential or chronological order 4.5</li> <li>• Summarize the plot a story/novel/play 5.3</li> <li>• Evaluate different aspects of plot: exposition, rising action, climax and resolution 5.16</li> </ul>	<p>7.4</p>	
<p>6</p>	<p><b>ENGLISH LANGUAGE</b>  Grammar and Usage/Speaking - Nouns</p> <ul style="list-style-type: none"> <li>• Plural Possessive Nouns 7.10</li> </ul>	<ul style="list-style-type: none"> <li>• Form the singular and plural of possessive nouns 7.8</li> <li>• Distinguish between plural nouns and possessive nouns 7.10</li> </ul>		

	<p>Comprehension: Main Idea and Supporting Details</p> <p>Writing – Informal letter (Cont'd) The Writing Process – Developing the Conclusion</p> <p><b>LITERATURE</b></p> <p>Setting</p> <ul style="list-style-type: none"> <li>• Time</li> <li>• Place</li> <li>• Immediate and General Setting; Relate to Prose Texts, Reality)</li> <li>• Local color</li> </ul> <p>Mood/Atmosphere</p>	<ul style="list-style-type: none"> <li>• Identify topic, main idea and supporting points/specific details 3.2</li> <li>• Write a three paragraph-long friendly letter using the appropriate format, style, tone 2.2</li> <li>• Identify and describe the setting 4.1</li> <li>• Identify elements of local color 4.31</li> <li>• Express orally and in writing personal responses in Standard English to theme and setting 5.7</li> <li>• Make judgments about characters, events, and setting in movies and other audio-visual electronic programs and use details to support 9.11</li> <li>• Explain how mood/atmosphere is created 4.26</li> <li>• Respond to tone, mood and atmosphere 5.15</li> <li>• Distinguish between tone and mood 4.43</li> </ul>		
7	<p><b>ENGLISH LANGUAGE</b></p> <p>Comprehension: Relevant and Irrelevant Information</p> <p>Grammar and Usage/Speaking – Capitalization Proper Nouns</p>	<ul style="list-style-type: none"> <li>• Differentiate between relevant and irrelevant information/details in print and non-print texts 3.35</li> <li>• Understand the rules of capitalization and capitalize the first letter of words in appropriate situations (places, titles, names,</li> </ul>		

	<p>Writing – Informal letter (Cont'd) The Writing Process Revise Edit Publish</p> <p><b>LITERATURE – The Novel</b></p> <p>Point of View</p> <ul style="list-style-type: none"> <li>• First Person, Third Person, Omniscient</li> </ul> <p>Conflict - Internal and External</p> <ul style="list-style-type: none"> <li>• Man with Self, Man with other Character(s), Man with Nature, Man with Society; Relate to Self, other Characters and Reality)</li> </ul>	<p>abbreviations, the first word of a greeting and complimentary closing of a letter, in direct quotations, when denoting family relationships) 7.67</p> <ul style="list-style-type: none"> <li>• Write a three paragraph-long friendly letter using the appropriate format, style, tone 2.2</li> <li>• Identify different points of view: first person, third person, omniscient 4.13</li> <li>• Distinguish between internal and external conflict 4.21</li> <li>• Identify and describe different types of conflict 4.17</li> </ul>		
8	<p><b>ENGLISH LANGUAGE</b></p> <p>Comprehension – Aural/Written</p> <ul style="list-style-type: none"> <li>• Question Answering Techniques</li> <li>• Interpretation of Questions</li> <li>• Directed Writing</li> <li>• Responding to Questions</li> </ul> <p>Grammar and Usage/Speaking - Adjectives</p>	<ul style="list-style-type: none"> <li>• Identify, define and use key words 3.50</li> <li>• Re-express ideas and information found in literary texts using other forms of writing eg. Letters, journals, news articles, speeches, advertisement 6.7</li> </ul>		<ul style="list-style-type: none"> <li>• Highlight key words and phrases by underlining in prompts.</li> <li>• Determine the meanings of words and expressions extracted from the passage.</li> <li>• Interpret and rephrase comprehension questions.</li> </ul>



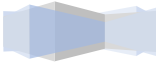
	<ul style="list-style-type: none"> <li>• Quality</li> <li>• Quantity</li> <li>• Demonstrative</li> <li>• Interrogative</li> </ul> <p><b>LITERATURE – The Novel</b></p> <p>Conflict - Internal and External</p> <ul style="list-style-type: none"> <li>• Man with Self, Man with other Character(s), Man with Nature, Man with Society; Relate to Self, other Characters and Reality)</li> </ul> <p>Predicting Outcomes</p>	<ul style="list-style-type: none"> <li>• Identify and use a variety of adjectives – quality, demonstrative, interrogative, proper, compound, etc. 7.11</li> <li>• Distinguish between internal and external conflict 4.21</li> <li>• Identify and describe different types of conflict 4.17</li> <li>• Predict reasonable outcomes based on stories, events, etc. 1.32</li> <li>• Predict outcomes 5.5</li> <li>• Make predictions about information presented in audio-visual electronic programs 9.2</li> </ul>		
9	<p><b>ENGLISH LANGUAGE</b></p> <p>Comprehension: Sequential and Chronological order</p> <p>Grammar and Usage: Verbs</p> <ul style="list-style-type: none"> <li>• Action <ul style="list-style-type: none"> <li>○ Physical</li> <li>○ Mental</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Listen to sequenced information 1.12</li> <li>• Note correct sequence and arrange events from the text in sequential and chronological order 3.3</li> <li>• Sequence a series of events or images from movies other audio-visual electronic programs 9.4</li> <li>• Identify and use verbs – action, linking and helping 7.13</li> </ul>		

	<p>Writing: Narrative Writing Elements of the Narrative</p> <ul style="list-style-type: none"> <li>• Characters</li> <li>• Plot</li> <li>• Setting</li> <li>• Theme</li> <li>• Dialogue</li> <li>• Point of view</li> <li>• Descriptive details</li> </ul> <p><b>LITERATURE: The Novel</b></p> <p>Character Development/Characterization</p> <ul style="list-style-type: none"> <li>• Methods of Characterization</li> </ul> <p>Context Questions</p>	<ul style="list-style-type: none"> <li>• List the elements of the narrative</li> <li>• Discuss the function of each element in relation to the development of the narrative essay</li> <li>• Examine narrative essay and highlight writer’s use of each element</li> <li>• Create a plan for a narrative essay outlining the various elements</li> <li>• Identify story elements in movies and audio-visual electronic programs 9.1</li> </ul> <ul style="list-style-type: none"> <li>• Identify elements of characterization 4.38</li> <li>• Distinguish between flat and rounded characters</li> <li>• Make inferences about characters 5.6</li> <li>• Interpret and respond appropriately to a variety of literary questions 5.18</li> <li>• Make judgments about characters, events, and setting in movies and other audio-visual electronic programs and use details to support 9.11</li> </ul> <ul style="list-style-type: none"> <li>• Interpret and respond appropriately to a variety of literary questions 5.18</li> </ul>		
10	<p><b>ENGLISH LANGUAGE</b></p> <p>Grammar and Usage: Verbs</p> <ul style="list-style-type: none"> <li>• Linking Verbs</li> </ul> <p>Writing: Narrative Essay Planning – The Writing Process</p> <ul style="list-style-type: none"> <li>• Brainstorming</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and use verbs – action, linking and helping 7.13</li> </ul>		

	<p>Developing the Introduction</p> <ul style="list-style-type: none"> <li>• Thesis</li> <li>• Attention Grabber</li> </ul> <p><b>LITERATURE- The Novel</b></p> <p>Characters – Comparing and Contrasting</p> <p>Context Questions</p>	<ul style="list-style-type: none"> <li>• Plan, draft, revise/edit and proofread well-structured, imaginative narrative essays in which attention is paid to characters, plot, setting and resolution and in which a variety of effective story telling devices are used 2.25</li> <li>• Write stories from first and third person point of view 6.3</li> <li>• Compare and contrast characters 4.23</li> <li>• Cite from text evidence to support similarities and differences</li> <li>• Make inferences about characters 5.6</li> <li>• Writer personal responses in Standard English to characters and events 5.4</li> <li>• Interpret and respond appropriately to a variety of literary questions 5.18</li> </ul>		
11	<p><b>ENGLISH LANGUAGE</b></p> <p>Writing: Narrative Essay The Writing Process Developing the Body</p> <ul style="list-style-type: none"> <li>• Dialogue</li> <li>• Quotation Marks</li> <li>• Formatting Dialogue</li> <li>• Topic Sentence</li> <li>• The 5Ws +</li> <li>• Supporting Details – Sensory Details</li> <li>• Clincher Sentence</li> <li>• Chronological Order/Sequencing</li> <li>• Transitional words and Phrases</li> <li>• Conflict</li> </ul>	<ul style="list-style-type: none"> <li>• Use quotation marks to indicate the exact words spoken by someone 7.59</li> <li>• Use transitions appropriately at sentence and paragraph level 2.9</li> <li>• Plan, draft, revise/edit and proofread well-structured, imaginative narrative essays in which attention is paid to characters, plot, setting and resolution and in which a variety of effective story telling devices are used 2.25</li> </ul>		

	<p><b>LITERATURE: The Novel</b></p> <p>Theme</p> <p>Context Questions</p>	<ul style="list-style-type: none"> <li>Identify theme in literary works 4.2</li> <li>Make connections between what is seen in the literary work and what is seen, heard and experienced in real life situations 5.26</li> <li>Express orally and in writing personal responses in Standard English to theme and setting 5.7</li> <li>Interpret and respond appropriately to a variety of literary questions 5.18</li> </ul>		
12	<p><b>ENGLISH LANGUAGE</b></p> <p>Grammar and Usage/Speaking - Verb Tenses Principal Parts of a Word</p> <ul style="list-style-type: none"> <li>Simple Past Tense</li> </ul> <p>Writing – Narrative Essay The Writing Process (Cont'd) Developing the Conclusion Revising/Editing Publishing</p> <p><b>LITERATURE: The Novel</b></p> <p>Theme (Cont'd)</p>	<ul style="list-style-type: none"> <li>Identify and use the simple past tense of regular and irregular verbs 7.15</li> <li>Plan, draft, revise/edit and proofread well-structured, imaginative narrative essays in which attention is paid to characters, plot, setting and resolution and in which a variety of effective story telling devices are used 2.25</li> <li>Write a timed narrative essay 2.30</li> <li>Point out several types of conclusions</li> <li>Use a variety of conclusion types</li> <li>Organize ideas in conclusion</li> </ul>		<ul style="list-style-type: none"> <li>Independent Writing</li> <li>Plan, draft, revise/edit and proofread well-structured introduction and body paragraph(s) <ul style="list-style-type: none"> <li>Mini Lesson: Continuity or Peer Editing</li> </ul> </li> <li>Technology integration – Make an <b>essay trailer</b> video which highlights what the essay would be about (<i>similar to movie trailers or book trailers</i>).</li> <li>Explore ideas for final impression: <i>E.g. end with a rhetorical question, use a without statement or a lesson learnt etc.</i></li> <li>Plan, draft, revise/edit and proofread well-structured conclusion. <ul style="list-style-type: none"> <li>In class writing assignment</li> </ul> </li> </ul>

	Context Questions	<ul style="list-style-type: none"> <li>• Identify theme in literary works 4.2</li> <li>• Make connections between what is seen in the literary work and what is seen, heard and experienced in real life situations 5.26</li> <li>• Express orally and in writing personal responses in Standard English to theme and setting 5.7</li> </ul> <ul style="list-style-type: none"> <li>• Interpret and respond appropriately to a variety of literary questions 5.18</li> </ul>		
13	<p style="text-align: center;"><b>REVIEW</b></p> <p style="text-align: center;">Narrative Writing and Comprehension Skills</p>			<ul style="list-style-type: none"> <li>• Post Test</li> </ul>
14	<b>EXAMS</b>			

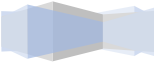


**THE MINISTRY OF EDUCATION  
GRADE 7  
EASTER TERM – TERM 2**

WEEK	SUBJECT / STRAND / FOCUS	OBJECTIVES		
1	<p>Exam Review</p> <p>Comprehension – Listening/Aural Note Taking Listening Strategies Interpreting Questions Understanding Task and Key Words Specific Details</p> <p><b>LITERATURE: Poetry</b></p> <p>Introduction to Poetry</p> <ul style="list-style-type: none"> <li>• What is Poetry</li> <li>• Types of Poems</li> </ul>	<ul style="list-style-type: none"> <li>• Explain paper development and purpose</li> <li>• Point out strategies for listening</li> <li>• Apply listening strategies and make appropriate notes.</li> <li>• Identify, define and use key words 3.50</li> <li>• Examine aural/written passage for narrative details, tone, writer’s purpose</li>   <li>• Write poems which employ specific literary structures related to sound and syllabication (rhymed couplets, quatrains, haiku, limerick) 6.2</li> <li>• Write poems which employ free verse 6.9</li> </ul>		<p>Create a pamphlet with listening comprehension tips</p> <p>Create a T- chart with techniques and examples based on the passage</p>
2	<p><b>ENGLISH LANGUAGE</b></p> <p>Writing: Informal Letter</p> <ul style="list-style-type: none"> <li>○ Format</li> <li>○ Style</li> <li>○ Tone</li> </ul> <p>Grammar and Usage: Pronouns</p> <ul style="list-style-type: none"> <li>• Singular and Plural</li> <li>• Persons – Point of View</li> </ul>	<ul style="list-style-type: none"> <li>• Write a three paragraph-long friendly letter using the appropriate format, style, tone 2.2</li>   <li>• Categorize pronouns as singular and plural</li> <li>• Replace nouns with pronouns</li> <li>• Identify the correct pronoun: number/person 7.27</li> </ul>		

	<p>Comprehension – Listening/Aural/Written</p> <ul style="list-style-type: none"> <li>• Interpretation of Questions</li> <li>• Question Answering Techniques</li> <li>• Making Inferences</li> <li>• Relevant vs Irrelevant Information</li> <li>• Identifying Specific Details</li> </ul> <p><b>LITERATURE – Poetry</b></p> <p>Elements of Poetry  Speaker  Stanzas  Rhyme Scheme  Repetition</p>	<ul style="list-style-type: none"> <li>• Revise writing to employ a specific point of view</li> </ul> <ul style="list-style-type: none"> <li>• Identify, define and use key words 3.50</li> <li>• Examine aural/written passage for narrative details, tone, writer’s purpose</li> </ul> <ul style="list-style-type: none"> <li>• Recognize and analyze sound devices – alliteration, assonance, onomatopoeia, rhyme, meter, rhythm 3.22</li> <li>• Identify the speaker in a poem 4.24</li> <li>• Identify poetic forms based on syllabication and structure 4.39</li> </ul>		
3	<p><b>ENGLISH LANGUAGE</b></p> <p>Writing and Grammar and Usage: Prepositions</p> <ul style="list-style-type: none"> <li>• Prepositional phrases</li> </ul> <p>Writing: Informal Letter (Cont’d)  The Writing Process</p> <ul style="list-style-type: none"> <li>• Development – Introduction, Body, Conclusion</li> </ul> <p>Revising  Proofreading  Publishing</p> <p><b>LITERATURE - Poetry</b>  Poetry Analysis  Figurative Language</p> <ul style="list-style-type: none"> <li>• Alliteration</li> <li>• Assonance</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and use prepositional phrases 7.35</li> </ul> <ul style="list-style-type: none"> <li>• Write a three paragraph-long friendly letter using the appropriate format, style, tone 2.2</li> </ul> <ul style="list-style-type: none"> <li>• Define and interpret simple figurative and sound devices and repetition (simile, metaphor, personification, alliteration, rhyme rhythm, imagery and sensory details) 4.19</li> </ul>		

	<ul style="list-style-type: none"> <li>• Simile</li> <li>• Metaphor</li> <li>• Personification</li> </ul>	<ul style="list-style-type: none"> <li>• Recognize and analyze sound devices – alliteration, assonance, onomatopoeia, rhyme, meter, rhythm 3.22</li> <li>• Write poems which employ figurative language and imagery 6.4</li> </ul>		
4	<p>ENGLISH LANGUAGE</p> <p>Grammar and Usage: Adverbs Manner Time Place Degree</p> <p>Writing: Narrative Writing The Writing Process Timed Writing</p> <p><b>LITERATURE – Poetry</b></p> <p>Poetry Analysis Figurative Language</p> <ul style="list-style-type: none"> <li>• Alliteration</li> <li>• Assonance</li> <li>• Simile</li> <li>• Metaphor</li> <li>• Personification</li> </ul> <p>Context Questions</p>	<ul style="list-style-type: none"> <li>• Identify form and use adverbs of a variety of kinds – manner, number, time, place, degree 7.12</li> <li>• Write timed essays: descriptive, narrative, expository, argumentative and persuasive 2.30</li> <li>• Define and interpret simple figurative and sound devices and repetition (simile, metaphor, personification, alliteration, rhyme rhythm, imagery and sensory details) 4.19</li> <li>• Recognize and analyze sound devices – alliteration, assonance, onomatopoeia, rhyme, meter, rhythm 3.22</li> <li>• Write poems which employ figurative language and imagery 6.4</li> <li>• Interpret and respond appropriately to a variety of literary questions 5.18</li> </ul>		





5	<p><b>ENGLISH LANGUAGE</b></p> <p>Writing: Descriptive Writing –</p> <ul style="list-style-type: none"> <li>• Format</li> <li>• Organizational Patterns <ul style="list-style-type: none"> <li>○ Spatial</li> <li>○ Order of importance</li> <li>○ Chronological</li> </ul> </li> </ul> <p><b>Writing/Grammar and Usage: Simple and Compound Sentences</b></p> <p>Coordinating Conjunctions</p> <ul style="list-style-type: none"> <li>• Conjunctions (Coordinating)</li> <li>• Join words, phrases and sentences</li> <li>• Simple and compound – Using FANBOYS</li> </ul> <p><b>LITERATURE</b></p> <p>Author’s Purpose</p>	<ul style="list-style-type: none"> <li>• Plan, draft, revise/edit and proofread well-structured descriptive essay in which persons, places or things are depicted using sensory details, figurative language and other devices</li> <li>• Identify a variety of conjunctions (coordinate or subordinate) and use them to combine sentences 7.36</li> <li>• Identify a variety of conjunctions (coordinate or subordinate) and use them to combine sentences 7.36</li> <li>• Identify and compose sentences that are classified according to their structure – simple and compound</li> <li>• Determine author’s purpose 3.20</li> </ul>		
6	<p><b>ENGLISH LANGUAGE</b></p> <p>Comprehension and Vocabulary: Descriptive Details/Imagery</p> <ul style="list-style-type: none"> <li>• Figurative Devices</li> <li>• Vivid Verbs</li> <li>• Vivid Adjectives</li> </ul>	<ul style="list-style-type: none"> <li>• Identify examples of descriptive details</li> <li>• Recognize sensory details 3.9</li> <li>• Recognize imagery 3.23</li> <li>• Comment on the effect of imagery in descriptive writing 5.18</li> </ul>		<p>Create a summary outline</p> <p>Create a summary</p>

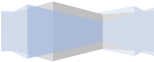
	<p>Writing: Descriptive Paragraphs</p> <p><b>LITERATURE</b> - Poetry</p> <ul style="list-style-type: none"> <li>Imagery – Word Choice/Diction</li> </ul>	<p>Write descriptive, narrative, expository and persuasive paragraphs 2.23</p> <ul style="list-style-type: none"> <li>Read aloud for an audience poems, prayers, compositions, letters, stories, etc. 1.47</li> <li>Recognize imagery 3.23</li> <li>Comment on/evaluate writer’s diction 5.8</li> <li>Write poems which employ figurative language and imagery 6.4</li> </ul>		
7	<p><b>ENGLISH LANGUAGE</b></p> <p>Comprehension- Characterization (Description of a Person)</p> <ul style="list-style-type: none"> <li>Methods of characterization</li> <li>Method of Organization – Order of Importance</li> <li>Inferring Character Traits</li> </ul> <p>Writing/Grammar and Usage: Adverbs &amp; Adjectives</p> <p>Writing: Descriptive Writing – Describing a person</p> <ul style="list-style-type: none"> <li>Planning</li> <li>Brainstorming</li> <li>Composing the hook – Types of hooks</li> <li>Drafting the introduction</li> </ul> <p><b>LITERATURE</b> - Poetry Tone and Mood</p>	<ul style="list-style-type: none"> <li>Identify elements of characterization 4.38</li> <li>Compare and contrast characters 4.23</li> <li>Distinguish between and use adjectives 7.33</li> <li>Plan, draft, revise/edit and proofread well-structured descriptive essay in which persons, places or things are depicted using sensory details, figurative language and other devices</li> <li>Write an appropriate and engaging introduction and conclusion for directed writing response</li> <li>Identify speaker’s tone 1.13</li> <li>Explain how tone is created 4.25</li> </ul>	3.26	<ul style="list-style-type: none"> <li>Compile list of tone words.</li> <li>Create a word wall of tone words</li> </ul>

		<ul style="list-style-type: none"> <li>Identify tone of a literary composition 4.7</li> <li>Respond to tone, mood and atmosphere 5.15</li> </ul>		
8	<p><b>ENGLISH LANGUAGE</b></p> <p>Writing: Description – Supporting Details (Describing a Person)          Developing the Body          Describing appearance          Describing personality and attitude          Discussing what others think about the person</p> <p>Writing/Grammar and Usage: Transitional Words and Phrases – Description</p> <p><b>LITERATURE</b> - Poetry          Tone and Mood</p>	<ul style="list-style-type: none"> <li>Plan, draft, revise/edit and proofread well-structured descriptive essay in which persons, places or things are depicted using sensory details, figurative language and other devices 2.26</li> <li>Synthesize ideas to develop the body paragraphs</li> <li>Use transitions appropriately at sentence paragraph level 2.9</li> <li>Explain what mood is</li> <li>Explain how mood atmosphere is created 4.26</li> <li>Determine the mood</li> <li>Identify mood of a literary composition 4.6</li> <li>Distinguish between Tone and Mood 4.43</li> </ul>		
9	<p><b>ENGLISH LANGUAGE</b></p> <p>Writing: Descriptive Writing          The Writing Process          Developing the Conclusion</p> <ul style="list-style-type: none"> <li>Summarizing your impression of the person in a strong ending</li> </ul> <p>Revising/Editing</p>	<ul style="list-style-type: none"> <li>Plan, draft, revise/edit and proofread well-structured descriptive essay in which persons, places or things are depicted using sensory details, figurative language and other devices 2.26</li> </ul>		

	<p>Publishing</p> <p><b>LITERATURE - Poetry</b></p> <ul style="list-style-type: none"> <li>• Theme</li> </ul> <p><b>MID-TERM BREAK</b></p>	<ul style="list-style-type: none"> <li>• Write an appropriate and engaging introduction and conclusion for directed writing response</li> <li>• Read aloud for an audience poems, prayers, compositions, letters, stories, etc. 1.47</li> </ul> <ul style="list-style-type: none"> <li>• Identify theme in literary works 4.2</li> <li>• Make connections between what is seen in the literary work and what is seen, heard and experienced in real life situations 5.26</li> <li>• Express orally and in writing personal responses in Standard English to theme and setting 5.7</li> </ul>		
10	<p><b>ENGLISH LANGUAGE</b></p> <p>Writing and Comprehension: Introduction to Directed Writing</p> <ul style="list-style-type: none"> <li>• Types of Directed writing responses</li> <li>• How to respond to and develop a directed writing response</li> <li>• Relevant and Irrelevant Details</li> <li>• Drawing Conclusions</li> </ul> <p><b>LITERATURE – Poetry</b></p> <ul style="list-style-type: none"> <li>• Analysis of Poem</li> <li>• Personal Response</li> </ul>	<ul style="list-style-type: none"> <li>• Relate modes of writing to directed writing</li> <li>• Analyze the prompt and determine skill to apply</li> <li>• Read passage and discuss for content, vocabulary</li> <li>• Extract main ideas/supporting details/content points</li> <li>• Share responses in informal and formal groups and peer discussion</li> </ul>		<p>Comprehension and Writing: Descriptive Passage</p> <p>Context Clues</p> <p>Making Inferences</p> <p>Vivid adjectives, adverbs, sensory details</p>

<p>11</p>	<p><b>ENGLISH LANGUAGE</b></p> <p>Writing and Comprehension - Paraphrasing</p> <p>Vocabulary: Commonly Misspelt Words</p> <p><b>LITERATURE</b> - Poetry Comparing/Contrasting Works of Literature</p> <ul style="list-style-type: none"> <li>• Theme</li> <li>• Mood/Tone</li> </ul>	<ul style="list-style-type: none"> <li>• Paraphrase print texts 3.37</li> <li>• Recognize and use simple spelling patterns 7.78</li> <li>• Spell commonly occurring simple words 7.79</li> <li>• Learn the spelling of words with inflectional endings 7.84</li> <li>• Compare/contrast works by the same writer 5.23</li> <li>• Compare/contrast literary works studied in class with literary works other authors 5.24</li> <li>• Make connections between what is seen in the literary work and what is seen, heard and experienced in real life situations 5.26</li> <li>• Write personal responses to literary works being studied 2.4</li> </ul>		
<p>12</p>	<p><b>ENGLISH LANGUAGE</b></p> <p>Writing - Timed Essay (Description)</p> <p>Comprehension – Aural and Written Making Inferences Atmosphere/Mood Tone Writer’s Purpose Descriptive Details Narrative Details</p>	<ul style="list-style-type: none"> <li>• Write timed essays: descriptive, narrative, expository argumentative and persuasive 2.30</li> <li>• Format and organize a journal entry</li> <li>• Create an appropriate tone</li> <li>• Compose a journal entry</li> <li>• Make inferences/draw conclusions</li> <li>• Participate in a variety of creative and practical writing activities, e.g. slogans, excuses, raps, announcements, warnings, menus, recipes, brochures, advertisements, blogs, social notes, messages, e-mails 2.1</li> </ul>		

	<b>LITERATURE</b> - Poetry Responding to Literary Questions	<ul style="list-style-type: none"><li>• Interpret and respond to a variety of literary questions 5.18</li></ul>		
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**THE MINISTRY OF EDUCATION  
GRADE 7  
SUMMER TERM – TERM 3**

1	<p>Comprehension – Directed Writing</p> <ul style="list-style-type: none"> <li>• Journal Entry</li> <li>• Point of View</li> <li>• Main Idea</li> <li>• Identifying Relevant Details</li> <li>• Making Inferences</li> </ul> <p>Listening and Speaking</p> <ul style="list-style-type: none"> <li>• Interview</li> <li>• Questions &amp; conducting</li> </ul>	<ul style="list-style-type: none"> <li>• Write a journal entry in response to a directed writing prompt 2.14</li> <li>• Select and extract relevant information/content points (stated and implied)</li> <li>• Apply grammar conventions</li> <li>• Create appropriate tone</li> <li>• Participate in a variety of creative and practical writing activities, e.g. slogans, excuses, raps, announcements, warnings, menus, recipes, brochures, advertisements, blogs, social notes, messages, e-mails 2.1</li> <li>• Listen to an aural interview for questioning strategies</li> <li>• Compose interview questions based on specific topic/focus</li> <li>• Conduct an interview</li> </ul>		
2	<p><b>ENGLISH LANGUAGE</b></p> <p>Writing/Grammar and Usage – Verb Tenses</p> <ul style="list-style-type: none"> <li>• Present</li> <li>• Simple Past Tense</li> <li>• Future Tense</li> </ul> <p>Comprehension – Facts and Opinions</p>	<ul style="list-style-type: none"> <li>• Practice and use consistency of tense 7.51</li> <li>• Differentiate facts from opinions</li> <li>• Voice opinions 3.12</li> <li>• Use facts to support opinions 3.13</li> <li>• Distinguish between factual and fictional in audio-visual electronic programs 9.19</li> </ul>		Directed Writing – Reporting an Event

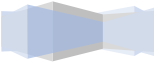
	<p>Directed Writing</p> <ul style="list-style-type: none"> <li>• Structure/Modes of Writing – formal/informal letter</li> <li>• The Prompt – (character traits, complaint, request techniques, tone, etc)</li> <li>• Supporting Details/Content Points</li> </ul> <p><b>LITERATURE - Drama</b> Literary Elements</p> <ul style="list-style-type: none"> <li>• Revision of Literary Elements</li> <li>• Definition of Drama</li> <li>• Elements of Drama <ul style="list-style-type: none"> <li>○ Stage directions</li> <li>○ Playwright</li> <li>○ Props</li> <li>○ Dialogue</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Participate in a variety of creative and practical writing activities, e.g. slogans, excuses, raps, announcements, warnings, menus, recipes, brochures, advertisements, blogs, social notes, messages, e-mails 2.1</li> <li>• Select and extract relevant information/content points (stated and implied)</li> <li>• Identify the elements of poetry, drama and prose 4.12</li> </ul>		
3	<p><b>ENGLISH LANGUAGE</b></p> <p>Writing : Expository Writing Types of Expository Essay</p> <ul style="list-style-type: none"> <li>• How to Make or Do Something</li> <li>• Explanation of an Idea</li> <li>• Character Portrayal</li> <li>• Editorial</li> <li>• Compare and Contrast</li> </ul> <p>Organizational Structure of Expository Essay</p> <p>Expository Devices: Facts, examples, quotes</p> <ul style="list-style-type: none"> <li>• Organizational Structure</li> </ul> <p>Writing/Grammar and Usage</p> <ul style="list-style-type: none"> <li>• Subject/Verb Agreement <ul style="list-style-type: none"> <li>○ Rules of Subject/Verb Agreement</li> </ul> </li> </ul> <p><b>LITERATURE:</b> Drama</p>	<ul style="list-style-type: none"> <li>• Plan, draft, revise/edit and proofread well-structured expository essays which present information and ideas concisely, logically and sometimes persuasively 2.27</li> <li>• Identify and analyze author’s purpose 8.10</li> <li>• Practice correct subject-verb agreement in speech and writing 7.22</li> </ul>		



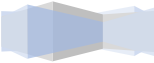
	<p>Characters</p> <ul style="list-style-type: none"> <li>Major and Minor</li> </ul> <p>Traits</p> <ul style="list-style-type: none"> <li>Physical and Emotional</li> </ul>	<ul style="list-style-type: none"> <li>Make inferences about characters 5.6</li> <li>Write personal responses in Standard English to characters and events 5.4</li> <li>Analyze characters 3.25</li> </ul>		
4	<p><b>ENGLISH LANGUAGE</b></p> <p>Grammar and Usage: Complex Sentences</p> <ul style="list-style-type: none"> <li>Subordinate conjunctions</li> <li>Dependent and independent clauses</li> </ul> <p>Writing: Expository Essay- The Writing Process</p> <ul style="list-style-type: none"> <li>Analyzing the Prompts</li> <li>Brainstorm/Plan</li> </ul> <p>Introduction</p> <ul style="list-style-type: none"> <li>Thesis</li> <li>Hook</li> <li>Bridge</li> </ul> <p><b>LITERATURE - DRAMA</b> Plot Details</p>	<ul style="list-style-type: none"> <li>Classify clauses (independent, subordinate/dependent)</li> <li>Identify and compose sentences that are classified according to their structure: complex, compound-complex 7.44</li> <li>Interpret pictures 3.33</li> <li>Plan, draft, revise/edit and proofread well-structured expository essays which present information and ideas concisely, logically and sometimes persuasively 2.27</li> <li>Analyze events and character relationships</li> <li>Compare characters</li> <li>Demonstrate knowledge of literary works 5.1</li> <li>Summarize the plot of a story/novel/play 5.3</li> </ul>		
5	<p><b>ENGLISH LANGUAGE</b></p> <p>Comprehension: Types of Supporting Details</p> <ul style="list-style-type: none"> <li>Facts/statistics</li> <li>Examples</li> <li>Quotes</li> </ul> <p>Writing : Expository Essay</p>	<ul style="list-style-type: none"> <li>Make judgments and support them with details from the text 3.16</li> <li>Use facts to support opinion about print and non-print texts 3.13</li> </ul>		

	<p>Developing the Paragraph</p> <ul style="list-style-type: none"> <li>• Topic Sentence</li> <li>• Supporting Sentences</li> <li>• Concluding Sentences</li> </ul> <p><b>LITERATURE - Drama</b> <b>Conflict</b></p> <ul style="list-style-type: none"> <li>• Internal and external</li> </ul>	<ul style="list-style-type: none"> <li>• Write descriptive, narrative, expository and persuasive paragraphs 2.23</li> <li>• Identify and describe different types of conflict 4.17</li> <li>• Predict reasonable outcomes based on stories, events, etc 1.32</li> </ul>		
6	<p><b>ENGLISH LANGUAGE</b></p> <p>Grammar and Usage: Complex Sentences and Subject/Verb Agreement Application to Continuous Writing/Paragraph Writing</p> <p>Writing : Expository Essay – How to Essay</p> <ul style="list-style-type: none"> <li>• The Writing Process <ul style="list-style-type: none"> <li>◦ Planning/Brain Storming</li> </ul> </li> <li>• The Introduction</li> <li>• Grab reader’s attention</li> <li>• Identify the thing to be made or done</li> <li>• State the reason for doing or making</li> </ul> <p><b>LITERATURE:</b> Drama Theme</p>	<ul style="list-style-type: none"> <li>• Identify and compose sentences that are classified according to their structure: complex, compound-complex 7.44</li> <li>• Practice correct subject-verb agreement in speech and writing 7.22</li> <li>• Plan, draft, revise/edit and proofread well-structured expository essays which present information and ideas concisely, logically and sometimes persuasively 2.27</li> <li>• Identify and analyze author’s purpose 8.10</li> <li>• Identify theme in literary works 4.2</li> <li>• Explore the theme of a literary work; show how the theme is developed throughout the work 5.14</li> <li>• Make connections between what is seen in the literary work and what is seen, heard and experienced in real life situations 5.26</li> </ul>		

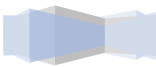
		<ul style="list-style-type: none"> <li>Express orally and in writing personal responses in Standard English to theme and setting 5.7</li> </ul>		
7	<p><b>ENGLISH LANGUAGE</b></p> <p>Grammar and Usage: Verbs Simple Present Tense</p> <p>Writing : Expository Essay – How to Essay The Writing Process</p> <ul style="list-style-type: none"> <li>Developing the Body <ul style="list-style-type: none"> <li>List the materials/tools/skills needed</li> <li>Step one in the operation</li> <li>Step two</li> <li>Step three</li> <li>Necessary cautions</li> </ul> </li> <li>Developing the Conclusion <ul style="list-style-type: none"> <li>Present the finished product</li> <li>Present its uses, values, etc</li> </ul> </li> </ul> <p><b>LITERATURE- Drama</b></p> <p>Literary Elements/The Plot</p> <ul style="list-style-type: none"> <li>Contextual Questions</li> <li>Personal Response</li> </ul>	<ul style="list-style-type: none"> <li>Identify and use the simple present tense of regular and irregular verbs 7.14</li> <li>Plan, draft, revise/edit and proofread well-structured expository essays which present information and ideas concisely, logically and sometimes persuasively 2.27</li> <li>Interpret and respond appropriately to a variety of literary questions 5.18</li> <li>Write logical, coherent and effective personal responses in Standard English to literary works 5.13</li> <li>Re-express ideas and information found in literary texts using other forms of writing e.g. letters, journals, news articles, speeches, advertisements etc. 6.7</li> </ul>		



<p>8</p>	<p><b>ENGLISH LANGUAGE</b> Grammar and Usage: Using Transitions Effectively</p> <p>Writing: Expository Essay – How To The Writing Process</p> <ul style="list-style-type: none"> <li>• Revising</li> <li>• Proofreading</li> <li>• Publishing</li> </ul> <p>Listening and Speaking – Expository Essay Present Essays</p> <ul style="list-style-type: none"> <li>• Introduction (Thesis, Hook, Bridge)</li> <li>• A body paragraph (Topic and Concluding Sentences, Types of Supporting Details)</li> <li>• Conclusion</li> </ul> <p><b>LITERATURE</b> – Drama The Resolution</p> <p>Literary Elements/The Plot</p> <ul style="list-style-type: none"> <li>• Contextual Questions</li> <li>• Personal Response</li> </ul>	<ul style="list-style-type: none"> <li>• Use transitions appropriately at sentence and paragraph level 2.9</li> <li>• Plan, draft, revise/edit and proofread well-structured expository essays which present information and ideas concisely, logically and sometimes persuasively 2.27</li> <li>• Read aloud for an audience poems, prayers, compositions, letters, stories, etc. 1.47</li> <li>• Identify and analyze author’s purpose 8.10</li> <li>• Listen for specific details 1.05</li> <li>• Provide verbal and non-verbal feedback to a speaker – comment critically on others’ performance 1.55</li> <li>• Trace the development and resolution of internal and/or external conflict/s 4.29</li> <li>• Interpret and respond appropriately to a variety of literary questions 5.18</li> <li>• Write logical, coherent and effective personal responses in Standard English to literary works 5.13</li> <li>• Re-express ideas and information found in literary texts using other forms of writing e.g. letters, journals, news articles, speeches, advertisements etc. 6.7</li> </ul>		<p>Create video giving commentary on the topic/process Read essays to class</p>
<p>9</p>	<p><b>Exam Review</b></p>			



10	FINAL EXAMS
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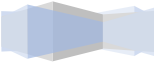


**THE MINISTRY OF EDUCATION  
GRADE 8  
CHRISTMAS TERM – TERM 1**

WEEK	SUBJECT / STRAND / FOCUS	OBJECTIVES Students will be able to:	CURRICULUM LINK	ACTIVITIES/ASSESSMENT
1	<ul style="list-style-type: none"> <li>• Welcome/Class Orientation/Procedures/Collection of Student Information/Intro to Course Outline</li> <li>• Diagnostic Assessment: Vocabulary, Writing &amp; Comprehension Test</li> </ul> <p>ENGLISH LANGUAGE (<i>Back to Basics</i>)</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> <li>• Word Parts               <ul style="list-style-type: none"> <li>○ Root</li> <li>○ Prefix</li> <li>○ Suffix</li> </ul> </li> </ul> <p>Word Relationships</p> <ul style="list-style-type: none"> <li>• Synonyms</li> <li>• Antonyms</li> <li>• Homonyms</li> <li>• Homophone</li> <li>• Homographs</li> </ul> <p>Vocabulary - Denotation &amp; Connotation</p>	<ul style="list-style-type: none"> <li>• Build student engagement/relationships</li> <li>• Diagnose the specific need of students in the areas of vocabulary, writing and comprehension.</li> <li>• Identify and use various base words and affixes</li> <li>• Change meanings/part of speech of words by adding prefixes and suffixes.</li> <li>• Use structural signals to determine word meaning 3.6</li> <li>• Define the terms synonym, antonym, homonym, homograph, homophone</li> <li>• Recognize and use synonyms, antonyms</li> <li>• Use synonyms and antonyms to define unfamiliar words</li> <li>• Recognize, spell and use homonyms, homographs, homophones</li> <li>• Differentiate denotation, connotation/implication of words 3.53</li> <li>• Determine whether connotations are neutral, positive or negative</li> </ul>	<p>7.76</p> <p>3.42</p> <p>3.6</p> <p>3.44</p> <p>3.43</p> <p>3.45 7.77</p>	<ul style="list-style-type: none"> <li>• Vocabulary &amp; Comprehension Test</li> <li>• Fixed Mindset vs. Growth Mindset</li> <li>• Letter to Future Self</li> <li>• Vision Boards</li> <li>• Separate words into parts.</li> <li>• Determine the meanings of words and expressions in context using structure.</li> <li>• Use dictionary/thesaurus(online) and discussion to supply/substitute overused words with new vocabulary (synonyms &amp; antonyms)</li> <li>• Write a continuous piece or make an oral presentation accurately using new vocabulary</li> </ul>

<p>2</p>	<p><b>ENGLISH LANGUAGE</b></p> <p>Literal and Figurative Language</p> <p>Vocabulary: Context Clues Overview</p> <ul style="list-style-type: none"> <li>• Definition</li> <li>• Contrast</li> <li>• Situational</li> </ul> <p>Grammar and Usage: Sentence Parts: Parts of Speech Overview</p> <p>Grammar and Usage: Sentences</p> <ul style="list-style-type: none"> <li>• Sentences. Purpose (Declarative, Interrogative, Imperative, Exclamatory)</li> <li>• Sentence Structure (Simple, Compound, Complex)</li> </ul> <p>Writing: Kinds of Writing/Paragraphs/Essays</p> <ul style="list-style-type: none"> <li>• Components of a Paragraph</li> </ul>	<ul style="list-style-type: none"> <li>• Recognize figurative language 3.7</li> <li>• Differentiate between figurative and literal meaning 3.8</li> <li>• List and define types of context clues</li> <li>• Use context clues to determine the meanings of words and expressions in context. 3.5</li> <li>• Identify the eight parts of speech</li> <li>• Convert parts of speech to perform specific roles in a sentence</li> <li>• Identify, compose, and punctuate sentences that are classified according to purpose</li> <li>• Classify clauses (independent, subordinate/dependent clauses)</li> <li>• Identify, compose, and punctuate sentences that are classified according to structure.</li> <li>• Describe the characteristics of the four types of paragraphs: narrative, descriptive, expository, persuasive</li> <li>• Distinguish between the four types of paragraphs/essays: narrative, descriptive, expository, persuasive</li> <li>• Write descriptive, narrative, expository and persuasive paragraphs</li> </ul>	<p>3.7 3.8</p> <p>3.5</p> <p>7.1</p> <p>7.3 7.43</p> <p>7.44, 7.38</p> <p>2.23</p>	<ul style="list-style-type: none"> <li>• Select words to complete sentences</li> <li>• Use context clues to determine the meanings of words and expressions in context.</li> <li>• Create examples using various clue types for Bahamian words/expressions.</li> <li>• Locate the various sentence types in a passage.</li> <li>• Distinguish between sentence structures by labeling appropriately</li> <li>• Compose sentences that are classified according to purpose / structure</li> </ul>
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<p>3</p>	<p><b>ENGLISH LANGUAGE</b></p> <p>Comprehension: Author's Purpose</p> <p>Writing: Expository Essay</p> <ul style="list-style-type: none"> <li>Organizational Structure of the Expository Essay</li> <li>Expository Devices: Facts, examples, quotes</li> </ul> <p>The Writing Process</p> <p>Brainstorming/Planning</p> <ul style="list-style-type: none"> <li>Analyzing the Prompt</li> </ul> <p>Development of Expository Essay</p> <p>Introduction</p> <ul style="list-style-type: none"> <li>Hook</li> <li>Bridge</li> <li>Thesis</li> </ul> <p><b>LITERATURE – Novel OR Short Story</b></p> <p>Review</p> <ul style="list-style-type: none"> <li>Genres of Literature</li> <li>Literary Terms</li> </ul> <p>Figurative Language</p> <ul style="list-style-type: none"> <li>Simile</li> <li>Metaphor</li> <li>Personification</li> <li>Alliteration</li> <li>Assonance</li> <li>Idioms</li> </ul>	<ul style="list-style-type: none"> <li>Explain what the term author's purpose</li> <li>Determine Author's Purpose 3.20</li> </ul> <ul style="list-style-type: none"> <li>Plan, draft, revise/edit and proofread well-structured expository essays which present information and ideas concisely, logically and sometimes persuasively 2.27</li> <li>Identify, define and use key words 3.50</li> </ul> <ul style="list-style-type: none"> <li>Identify the elements of poetry, drama and prose 4.12</li> </ul> <ul style="list-style-type: none"> <li>Define and differentiate between simile and metaphor, personification, alliteration, assonance</li> <li>Provide examples of literal and figurative words/phrases/expressions: simile/metaphor</li> <li>Recognize and use idioms correctly</li> </ul>	<p>3.20</p>	
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<p>4</p>	<p><b>ENGLISH LANGUAGE</b></p> <p>Grammar and Usage: Phrases and Clauses</p> <ul style="list-style-type: none"> <li>• Identification</li> <li>• Types <ul style="list-style-type: none"> <li>○ Adjective</li> <li>○ Adverb</li> </ul> </li> <li>• Usage</li> </ul> <p>Writing: Informal/Expository Letter The Writing Process Brainstorm/Plan</p> <ul style="list-style-type: none"> <li>• Analyze the Prompt</li> </ul> <p>Letter Format Developing the Introduction</p> <ul style="list-style-type: none"> <li>• Attention Grabber</li> <li>• Bridge</li> <li>• Hook</li> </ul> <p><b>LITERATURE: Novel OR Short Story</b></p> <p>Background Information</p> <p>Characters Type by Role</p> <ul style="list-style-type: none"> <li>• Protagonist</li> <li>• Antagonist</li> </ul> <p>Character Type by Quality</p> <ul style="list-style-type: none"> <li>• Dynamic</li> <li>• Static</li> <li>• Flat</li> <li>• Round</li> </ul>	<ul style="list-style-type: none"> <li>• Distinguish between clauses and phrase 7.42</li> <li>• Identify and use adjective phrases, adverb phrases 7.34</li> </ul> <ul style="list-style-type: none"> <li>• Plan, draft, revise/edit and proofread well-structured expository essays which present information and ideas concisely, logically and sometimes persuasively 2,27</li> <li>• Write a three paragraph-long friendly letter using the appropriate format, style, tone 2.2</li> </ul> <ul style="list-style-type: none"> <li>• Identify the literary work 4.8</li> <li>• Name the author/poet 4.9</li> </ul> <ul style="list-style-type: none"> <li>• Analyze characters 3.25</li> <li>• Define the terms protagonist and antagonist</li> <li>• Select the protagonist and antagonist in short stories</li> <li>• Give examples of a protagonist and antagonist</li> <li>• Distinguish between flat and round characters 4.38</li> <li>• Make connections between what is seen in the literary work and what is seen, heard and experienced in real life situations 5.26</li> </ul>	<p>7.42</p> <p>7.34</p> <p>2.27</p> <p>2.2</p>    	
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5	<p><b>ENGLISH LANGUAGE</b></p> <p>Comprehension: Main Idea and Supporting Details</p> <ul style="list-style-type: none"> <li>• Relevant/Irrelevant Information</li> <li>• Specific Details</li> </ul> <p>Writing: Informal Letter &amp; Expository Writing The Writing Process Developing Body Paragraph</p> <ul style="list-style-type: none"> <li>• Topic sentence</li> <li>• Supporting Details (Facts, Examples, Quotes)</li> <li>• Clincher Sentence</li> <li>• Transitional Words and Phrases</li> <li>• Order of Development</li> </ul> <p><b>LITERATURE – Novel OR Short Story</b></p> <p><i>Plot</i></p> <ul style="list-style-type: none"> <li>• Exposition</li> <li>• Conflict</li> <li>• Rising Action</li> <li>• Climax</li> <li>• Falling Action</li> <li>• Resolution</li> </ul>	<ul style="list-style-type: none"> <li>• Differentiate between relevant and irrelevant information/details in print non-print texts 3.35</li> <li>• Identify topic, main idea and supporting points/specific details 3.2</li> </ul> <ul style="list-style-type: none"> <li>• Use transitions appropriately at sentence and paragraph level 2.9</li> <li>• Differentiate facts from opinions 3.11</li> <li>• Voice opinions 3.12</li> <li>• Use Facts to support opinions about print and non-print texts 3.13</li> <li>• Write a three paragraph-long friendly letter using the appropriate format, style and tone 2.2</li> <li>• Plan, draft, revise/edit and proofread well-structured expository essays which present information and ideas concisely, logically and sometimes persuasively 2.27</li> </ul> <ul style="list-style-type: none"> <li>• Identify elements of poetry, drama, prose 4.12</li> <li>• Identify elements of plot: exposition, rising action, climax and resolution 4.32</li> <li>• Outline the plot of a story or play 4.3</li> <li>• Arrange events in and details in sequential or chronological order 4.5</li> <li>• Summarize the plot a story/novel/play 5.3</li> </ul>		

		<ul style="list-style-type: none"> <li>Evaluate different aspects of plot: exposition, rising action, climax and resolution 5.16</li> </ul>		
6	<p><b>ENGLISH LANGUAGE</b></p> <p>Grammar and Usage/Speaking – Subject and Verb Agreement Types of Verbs</p> <ul style="list-style-type: none"> <li>Helping</li> <li>Linking</li> <li>Action</li> </ul> <p>Writing: Informal Letter &amp; Expository Writing The Writing Process</p> <ul style="list-style-type: none"> <li>Conclusion</li> <li>Revise/Edit</li> <li>Publish</li> </ul> <p><b>LITERATURE: Novel OR Short Story</b></p> <p><i>Plot</i></p> <ul style="list-style-type: none"> <li>Exposition</li> <li>Conflict</li> <li>Rising Action</li> <li>Climax</li> <li>Falling Action</li> <li>Resolution</li> </ul>	<ul style="list-style-type: none"> <li>Identify and use verbs – action, linking and helping 7.13</li> <li>Plan, draft, revise/edit and proofread well-structured expository essays which present information and ideas concisely, logically and sometimes persuasively 2,27</li> <li>Write a three paragraph-long friendly letter using the appropriate format, style, tone 2.2</li> <li>Identify elements of plot: exposition, rising action, climax and resolution 4.32</li> <li>Outline the plot of a story or play 4.3</li> <li>Arrange events in and details in sequential or chronological order 4.5</li> <li>Summarize the plot a story/novel/play 5.3</li> <li>Evaluate different aspects of plot: exposition, rising action, climax and resolution 5.16</li> </ul>		

7	<p><b>ENGLISH LANGUAGE</b></p> <p>Comprehension: Compare and Contrast  Grammar and Usage: Subject-Verb -Rules of Agreement</p> <ul style="list-style-type: none"> <li>Compound subjects</li> </ul> <p>Writing: Expository Writing – Compare and Contrast</p> <ul style="list-style-type: none"> <li>Persons</li> <li>Places</li> <li>Things</li> </ul> <p>Organizational Structure</p> <ul style="list-style-type: none"> <li>Subject by subject</li> <li>Feature by feature</li> </ul> <p>Transitional Words and Phrases  Planning</p> <p><b>LITERATURE: Novel/Short Story</b></p> <p>Point of View</p> <ul style="list-style-type: none"> <li>First Person, Third Person, Omniscient</li> </ul> <p>Sequencing</p>	<ul style="list-style-type: none"> <li>Compare and contrast relationships 3.26</li> <li>Practice correct subject-verb agreement in speech and writing 7.22</li> </ul> <ul style="list-style-type: none"> <li>Compare and contrast relationships 3.26</li> <li>Categorize/Classify ideas 3.29</li> <li>Plan, draft, revise/edit and proofread well-structured expository essays which present information and ideas concisely, logically and sometimes persuasively 2,27</li> <li>Use transitions appropriately at sentence and paragraph level 2.9</li> </ul> <ul style="list-style-type: none"> <li>Identify different points of view: first person, third person, omniscient 4.13</li> </ul> <ul style="list-style-type: none"> <li>Arrange events in and details in sequential or chronological order 4.5</li> </ul>		
8	<p><b>ENGLISH LANGUAGE</b></p> <p>Grammar and Usage: Adjectives</p>			

	<ul style="list-style-type: none"> <li>• Adjectives of Quality</li> <li>• Adjectives of Quantity</li> <li>• Interrogative Adjectives</li> <li>• Demonstrative Adjectives</li> </ul> <p>Writing: Expository Writing – Compare and Contrast Planning</p> <ul style="list-style-type: none"> <li>• Venn Diagram</li> </ul> <p>1<sup>st</sup> Draft</p> <ul style="list-style-type: none"> <li>• Developing the Introduction</li> <li>• Developing the Body Paragraphs</li> <li>• Developing the conclusion</li> <li>• Revise</li> <li>• Proofread</li> <li>• Publish</li> </ul> <p><b>LITERATURE: Novel OR Short Story</b></p> <p>Character Development/Characterization</p> <ul style="list-style-type: none"> <li>• Methods of Characterization</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and use a variety of adjectives – quality, quantity 7.11</li> </ul> <ul style="list-style-type: none"> <li>• Plan, draft, revise/edit and proofread well-structured expository essays which present information and ideas concisely, logically and sometimes persuasively 2,27</li> <li>• Compare and contrast events</li> </ul> <ul style="list-style-type: none"> <li>• Identify elements of characterization 4.38</li> <li>• Distinguish between flat and rounded characters</li> <li>• Make inferences about characters 5.6</li> <li>• Interpret and respond appropriately to a variety of literary questions 5.18</li> </ul>	4.38	
9	<p><b>ENGLISH LANGUAGE</b></p> <p>Comprehension: Characterization</p> <p>Grammar and Usage: Subject-Verb -Rules of Agreement</p> <ul style="list-style-type: none"> <li>• Indefinite pronoun verb agreement</li> </ul>	<ul style="list-style-type: none"> <li>• Make inferences about characters 5.6</li> <li>• Support inferences with information from the text.</li> </ul> <ul style="list-style-type: none"> <li>• Practice correct subject-verb agreement in speech and writing 7.22</li> </ul>	7.10 7.8 7.13	

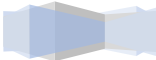
	<p>Writing: Exposition - Character Portrayal The Writing Process</p> <ul style="list-style-type: none"> <li>• Pre-write <ul style="list-style-type: none"> <li>○ Select topic</li> <li>○ Plan</li> <li>○ Analyze the prompt</li> </ul> </li> <li>• Write first Draft - Introduction</li> </ul> <p><b>LITERATURE: Novel OR Short Story</b></p> <p>Characters – Comparing and Contrasting</p> <p>Context Questions</p>	<ul style="list-style-type: none"> <li>• Plan, draft, revise/edit and proofread well-structured expository essays which present information and ideas concisely, logically and sometimes persuasively 2.27</li> <li>• Evaluate characters' roles: protagonist, antagonist</li> <li>• Discuss the similarities and differences between characters Cite from text evidence to support similarities and differences</li> </ul> <p>Demonstrate knowledge of content of literary works 5.1</p>	4.1	
10	<p><b>ENGLISH LANGUAGE</b></p> <p>Grammar and Usage: Sentence Errors</p> <ul style="list-style-type: none"> <li>• Sentence Fragments</li> <li>• Run-on Sentences</li> </ul> <p>Writing: Exposition - Character Portrayal The Writing Process Write first Draft</p> <ul style="list-style-type: none"> <li>○ Develop the Body Paragraphs</li> <li>○ Develop the Conclusion</li> </ul> <p><b>LITERATURE: Novel OR Short Story</b></p> <p>Setting</p>	<ul style="list-style-type: none"> <li>• Identify and correct sentence errors – sentence fragments and run-on sentences 7.24</li> <li>• Identify and correct sentence errors – the comma splice 7.25</li> <li>• Plan, draft, revise/edit and proofread well-structured expository essays which present information and ideas concisely, logically and sometimes persuasively 2.27</li> <li>• Write an autobiography or biography 2.13</li> </ul>		

	<ul style="list-style-type: none"> <li>• Time</li> <li>• Place</li> <li>• Immediate and General Setting; Relate to Prose Texts, Reality)</li> <li>• Local color</li> </ul> <p>Tone and Mood</p>	<ul style="list-style-type: none"> <li>• Identify and describe the setting 4.1</li> <li>• Identify elements of local color 4.31</li> </ul> <ul style="list-style-type: none"> <li>• Respond to tone, mood and atmosphere 5.15</li> </ul>		
11	<p><b>ENGLISH LANGUAGE</b></p> <p>Grammar and Usage: Comparison of Adjectives</p> <ul style="list-style-type: none"> <li>• Positive</li> <li>• Comparative</li> <li>• Superlative</li> </ul> <p>Writing: Exposition - Character Portrayal</p> <ul style="list-style-type: none"> <li>○ Revise</li> <li>○ Proofread</li> <li>○ Publish</li> </ul> <p><b>LITERATURE: Novel OR Short Story</b></p> <p>Conflict - Internal and External</p> <ul style="list-style-type: none"> <li>• Man with Self, Man with other Character(s), Man with Nature, Man with Society; Relate to Self, other Characters and Reality)</li> </ul> <p>Context Questions</p>	<ul style="list-style-type: none"> <li>• Identify and use a variety of adjectives – quality, quantity, demonstrative, interrogative, proper, compound, etc. 7.11</li> </ul> <ul style="list-style-type: none"> <li>• Plan, draft, revise/edit and proofread well-structured expository essays which present information and ideas concisely, logically and sometimes persuasively 2.27</li> <li>• Write an autobiography or biography 2.13</li> </ul> <ul style="list-style-type: none"> <li>• Trace the development and resolution of internal and/or external conflict/s 4.29</li> <li>• Make connections between what is seen in the literary work and what is seen, heard and experienced in real life situations 5.26</li> </ul> <ul style="list-style-type: none"> <li>• Demonstrate knowledge of content of literary works 5.1</li> </ul>	7.2	

		<ul style="list-style-type: none"> <li>• Interpret and respond appropriately to a variety of literary questions 5.18</li> </ul>		
12	<p><b>ENGLISH LANGUAGE</b></p> <p>Grammar &amp; Usage: The Articles</p> <ul style="list-style-type: none"> <li>• Definite &amp; Indefinite Articles</li> </ul> <p>Writing: Formal Letter</p> <ul style="list-style-type: none"> <li>• Types of Formal Letters/Purpose <ul style="list-style-type: none"> <li>○ Congratulatory</li> <li>○ Complaint</li> <li>○ Request</li> <li>○ Thank you</li> <li>○ Invitation</li> </ul> </li> <li>• Format, Tone, Style</li> <li>• Addressing the Envelope</li> </ul> <p>Vocabulary: Often Confused Words</p> <p><b>LITERATURE: Novel OR Short Story</b></p> <p>Theme</p>	<ul style="list-style-type: none"> <li>• Distinguish between the formal and the informal letter formats.</li> <li>• Write a business/formal letter (request, complain, inquiry, order, invitation, application, etc.) using the appropriate format, style tone. 2.3</li> <li>• Address business letter envelopes 2.4</li> <li>• Use the correct frequently confused word</li> <li>• Correct errors with frequently confused words</li> <li>• Recall what theme is in a literary work</li> <li>• Explain the themes in literary works</li> <li>• Explore the theme of a literary work; show how the theme is developed throughout the work 5.14</li> <li>• Make connections between what is seen in the literary work and what is seen, heard and experienced in real life situations 5.26</li> </ul>		



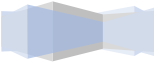
	Contextual Questions	<ul style="list-style-type: none"> <li>• Match quotations with themes</li> <li>• Demonstrate knowledge of content of literary works 5.1</li> <li>• Interpret and respond appropriately to a variety of literary questions 5.18</li> </ul>		
		<ul style="list-style-type: none"> <li>•</li> </ul>		
14	<p style="text-align: center;"><b>REVIEW</b></p> <p>Expository, Formal Letter, Comprehension Skills, Summary and Directed Writing</p>			



**THE MINISTRY OF EDUCATION  
GRADE 8  
EASTER TERM – TERM 2**

WEEK	SUBJECT / STRAND / FOCUS	OBJECTIVES	CURRICULUM LINKS	ACTIVITIES
1	<p><b>ENGLISH LANGUAGE</b>            Writing: Formal Letter - Letter of Complaint            The Writing Process            Letter Format</p> <ul style="list-style-type: none"> <li>• Developing the Body               <ul style="list-style-type: none"> <li>○ Reference</li> <li>○ Purpose</li> <li>○ Content                   <ul style="list-style-type: none"> <li>▪ Information/Specific Details</li> </ul> </li> <li>○ Conclusion</li> </ul> </li> </ul> <p>Organization            The Writing Process            Analyze the Prompt</p> <p>Grammar and Use: Prepositions/Prepositional Phrases</p> <p><b>LITERATURE: Novel OR Short Story</b></p> <ul style="list-style-type: none"> <li>• Writing Personal Responses</li> </ul>	<ul style="list-style-type: none"> <li>• Write a business/formal letter (request, complain, inquiry, order, invitation, application, etc.) using the appropriate format, style tone. 2.3</li>   <li>• Identify and use prepositions and prepositional phrases 7.35</li>   <li>• Write personal responses to literary works being studied 2.5</li> <li>• Write personal responses in Standard English to characters and events 5.4</li> </ul>		
2	<p><b>ENGLISH LANGUAGE</b>            Exam Review</p> <p>Comprehension – Listening/Aural            Note Taking            Listening Strategies            Comprehension skill</p>	<ul style="list-style-type: none"> <li>• Listen to and follow simple and complex instructions 1.01</li> <li>• Listen for main idea and supporting details 1.04</li> </ul>		

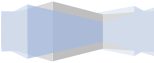
	<p><b>LITERATURE</b> Exam Review Literary Terms Review</p>	<ul style="list-style-type: none"> <li>• Listen attentively, taking relevant notes 1.10</li> <li>• Determine purpose of speakers 1.16</li> <li>• Listen/read to make inferences and draw conclusions 1.08</li> <li>• Use details to support facts</li> <li>• Identify, define and use key words 3.50</li> </ul>		
3	<p>ENGLISH LANGUAGE</p> <p>Grammar and Usage: Review</p> <ul style="list-style-type: none"> <li>• Phrases</li> <li>• Clauses</li> <li>• Compound</li> <li>• Complex Sentences</li> </ul> <p>Comprehension and Directed Writing</p> <ul style="list-style-type: none"> <li>• Interpretation of Passage and Questions</li> <li>• Making Inferences</li> <li>• Informal Letter</li> </ul> <p><b>LITERATURE: Poetry</b></p> <p>Elements of Poetry Speaker Stanzas Rhyme Scheme Repetition</p>	<ul style="list-style-type: none"> <li>• Distinguish between clauses and phrases 7.42</li> <li>• Identify and compose sentences according to structure 7.44</li> </ul> <ul style="list-style-type: none"> <li>• Draw conclusions/Make inferences</li> </ul> <ul style="list-style-type: none"> <li>• Recognize and analyze sound devices – alliteration, assonance, onomatopoeia, rhyme, meter, rhythm 3.22</li> <li>• Identify the speaker in a poem 4.24</li> <li>• Identify poetic forms based on syllabication and structure 4.39</li> </ul>		



4	<p><b>ENGLISH LANGUAGE</b></p> <p>Writing: Formal Letter - Thank You Letter The Writing Letter Format</p> <ul style="list-style-type: none"> <li>• Developing the Body <ul style="list-style-type: none"> <li>○ Reference</li> <li>○ Purpose</li> <li>○ Content <ul style="list-style-type: none"> <li>▪ Information/Specific Details</li> </ul> </li> <li>○ Conclusion</li> </ul> </li> </ul> <p>Organization The Writing Process Analyze the Prompt</p> <p><b>LITERATURE – Poetry</b></p> <p>Poetry Analysis Figurative Language</p> <ul style="list-style-type: none"> <li>• Alliteration</li> <li>• Assonance</li> <li>• Simile</li> <li>• Metaphor</li> <li>• Personification</li> <li>• Hyperbole</li> </ul>	<ul style="list-style-type: none"> <li>• Write a business/formal letter (request, complain, inquiry, order, invitation, application, etc.) using the appropriate format, style tone. 2.3</li> <li>• Define and interpret simple figurative and sound devices and repetition (simile, metaphor, personification, alliteration, rhyme rhythm, imagery and sensory details) 4.19</li> <li>• Recognize and analyze sound devices – alliteration, assonance, onomatopoeia, rhyme, meter, rhythm 3.22</li> <li>• Write poems which employ figurative language and imagery 6.4</li> </ul>		
5	<p><b>ENGLISH LANGUAGE</b></p> <p>Writing: Formal Letter – Congratulatory Letter The Writing Process Letter Format</p> <ul style="list-style-type: none"> <li>• Developing the Body <ul style="list-style-type: none"> <li>○ Reference</li> <li>○ Purpose</li> <li>○ Content <ul style="list-style-type: none"> <li>▪ Information/Specific Details</li> </ul> </li> <li>○ Conclusion</li> </ul> </li> </ul> <p>Organization</p>	<ul style="list-style-type: none"> <li>• Write a business/formal letter (request, complain, inquiry, order, invitation, application, etc.) using the appropriate format, style tone. 2.3</li> </ul>		

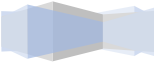
	<p>The Writing Process Analyze the Prompt</p> <p><b>LITERATURE – Poetry</b></p> <p>Poetry Analysis Figurative Language</p> <ul style="list-style-type: none"> <li>• Alliteration</li> <li>• Assonance</li> <li>• Simile</li> <li>• Metaphor</li> <li>• Personification</li> <li>• Hyperbole</li> </ul>	<ul style="list-style-type: none"> <li>• Define and interpret simple figurative and sound devices and repetition (simile, metaphor, personification, alliteration, rhyme rhythm, imagery and sensory details) 4.19</li> <li>• Recognize and analyze sound devices – alliteration, assonance, onomatopoeia, rhyme, meter, rhythm 3.22</li> <li>• Write poems which employ figurative language and imagery 6.4</li> </ul>		
6	<p><b>ENGLISH LANGUAGE</b></p> <p>Grammar and Usage: Verb Tenses</p> <ul style="list-style-type: none"> <li>• Simple Past, Present, Future Tenses</li> </ul> <p>Writing: Formal Letter - Letter of Invitation The Writing Process Letter Format</p> <ul style="list-style-type: none"> <li>• Developing the Body <ul style="list-style-type: none"> <li>○ Reference</li> <li>○ Purpose</li> <li>○ Content <ul style="list-style-type: none"> <li>▪ Information/Specific Details</li> </ul> </li> <li>○ Conclusion</li> </ul> </li> </ul> <p>Organization The Writing Process Analyze the Prompt</p>	<ul style="list-style-type: none"> <li>• Identify and use the simple past tense of regular and irregular verbs 7.14</li> <li>• Identify and use the simple past tense of regular and irregular verbs 7.15</li> <li>• Identify and use the simple future tense 7.16</li>   <li>• Write a business/formal letter (request, complain, inquiry, order, invitation, application, etc.) using the appropriate format, style tone. 2.3 Use appropriate supporting details</li> </ul>		<p>Create a summary outline Create a summary</p>

	<p><b>LITERATURE – Poetry</b></p> <p>Quoting Words and Phrases</p>	<ul style="list-style-type: none"> <li>• Use single quotation marks appropriately 4.60</li> <li>• Use quotation marks to enclose titles of chapters, short stories, poems, etc. 4.61</li> <li>• Demonstrate knowledge of content of literary works 5.1</li> </ul>		
7	<p><b>ENGLISH LANGUAGE</b></p> <p>Writing: Formal Letter - Letter of Request The Writing Process Letter Format</p> <ul style="list-style-type: none"> <li>• Developing the Body <ul style="list-style-type: none"> <li>○ Reference</li> <li>○ Purpose</li> <li>○ Content <ul style="list-style-type: none"> <li>▪ Information/Specific Details</li> </ul> </li> <li>○ Conclusion</li> </ul> </li> </ul> <p>Organization The Writing Process Analyze the Prompt</p> <p>Grammar and Usage: Verb Tenses</p> <ul style="list-style-type: none"> <li>• Present Continuous Tense</li> <li>• Forming Present Continuous Tense</li> </ul> <p><b>LITERATURE – Poetry</b></p> <ul style="list-style-type: none"> <li>• Imagery – Word Choice/Diction</li> </ul>	<ul style="list-style-type: none"> <li>• Write a business/formal letter (request, complain, inquiry, order, invitation, application, etc.) using the appropriate format, style tone. 2.3</li> <li>• Identify and use the continuous tense of verbs 7.17</li> <li>• Read aloud for an audience poems, prayers, compositions, letters, stories, etc. 1.47</li> <li>• Recognize imagery 3.23</li> <li>• Recognize sensory details 3.9</li> <li>• Comment on/evaluate writer’s diction 5.8</li> <li>• Write poems which employ figurative language and imagery 6.4</li> <li>•</li> </ul>		



8	<p><b>ENGLISH LANGUAGE</b></p> <p>Comprehension: Cause and Effect Relationships</p> <p>Writing: Formal Letter Timed writing</p> <p>Listening and Speaking: Interviews and Oral Reports</p> <p><b>LITERATURE - Poetry</b></p> <p><b>Tone and Mood</b></p>	<ul style="list-style-type: none"> <li>• Identify and analyze cause and effect relationships 3.14</li> <li>• Write timed Formal Letter 2.30</li> <li>• Participate in an interview 1.50</li> <li>• Give factual oral 30 seconds – 5 minute long reports 1.49</li> <li>• Identify and analyze author’s tone 3.10</li> <li>• Identify the mood and setting of a text 3.27</li> <li>• Demonstrate knowledge of content of literary works by responding to contextual questions 5.1</li> </ul>		
9	<p><b>ENGLISH LANGUAGE</b></p> <p>Listening and Speaking: Interviews and Oral Reports</p> <p><b>LITERATURE - Poetry</b></p> <p><b>Theme</b></p>	<ul style="list-style-type: none"> <li>• Give factual oral 30 seconds – 5 minute long reports 1.49</li> <li>• Identify and analyze author’s purpose 8.10</li> <li>• Listen for specific details 1.05</li> <li>• Provide verbal and non-verbal feedback to a speaker – comment critically on others’ performance 1.55</li> <li>• Give factual oral 30 seconds – 5 minutes-long reports 1.49</li> <li>• Introduce a speaker to a group 1.42</li> <li>• Explore the theme of a literary work; show how the theme is developed throughout the work 5.14</li> </ul>		

		<ul style="list-style-type: none"> <li>• Relate themes in literary work to real life situations 5.26</li> </ul>		
10	<p><b>ENGLISH LANGUAGE</b></p> <p>Writing – Persuasive Essay Types of Persuasive Writing</p> <ul style="list-style-type: none"> <li>• Letter</li> <li>• Speech</li> <li>• Essay</li> <li>• Advertisement</li> <li>• Poster</li> </ul> <p>Comprehension: Persuasive Techniques</p> <ul style="list-style-type: none"> <li>• Repetition</li> <li>• Rhetorical Questions</li> <li>• Anecdotes</li> <li>• Inclusive Language</li> <li>• Emotive Language</li> </ul> <p><b>LITERATURE – Poetry</b></p> <p>Theme</p>	<ul style="list-style-type: none"> <li>• Plan, draft, revise and proofread well-developed persuasive essays expressing a point of view and using appropriate persuasive technique and rhetorical devices 2.28</li> <li>• Identify a speaker’s techniques/methods/rhetorical strategies 1.24</li> <li>• Identify propaganda and its techniques 3.34</li> <li>• Relate themes in literary work to real life situations 5.26</li> <li>• Writer personal responses to literary works being studied 2.5</li> </ul>		





<p>11</p>	<p><b>ENGLISH LANGUAGE</b> Comprehension</p> <ul style="list-style-type: none"> <li>• Types of Support/Evidence <ul style="list-style-type: none"> <li>○ Facts</li> <li>○ Examples</li> <li>○ Reasons</li> <li>○ Quotes</li> </ul> </li> </ul> <p>Grammar and Usage: Complex Sentences/Comma</p> <ul style="list-style-type: none"> <li>• The comma – Using commas to separate clauses</li> <li>• Subordinate conjunctions</li> </ul> <p>Writing: Persuasive Writing/Formal Letter The Writing Process Brainstorming/Planning Analyzing the Prompt</p> <p><b>LITERATURE – Poetry</b> <b>Compare and Contrast Literary Works</b></p>	<ul style="list-style-type: none"> <li>• Make judgments and support them with details from the text 3.16</li> <li>• Use facts to support opinion about print and non-print texts 3.13</li> </ul> <ul style="list-style-type: none"> <li>• Use the comma as a multi-purpose tool for separating elements in phrase, clause or sentence.</li> </ul> <ul style="list-style-type: none"> <li>• Plan, draft, revise and proofread well-developed persuasive essays expressing a point of view and using appropriate persuasive technique and rhetorical devices 2.28</li> <li>• Write a business/formal letter (request, complain, inquiry, order, invitation, application, etc.) using the appropriate format, style tone. 2.3</li> </ul> <ul style="list-style-type: none"> <li>• Compare/contrast works by the same writer 5.23.</li> </ul>		
<p>12</p>	<p><b>ENGLISH LANGUAGE</b></p> <p>Writing: Persuasive Essay/Letter Writing Introduction</p> <ul style="list-style-type: none"> <li>• Hook (Types of Hooks</li> <li>• State your position</li> <li>• Thesis</li> </ul>	<ul style="list-style-type: none"> <li>• Plan, draft, revise and proofread well-developed persuasive essays expressing a point of view and using appropriate persuasive technique and rhetorical devices 2.28</li> </ul>		

	<p>Comprehension – Critical Thinking and Vocabulary</p> <ul style="list-style-type: none"> <li>• Tone</li> <li>• Word Choice</li> <li>• Context Clues</li> <li>• Persuasive Techniques</li> </ul> <p><b>LITERATURE - Drama</b> Literary Elements</p> <ul style="list-style-type: none"> <li>• Revision of Literary Elements</li> <li>• Definition of Drama</li> <li>• Elements of Drama <ul style="list-style-type: none"> <li>○ Stage directions</li> <li>○ Playwright</li> <li>○ Props</li> <li>○ Dialogue</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Compose introduction of persuasive essay 2.28</li> <li>• Identify the tone of a literary composition 4.7</li> <li>• Use context and structural clues to determine meanings of words 4.5.&amp;4.6</li> <li>• Identify propaganda and its techniques 3.32</li> <li>• Identify the elements of poetry, drama and prose 4.12</li> </ul>		
<p><b>EASTER BREAK</b></p>				



**THE MINISTRY OF EDUCATION  
GRADE 8  
SUMMER TERM – TERM 3**

WEEK	SUBJECT / STRAND / FOCUS	OBJECTIVES Students will be able to:	CURRICULUM LINK	ACTIVITIES/ASSESSMENT
1	<p><b>ENGLISH LANGUAGE</b></p> <p>Grammar and Usage: Personal Pronouns</p> <ul style="list-style-type: none"> <li>• Personal</li> <li>• Interrogative</li> </ul> <p>Comprehension– Persuasive Writing/Formal Letter Developing a Body Paragraph</p> <ul style="list-style-type: none"> <li>• Topic Sentence</li> <li>• Using Persuasive Techniques</li> <li>• Using Relevant Information</li> <li>• Transitional Words and Phrases</li> </ul> <p>LITERATURE - Drama</p> <p>Characters</p> <ul style="list-style-type: none"> <li>• Major and Minor</li> </ul> <p>Traits</p> <ul style="list-style-type: none"> <li>• Physical and Emotional</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and use personal, possessive, indefinite, reflexive, interrogative, demonstrative, relative pronouns 7.31</li> <li>• Plan, draft, revise and proofread well-developed persuasive essays expressing a point of view and using appropriate persuasive technique and rhetorical devices 2.28</li> <li>• Develop the body paragraph of the persuasive essay employing persuasive techniques and evidence</li> <li>• Analyze characters 3.25</li> <li>• Make inferences about characters 5.6</li> <li>• Write personal responses in Standard English to characters and events 5.4</li> </ul>		

2	<p>Writing: Persuasive Writing/Formal Letter</p> <p>The Writing Process Developing the Conclusion</p> <ul style="list-style-type: none"> <li>• Restate your position</li> <li>• Urge reader to agree with you</li> <li>• Urge reader to take 'reasonable' action</li> <li>• End with a strong positive statement</li> </ul> <p>Comprehension – Skills Review</p> <ul style="list-style-type: none"> <li>• Main Idea</li> <li>• Persuasive Techniques</li> <li>• Identifying Relevant Details</li> <li>• Making Inferences</li> <li>• Author's Purpose</li> </ul> <p>LITERATURE - DRAMA</p> <p>Plot Details</p>	<ul style="list-style-type: none"> <li>• Plan, draft, revise and proofread well-developed persuasive essays expressing a point of view and using appropriate persuasive technique and rhetorical devices 2.28</li> </ul> <ul style="list-style-type: none"> <li>• Read for understanding</li> <li>• Identify stated and inferred main ideas</li> <li>• Recognize persuasive techniques</li> <li>• Identify relevant details</li> <li>• Make inferences</li> <li>• Determine author's purpose</li> </ul> <ul style="list-style-type: none"> <li>• Identify elements of the plot 4.32</li> <li>• Arrange events and details in sequential or chronological order 4.5</li> <li>• Demonstrate knowledge of literary works 5.1</li> <li>• Outline the plot of a story or play 4.3</li> </ul>		
3	<p><b>ENGLISH LANGUAGE</b></p> <p>Review: Persuasive Writing/Formal Letter Revising Proofreading Publishing</p> <p>Grammar and Usage: Personal Pronouns</p> <ul style="list-style-type: none"> <li>• Indefinite</li> </ul>	<ul style="list-style-type: none"> <li>• Plan, draft, revise and proofread well-developed persuasive essays expressing a point of view and using appropriate persuasive technique and rhetorical devices 2.28</li> </ul> <ul style="list-style-type: none"> <li>• Identify and use personal, possessive, indefinite, reflexive, interrogative, demonstrative, relative pronouns 7.31</li> </ul>		

	<p>Comprehension &amp; Vocabulary Context and Structural Clues Explaining Figurative Expressions Responding to Questions</p> <p><b>LITERATURE - Drama</b> Plot Details</p>	<ul style="list-style-type: none"> <li>• Use dictionary skills to determine meanings of words</li> <li>• Use context clues and structural signals to determine meanings of words 3.4, 3.5</li> <li>• Use word origins to decipher the meanings of unfamiliar words 3.52</li> <li>• Define and interpret simple figurative and sound devices and repetition 4.19</li> <li>• Identify, define and use key words 3.50</li> <li>• Interpret and respond appropriately to a variety of literary questions 5.18</li> </ul> <ul style="list-style-type: none"> <li>• Demonstrate knowledge of literary works 5.1</li> </ul>		
4	<p><b>ENGLISH LANGUAGE</b> Writing/Grammar and Usage</p> <ul style="list-style-type: none"> <li>• Subject/Verb Agreement <ul style="list-style-type: none"> <li>○ Rules of Subject/Verb Agreement</li> </ul> </li> </ul> <p>Comprehension: Aural/Written Comprehension</p> <ul style="list-style-type: none"> <li>• Speaker's/Writer's Purpose</li> <li>• Facts and Opinions</li> <li>• Similarities and Differences</li> <li>• Sequence</li> <li>• Persuasive/Expository Techniques</li> <li>• Note Taking</li> </ul> <p><b>LITERATURE - DRAMA</b> Plot Details Conflicts</p>	<ul style="list-style-type: none"> <li>• Practice correct subject-verb agreement in speech and writing 7.22</li> </ul> <ul style="list-style-type: none"> <li>• Apply listening and note taking strategies</li> <li>• Recall important/relevant information</li> <li>• Interpret and respond appropriately to a variety of literary questions 5.18</li> </ul> <ul style="list-style-type: none"> <li>• Outline the plot of a story or play 4.3</li> <li>• Identify and describe the different types of conflicts 4.17</li> <li>• Analyze events and character relationships</li> </ul>		

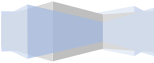
5	<p><b>ENGLISH LANGUAGE</b></p> <p>Grammar and Usage: Adverbs/Adjectives Formation of Adverbs/Adjectives</p> <ul style="list-style-type: none"> <li>• Degree</li> <li>• Comparison</li> <li>• Frequency</li> </ul> <p>Vocabulary and Comprehension: CLOZE PASSAGE Review</p> <ul style="list-style-type: none"> <li>• Parts of Speech</li> <li>• Prefix/Suffix</li> <li>• Tense</li> <li>• Contextual Clues</li> </ul> <p><b>LITERATURE – Drama</b></p> <p>Plot Details – Resolution</p>	<ul style="list-style-type: none"> <li>• Recognize and use the positive, comparative and superlative forms of adjectives and adverbs 7.32</li> <li>• Identify and use various base words and affixes 3.42</li> <li>• Identify and use various base words and affixes 3.5</li> <li>• Practice consistency of Tenses 7.51</li> <li>• Distinguish between and use adjectives and adverbs 7.33</li> <li>• Analyze events and character relationships</li> <li>• Trace the development and resolution of internal and/or external conflicts 4.29</li> </ul>		
6	<p><b>ENGLISH LANGUAGE</b></p> <p>Grammar and Usage: Verbs Past and Present Tense</p> <p>Comprehension and Directed Writing: Speech Writing The Writing Process Developing a Speech</p> <ul style="list-style-type: none"> <li>• Brainstorming/Planning</li> <li>• Introduction <ul style="list-style-type: none"> <li>○ Address audience</li> <li>○ State your position</li> <li>○ Thesis</li> </ul> </li> <li>• Body</li> </ul> <p><b>LITERATURE – Drama</b></p>	<ul style="list-style-type: none"> <li>• Convert present tense to past tense</li> <li>• Convert past tense to present tense</li> <li>• Spell correctly the past tense of regular and irregular verbs</li> <li>• Write a formal speech 2.18</li> <li>• Re-express ideas and information found in literary texts using other forms of writing e.g. letters, journals news articles, speeches, advertisements etc. 6.7</li> <li>• compose introduction for speech</li> <li>• Employ persuasive techniques and a variety of evidence to develop the body of a speech</li> </ul>		

	Characters	<ul style="list-style-type: none"> <li>Analyze events and character relationships</li> <li>Compare characters 4,23</li> <li>Demonstrate knowledge of literary works 5.1</li> </ul> Participate in a variety of creative and practical writing activities, e.g. slogans, raps, announcements etc. 2.1		
7	<b>ENGLISH LANGUAGE</b> Comprehension and Directed Writing: Speech Writing The Writing Process Developing a Speech <ul style="list-style-type: none"> <li>Conclusion</li> </ul> Revising Proofreading  Grammar and Usage: Review Grammar Skills Subject-Verb Agreement Sentence Structures Run-on Sentences Fragments  Listening and Speaking Publishing – Present Essays  <b>LITERATURE – Drama</b> Setting	<ul style="list-style-type: none"> <li>Write a formal speech 2.18</li> <li>Re-express ideas and information found in literary texts using other forms of writing e.g. letters, journals news articles, speeches, advertisements etc. 6.7</li> <li>Identify and correct errors in subject-verb agreement, sentence structure, run-on sentences, fragments, tense</li> <li>Present essays orally 1.47</li> <li>Identify and analyze author’s purpose 8.10</li> <li>Listen for specific details 1.05</li> <li>Provide verbal and non-verbal feedback to a speaker – comment critically on others’ performance 1.55</li> <li>Identify and describe the setting 4.1</li> <li>Identify elements of local color 4.31</li> </ul>	7.14, 7.15, 7.18 7.22, 7.24, 7.25	
8	<b>ENGLISH LANGUAGE</b> Listening and Speaking Publishing – Present Speeches	<ul style="list-style-type: none"> <li>Read aloud for an audience poems, prayers, compositions, letters, stories, etc. 1.47</li> <li>Identify and analyze author’s purpose 8.10</li> </ul>		

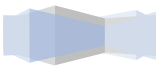
	<p>Comprehension/Directed Writing: Paraphrasing (Persuasive Passage)</p> <ul style="list-style-type: none"> <li>• Use appropriate tone</li> <li>• Relevant Details</li> <li>• Making Inferences</li> </ul> <p><b>LITERATURE – Drama</b></p> <p><b>Them3</b></p>	<ul style="list-style-type: none"> <li>• Listen for specific details 1.05</li> <li>• Provide verbal and non-verbal feedback to a speaker – comment critically on others’ performance 1.55</li> </ul> <ul style="list-style-type: none"> <li>• Paraphrase print texts 3.37</li> <li>• Make inferences</li> <li>• Use relevant information to summarize print and non-print texts 3.36</li> </ul> <ul style="list-style-type: none"> <li>• Explain the themes in literary works 4.2</li> <li>• Relate themes in literary work to real life situations 5.26</li> <li>• Writer personal responses to literary works being studied 2.5</li> </ul>		
9	<p><b>ENGLISH LANGUAGE</b></p> <p>Comprehension/Directed Writing: Summarizing (Persuasive Passage)</p> <ul style="list-style-type: none"> <li>• Relevant information</li> <li>• Main Idea</li> <li>• Using Own Words</li> <li>• Key Words and Phrases</li> </ul> <p>Writing: Summary and Directed Writing</p> <ul style="list-style-type: none"> <li>• Revising</li> <li>• Proofreading</li> <li>• Publishing</li> </ul>	<ul style="list-style-type: none"> <li>• Use summary writing strategies to outline the main ideas of a literary work 5.2</li> <li>• Summarize the plot a story/novel/play 5.3</li> <li>• Draw conclusions/Make inferences 3.15</li> <li>• Use relevant information to summarize print and non-print texts 3.36</li> <li>• Identify, define and use key words 3.50</li> </ul> <ul style="list-style-type: none"> <li>• Analyze directed writing prompt for task and key words/phrase/skill application</li> <li>• Re-express ideas and information found in literary texts using other forms of writing e.g. letters, journals, news articles, speeches, advertisements etc. 6.7</li> </ul>		



	<p><b>LITERATURE – Drama</b></p> <p><b>Elements of the Drama</b></p>	<ul style="list-style-type: none"> <li>• Select relevant details</li> <li>• Give sufficient well developed content points</li> <li>• Compose a summary</li> <li>• Compose a directed writing response using appropriate format</li> <li>• Discuss responses for content/development and organization</li> </ul> <ul style="list-style-type: none"> <li>• Demonstrate knowledge of the content of literary works 5.1</li> <li>• Write logical, coherent and effective personal responses in Standard English to literary works 5.13</li> </ul>		
10	<p><b>ENGLISH LANGUAGE</b></p> <p>Applying Comprehension Skills</p> <ul style="list-style-type: none"> <li>• Tone/mood</li> <li>• Figurative Language</li> <li>• Vocabulary/Context Clues</li> <li>• Quoting</li> <li>• Question Answering Techniques</li> <li>• Making Inferences</li> <li>• Reading graphs</li> </ul> <p>Writing: Formal/Informal Letter Timed-Writing</p>	<ul style="list-style-type: none"> <li>• Apply question answering techniques</li> <li>• Make inferences</li> <li>• Describe tone/mood</li> <li>• Locate relevant information</li> <li>• Define vocabulary/expressions</li> <li>• Quote appropriately (sentences/phrases)</li> <li>• Discuss responses</li> </ul> <ul style="list-style-type: none"> <li>• Compose letter applying correct format, structure, organization, grammar skills 2.30</li> </ul>		



11	REVIEW	
12	EXAMS	



**THE MINISTRY OF EDUCATION  
GRADE 9  
CHRISTMAS TERM – TERM 1**

WEEK	SUBJECT / STRAND / FOCUS	OBJECTIVES Students will be able to:	CURRICULUM LINK	ACTIVITIES/ASSESSMENT
1	<ul style="list-style-type: none"> <li>• Welcome/Class Orientation/Procedures/Collection of Student Information/Intro to Course Outline</li> <li>• Diagnostic Assessment: Vocabulary, Writing &amp; Comprehension Test</li> </ul> <p>ENGLISH LANGUAGE (<i>Back to Basics</i>)</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> <li>• Word Parts               <ul style="list-style-type: none"> <li>○ Root</li> <li>○ Prefix</li> <li>○ Suffix</li> </ul> </li> </ul> <p>Word Relationships</p> <ul style="list-style-type: none"> <li>• Synonyms</li> <li>• Antonyms</li> <li>• Homonyms</li> <li>• Homophone</li> <li>• Homographs</li> </ul> <p>Vocabulary - Denotation &amp; Connotation</p>	<ul style="list-style-type: none"> <li>• Build student engagement/relationships</li> <li>• Diagnose the specific need of students in the areas of vocabulary, writing and comprehension.</li> <li>• Identify and use various base words and affixes</li> <li>• Change meanings/part of speech of words by adding prefixes and suffixes.</li> <li>• Use structural signals to determine word meaning 3.6</li> <li>• Define the terms synonym, antonym, homonym, homograph, homophone</li> <li>• Recognize and use synonyms, antonyms</li> <li>• Use synonyms and antonyms to define unfamiliar words</li> <li>• Recognize, spell and use homonyms, homographs, homophones</li> <li>• Differentiate denotation, connotation/implication of words 3.53</li> </ul>	<p>7.76</p> <p>3.42</p> <p>3.6</p> <p>3.44</p> <p>3.43</p> <p>3.45 7.77</p>	<ul style="list-style-type: none"> <li>• Vocabulary &amp; Comprehension Test</li> <li>• Fixed Mindset vs. Growth Mindset</li> <li>• Letter to Future Self</li> <li>• Vision Boards</li> <li>• Separate words into parts.</li> <li>• Determine the meanings of words and expressions in context using structure.</li> <li>• Use dictionary/thesaurus(online) and discussion to supply/substitute overused words with new vocabulary (synonyms &amp; antonyms)</li> <li>• Write a continuous piece or make an oral presentation accurately using new vocabulary</li> </ul>

		<ul style="list-style-type: none"> <li>Determine whether connotations are neutral, positive or negative</li> </ul>		
2	<p><b>ENGLISH LANGUAGE</b></p> <p>Literal and Figurative Language</p> <p>Vocabulary: Context Clues Overview</p> <ul style="list-style-type: none"> <li>Definition</li> <li>Contrast</li> <li>Situational</li> </ul> <p>Grammar and Usage: Sentence Parts: Parts of Speech Overview</p> <p>Grammar and Usage: Sentences</p> <ul style="list-style-type: none"> <li>Sentences. Purpose (Declarative, Interrogative, Imperative, Exclamatory)</li> <li>Sentence Structure (Simple, Compound, Complex)</li> </ul> <p>Writing: Kinds of Writing/Paragraphs/Essays</p> <ul style="list-style-type: none"> <li>Components of a Paragraph</li> </ul>	<ul style="list-style-type: none"> <li>Recognize figurative language 3.7</li> <li>Differentiate between figurative and literal meaning 3.8</li> <li>List and define types of context clues</li> <li>Use context clues to determine the meanings of words and expressions in context. 3.5</li> <li>Identify the eight parts of speech</li> <li>Convert parts of speech to perform specific roles in a sentence</li> <li>Identify, compose, and punctuate sentences that are classified according to purpose</li> <li>Classify clauses (independent, subordinate/dependent clauses)</li> <li>Identify, compose, and punctuate sentences that are classified according to structure.</li> </ul>	<p>3.7 3.8</p> <p>3.5</p> <p>7.1</p> <p>7.3 7.43</p> <p>7.44, 7.38</p>	<ul style="list-style-type: none"> <li>Select words to complete sentences</li> <li>Use context clues to determine the meanings of words and expressions in context.</li> <li>Create examples using various clue types for Bahamian words/expressions.</li> <li>Locate the various sentence types in a passage.</li> <li>Distinguish between sentence structures by labeling appropriately</li> <li>Compose sentences that are classified according to purpose / structure</li> </ul>

		<ul style="list-style-type: none"> <li>Describe the characteristics of the four types of paragraphs: narrative, descriptive, expository, persuasive</li> <li>Distinguish between the four types of paragraphs/essays: narrative, descriptive, expository, persuasive</li> <li>Write descriptive, narrative, expository and persuasive paragraphs</li> </ul>	2.23	
3	<p><b>ENGLISH LANGUAGE</b></p> <p>Comprehension: Main Idea and Supporting Details</p> <ul style="list-style-type: none"> <li>Relevant/Irrelevant Information</li> <li>Specific Details</li> </ul> <p>Grammar and Usage Phrases and Clauses</p> <p>Sentence Structures</p> <ul style="list-style-type: none"> <li>Conjunctions (Coordinate and Subordinate)</li> <li>Simple, Compound, Complex Sentences</li> </ul> <p><b>LITERATURE – Novel OR Short Story</b> Review</p> <ul style="list-style-type: none"> <li>Genres of Literature</li> <li>Literary Terms</li> </ul>	<ul style="list-style-type: none"> <li>Differentiate between relevant and irrelevant information/details in print non-print texts 3.35</li> <li>Identify topic, main idea and supporting points/specific details 3.2</li> <li>Distinguish between clauses and phrases 7.42</li> <li>Classify clauses as dependent and independent 7.43</li> <li>Identify and use adjective, adverb and prepositional phrases</li> <li>Identify a variety of conjunctions and use them to combine sentences.</li> <li>Identify and compose sentences that are classified according to their structure – simple, compound, complex, compound complex</li> <li>Identify the elements of poetry, drama and prose 4.12</li> </ul>	<p>7.34, 7.35</p> <p>7.36</p> <p>77.38, 7.44</p>	<p><a href="#">Simple and Compound Sentences PowerPoint 2.pptx</a> <a href="https://youtu.be/eN2NMvUrtP0">https://youtu.be/eN2NMvUrtP0</a> <a href="#">complex sentences.pptx</a></p>

	<p>Figurative Language</p> <ul style="list-style-type: none"> <li>• Simile</li> <li>• Metaphor</li> <li>• Personification</li> <li>• Alliteration</li> <li>• Assonance</li> <li>• Idioms</li> </ul>	<ul style="list-style-type: none"> <li>• Define and differentiate between simile and metaphor, personification, alliteration, assonance</li> <li>• Provide examples of literal and figurative words/phrases/expressions: simile/metaphor</li> <li>• Recognize and use idioms correctly</li> </ul>		
4	<p><b>ENGLISH LANGUAGE</b></p> <p><b>Grammar and Usage: Run-on Sentences</b></p> <p>Writing: Expository Essay</p> <ul style="list-style-type: none"> <li>• Organizational Structure of the Expository Essay</li> <li>• Expository Devices: Facts, examples, quotes</li> </ul> <p>The Writing Process</p> <p>Brainstorming/Planning</p> <ul style="list-style-type: none"> <li>• Analyzing the Prompt</li> </ul> <p>Development of Expository Essay</p> <p>Introduction</p> <ul style="list-style-type: none"> <li>• Hook</li> <li>• Bridge</li> <li>• Thesis</li> </ul> <p><b>LITERATURE: Novel OR Short Story</b></p> <p>Background Information</p>	<ul style="list-style-type: none"> <li>• Identify and correct run-on sentences</li> <li>• Identify and correct comma splices</li> </ul> <ul style="list-style-type: none"> <li>• Outline the structure of an expository essay</li> <li>• Describe the function of the terms: Hook, bridge, thesis, topic sentence, clincher sentence, facts, examples, quotes</li> <li>• Assess sample essay for key elements of expository writing</li> <li>• Analyze expository prompts to determine focus by using key words and phrases</li> <li>• Employ brainstorming strategies</li> <li>• Compose an introduction to include hook, bridge thesis</li> </ul> <ul style="list-style-type: none"> <li>• Identify the literary work 4.8</li> <li>• Name the author/poet 4.9</li> <li>• State ways in which the historical background has influenced the literary work 5.20</li> <li>• State ways in which the writer’s background has influenced the work 5.19</li> </ul>	<p>7.24</p> <p>7.25</p> <p>2.27</p> <p>3.50</p>	

	<p>Characters</p> <p>Type by Role</p> <ul style="list-style-type: none"> <li>• Protagonist</li> <li>• Antagonist</li> </ul> <p>Character Type by Quality</p> <ul style="list-style-type: none"> <li>• Dynamic</li> <li>• Static</li> <li>• Flat</li> <li>• Round</li> </ul>	<ul style="list-style-type: none"> <li>• Analyze characters 3.25</li> <li>• Define the terms protagonist and antagonist</li> <li>• Select the protagonist and antagonist in short stories</li> <li>• Give examples of a protagonist and antagonist</li> <li>• Distinguish between flat and round characters 4.38</li> <li>• Make connections between what is seen in the literary work and what is seen, heard and experienced in real life situations 5.26</li> </ul>		
5	<p><b>ENGLISH LANGUAGE</b></p> <p>Writing: Expository Writing</p> <p>The Writing Process</p> <p>Developing Body Paragraph</p> <ul style="list-style-type: none"> <li>• Topic sentence</li> <li>• Supporting Details (Facts, Examples, Quotes)</li> <li>• Clincher Sentence</li> <li>• Transitional Words and Phrases</li> <li>• Order of Development</li> </ul> <p>Grammar and Usage: Sentence Fragments</p> <p><b>LITERATURE – Novel OR Short Story</b></p>	<ul style="list-style-type: none"> <li>• Use transitions appropriately at sentence and paragraph level 2.9</li> <li>• Differentiate facts from opinions 3.11</li> <li>• Voice opinions 3.12</li> <li>• Use Facts to support opinions about print and non-print texts 3.13</li> <li>• Use the internet for research and documentation 8.12</li> <li>• Plan, draft, revise/edit and proofread well-structured expository essays which present information and ideas concisely, logically and sometimes persuasively 2.27</li> <li>• Identify and correct fragments 7.24</li> </ul>		

	<p><i>Plot</i></p> <ul style="list-style-type: none"> <li>• Exposition</li> <li>• Conflict</li> <li>• Rising Action</li> <li>• Climax</li> <li>• Falling Action</li> <li>• Resolution</li> </ul>	<ul style="list-style-type: none"> <li>• Identify elements of poetry, drama, prose 4.12</li> <li>• Identify elements of plot: exposition, rising action, climax and resolution 4.32</li> <li>• Outline the plot of a story or play 4.3</li> <li>• Evaluate different aspects of plot: exposition, rising action, climax and resolution 5.16</li> </ul>		
6	<p><b>ENGLISH LANGUAGE</b></p> <p>Grammar and Usage/Speaking – Subject and Verb Agreement Types of Verbs</p> <ul style="list-style-type: none"> <li>• Helping</li> <li>• Linking</li> <li>• Action</li> </ul> <p>Writing: Expository Writing The Writing Process</p> <ul style="list-style-type: none"> <li>• Conclusion</li> <li>• Revise/Edit</li> <li>• Publish</li> </ul> <p><b>LITERATURE: Novel OR Short Story</b></p> <p><i>Plot</i></p> <ul style="list-style-type: none"> <li>• Exposition</li> <li>• Conflict</li> <li>• Rising Action</li> <li>• Climax</li> <li>• Falling Action</li> <li>• Resolution</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and use verbs – action, linking and helping 7.13</li> <li>• Plan, draft, revise/edit and proofread well-structured expository essays which present information and ideas concisely, logically and sometimes persuasively 2.27</li> <li>• Write the conclusion</li> <li>• Arrange events and details in sequential or chronological order 4.5</li> <li>• Summarize the plot a story/novel/play 5.3</li> <li>• Evaluate different aspects of plot: exposition, rising action, climax and resolution 5.16</li> </ul>		

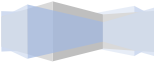


7	<p><b>ENGLISH LANGUAGE</b></p> <p>Comprehension: Drawing Conclusions/Making Inferences</p> <p>Grammar and Usage: Sentence Combining Coordinating Conjunctions Subordinate Conjunctions Conjunctive Adverbs Semi-colon to separate compound sentences</p> <p><b>LITERATURE: Novel/Short Story</b></p> <p>Point of View</p> <ul style="list-style-type: none"> <li>• First Person, Third Person, Omniscient</li> </ul> <p>Sequencing</p>	<ul style="list-style-type: none"> <li>• Draw conclusions/Make inferences</li> <li>• Support conclusions with information from the text</li> </ul> <ul style="list-style-type: none"> <li>• Combine sentences to eliminate monotony and/or choppy sentences and add variety.</li> </ul> <ul style="list-style-type: none"> <li>• Identify different points of view: first person, third person, omniscient 4.13</li> </ul> <ul style="list-style-type: none"> <li>• Arrange events in and details in sequential or chronological order 4.5</li> </ul>	<p>3.15 3.16</p> <p>7.36</p>	<p>3 Different Ways to Combine Sentences <a href="https://youtu.be/GkVbD6mKP3w">https://youtu.be/GkVbD6mKP3w</a></p>
8	<p><b>ENGLISH LANGUAGE</b></p> <p>Grammar and Usage: Sentence Combining Complex Sentences</p> <p>Comprehension Fact from Opinion Significant/Relevant Details Vocabulary Draw Conclusions/Make inferences</p>	<ul style="list-style-type: none"> <li>• Combine simple sentences to form complex sentences</li> </ul> <ul style="list-style-type: none"> <li>• Identify, define and use key words (to analyze and respond to questions) 3.50</li> <li>• Differentiate 3.29acts from opinions 3.11</li> <li>• Quote sentences and phrases</li> <li>• Determine meanings of words using context clues</li> <li>• Provide stated and implied details/information</li> </ul>		

	<p><b>LITERATURE: Novel OR Short Story</b></p> <p>Character Development/Characterization</p> <ul style="list-style-type: none"> <li>• Methods of Characterization</li> </ul>	<ul style="list-style-type: none"> <li>• Identify elements of characterization 4.38</li> <li>• Distinguish between flat and rounded characters</li> <li>• Make inferences about characters 5.6</li> <li>• Interpret and respond appropriately to a variety of literary questions 5.18</li> </ul>		
<p>9</p>	<p><b>ENGLISH LANGUAGE</b></p> <p><b>Comprehension – Critical Thinking Skills</b></p> <p>Supporting/Relevant Details Predicting Outcomes Vocabulary</p> <p>Writing: Friendly Letter Review Format Organization Using the Expository Essay Structure – Review Paragraphing Types of Supporting Details</p> <p><b>LITERATURE: Novel OR Short Story</b></p> <p>Characters – Comparing and Contrasting</p>	<ul style="list-style-type: none"> <li>• Identify and label examples of different types of supporting details</li> <li>• Predict outcomes</li> <li>• Use context and structural clues determine meanings of words</li> <li>• Analyze writing prompts for understanding of the task and purpose 5.18</li> <li>• Format correctly the parts of the Friendly Letter 2.2</li> <li>• Plan, draft, revise/edit and proofread well-structured expository essays which present information and ideas concisely, logically and sometimes persuasively 2.27</li> <li>• Employ a variety of supporting details</li> <li>• Apply rules of Grammar and usage: vary sentence structures, avoid run-on sentences, comma splices, fragments, make subjects and verbs agree</li> <li>• Write timed essays: descriptive, narrative, expository, argumentative and persuasive 2.30</li> <li>• Evaluate characters' roles: protagonist, antagonist</li> </ul>	<p>5.18</p> <p>7.13, 7.22, 7.24, 7.25, 7.36</p>	

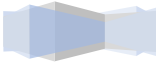
	Context Questions	<ul style="list-style-type: none"> <li>Discuss the similarities and differences between characters Cite from text evidence to support similarities and differences</li> </ul> <p>Demonstrate knowledge of content of literary works 5.1</p>		
10	<p><b>ENGLISH LANGUAGE</b></p> <p>Grammar and Usage: Commas and The Appositive</p> <p>Writing: Formal Letter – The Writing Process Format Envelope Types of Formal Letters Paragraphing</p> <p><b>LITERATURE: Novel OR Short Story</b></p> <p>Setting</p> <ul style="list-style-type: none"> <li>Time</li> <li>Place</li> <li>Immediate and General Setting; Relate to Prose Texts, Reality)</li> <li>Local color</li> </ul> <p>Tone and Mood</p>	<ul style="list-style-type: none"> <li>explain briefly comma usage</li> <li>Recognize appositive clauses</li> <li>Explain the difference between restrictive and non-restrictive clauses</li> <li>Use appositive clauses effectively in their own writing</li> </ul> <ul style="list-style-type: none"> <li>Recall the different types of formal letters and describe their function/purpose</li> <li>Analyze writing prompts for understanding of the task and purpose 5.18</li> <li>Organize ideas to be included in each type of formal letter 2.27</li> </ul> <ul style="list-style-type: none"> <li>Identify and describe the setting 4.1</li> <li>Identify elements of local color 4.31</li> </ul> <ul style="list-style-type: none"> <li>Respond to tone, mood and atmosphere 5.15</li> </ul>	7.66	<ul style="list-style-type: none"> <li><a href="#">Appositives   Punctuation   Grammar   Khan Academy - Bing video</a></li> <li><a href="#">Basic Comma Rules - Bing video</a></li> </ul>

<p>11</p>	<p><b>ENGLISH LANGUAGE</b></p> <p>Writing: Formal Letter – The Writing Process  Format  Envelope  Types of Formal Letters  Paragraphing</p> <p>Listening and Speaking  Presenting Letters</p> <p><b>LITERATURE: Novel OR Short Story</b></p> <p>Conflict - Internal and External</p> <ul style="list-style-type: none"> <li>Man with Self, Man with other Character(s), Man with Nature, Man with Society; Relate to Self, other Characters and Reality)</li> </ul> <p>Context Questions</p>	<ul style="list-style-type: none"> <li>Format correctly the parts of the Friendly Letter 2.2</li> <li>Write a business/formal letter using the appropriate format, style and tone 2.2</li> <li>Address the Envelope 2.4</li> <li>Apply rules of Grammar and usage: vary sentence structures, avoid run-on sentences, comma splices, fragments, make subjects and verbs agree</li> </ul> <ul style="list-style-type: none"> <li>Present letters orally 1.47</li> <li>Identify and analyze author's purpose 8.10</li> <li>Listen for specific details 1.05</li> <li>Provide verbal and non-verbal feedback to a speaker – comment critically on others' performance 1.55</li> </ul> <ul style="list-style-type: none"> <li>Trace the development and resolution of internal and/or external conflict/s 4.29</li> <li>Make connections between what is seen in the literary work and what is seen, heard and experienced in real life situations 5.26</li> </ul> <ul style="list-style-type: none"> <li>Demonstrate knowledge of content of literary works 5.1</li> <li>Interpret and respond appropriately to a variety of literary questions 5.18</li> </ul>	<p>7.13, 7.22, 7.24, 7.25, 7.36</p>	
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12	<p><b>ENGLISH LANGUAGE</b></p> <p>Grammar and Usage: Word Forms – Suffixes Cloze Passage</p> <ul style="list-style-type: none"> <li>• Nouns</li> <li>• Verbs</li> <li>• Adjectives</li> <li>• Adverbs</li> </ul> <p>Comprehension: Explaining Figurative Expressions</p> <ul style="list-style-type: none"> <li>• Simile, Metaphor, Personification, Hyperbole</li> <li>• Steps to Explaining Figurative Expressions</li> </ul> <p><b>LITERATURE: Novel OR Short Story</b></p> <p>Theme</p> <p>Contextual Questions</p>	<ul style="list-style-type: none"> <li>• Form adjectives, nouns, adverbs and verbs using the appropriate suffix</li> <li>• Use the correct form of word based on part of speech/context 7.83</li> <li>• Build word families</li> <li>• Complete a cloze passage</li> </ul> <ul style="list-style-type: none"> <li>• Identify, define and interpret figurative devices 4.19</li> </ul> <ul style="list-style-type: none"> <li>• Recall what theme is in a literary work</li> <li>• Explain the themes in literary works</li> <li>• Explore the theme of a literary work; show how the theme is developed throughout the work 5.14</li> <li>• Make connections between what is seen in the literary work and what is seen, heard and experienced in real life situations 5.26</li> </ul> <ul style="list-style-type: none"> <li>• Match quotations with themes</li> <li>• Demonstrate knowledge of content of literary works 5.1</li> </ul> <ul style="list-style-type: none"> <li>• Interpret and respond appropriately to a variety of literary questions 5.18</li> </ul>		
13	<p><b>ENGLISH LANGUAGE</b></p> <p><b>Comprehension: The Editorial</b></p> <p>Elements/Devices of the editorial</p>	<ul style="list-style-type: none"> <li>• Define editorial</li> <li>• Identify and explain elements of a good editorial 2.20</li> </ul>		

	<p>Writing: Exposition – The Editorial Order of Development Paragraph Change Planning</p> <p><b>LITERATURE: Novel OR Short Story</b></p> <ul style="list-style-type: none"> <li>• Writing Personal Responses</li> </ul>	<ul style="list-style-type: none"> <li>• Outline the structure of an editorial</li> <li>• Brainstorm ideas for editorial</li> <li>• Plan for an editorial</li> </ul> <ul style="list-style-type: none"> <li>• Write personal responses to literary works being studied 2.5</li> <li>• Write personal responses in Standard English to characters and events 5.4</li> </ul>		<ul style="list-style-type: none"> <li>• Use the editorial format to write a personal response (Literature)</li> </ul>
13	<b>REVIEW</b>			
14	<b>FINAL EXAMS</b>			



**THE MINISTRY OF EDUCATION  
GRADE 9  
EASTER TERM – TERM 2**

WEEK	SUBJECT / STRAND / FOCUS	OBJECTIVES	CURRICULUM LINK	ACTIVITIES/RESOURCES
1	<p><b>ENGLISH LANGUAGE</b></p> <p><b>Comprehension: The Editorial</b></p> <p>Elements/Devices of the editorial</p> <p>Writing: Exposition – The Editorial Order of Development Paragraph Change Planning</p> <p><b>LITERATURE: Novel OR Short Story</b></p> <ul style="list-style-type: none"> <li>• Writing Personal Responses</li> </ul>	<ul style="list-style-type: none"> <li>• Define editorial</li> <li>• Identify and explain elements of a good editorial 2.20</li>   <li>• Outline the structure of an editorial</li> <li>• Brainstorm ideas for editorial</li> <li>• Plan for an editorial</li>   <li>• Write personal responses to literary works being studied 2.5</li> <li>• Write personal responses in Standard English to characters and events 5.4</li> </ul>		<ul style="list-style-type: none"> <li>• Use the editorial format to write a personal response (Literature)</li> </ul>
2	<p><b>ENGLISH LANGUAGE</b></p> <p>Exam Review</p> <p>Writing: Exposition/Persuasion – The Editorial Paragraph Development Types of Supporting Details Supporting Details Paragraph Change Introduction</p>	<ul style="list-style-type: none"> <li>• Write an appropriate introduction 2.20</li> <li>• Research information to identify supporting details 8.12</li> <li>• Organize ideas in paragraphs</li> </ul>		<p>The Editorial <a href="#">editorial_assignment.doc</a></p>

	<p><b>LITERATURE</b> Exam Review Literary Terms Review</p>			
3	<p><b>ENGLISH LANGUAGE</b></p> <p>Grammar and Usage: Punctuation</p> <ul style="list-style-type: none"> <li>• The Comma <ul style="list-style-type: none"> <li>○ Lists</li> <li>○ Appositives</li> <li>○ Compound Sentences</li> </ul> </li> </ul> <p>Writing: Exposition/Persuasion – The Editorial Paragraph Development Topic Sentence Supporting Details Clincher Sentence Transitions</p> <p><b>LITERATURE: Poetry</b></p> <p>Elements of Poetry Speaker Stanzas Rhyme Scheme Repetition</p>	<ul style="list-style-type: none"> <li>• Use the comma as a multi-purpose tool for separating elements in a phrase, clause or sentence 7.66</li> <li>• Develop body paragraphs to include: topic sentence supporting sentences, clincher sentence, appropriate transitions</li> <li>• Recognize and analyze sound devices – alliteration, assonance, onomatopoeia, rhyme, meter, rhythm 3.22</li> <li>• Identify the speaker in a poem 4.24</li> <li>• Identify poetic forms based on syllabication and structure 4.39</li> </ul>		
3	<p><b>ENGLISH LANGUAGE</b></p> <p><b>Grammar and Usage: Tense Consistency</b> Simple Past Simple Present Simple Future</p>	<ul style="list-style-type: none"> <li>• Practice consistency of tenses 7.51</li> <li>• Identify and use the simple past tense of regular and irregular verbs 7.14</li> <li>• Identify and use the simple past tense of regular and irregular verbs 7.15</li> <li>• Identify and use the simple future tense 7.16</li> </ul>		



	<p>Vocabulary: Word Choice</p> <p>Comprehension: Problem/Solution</p> <p><b>LITERATURE – Poetry</b></p> <p>Poetry Analysis Figurative Language</p> <ul style="list-style-type: none"> <li>• Alliteration</li> <li>• Assonance</li> <li>• Simile</li> <li>• Metaphor</li> <li>• Personification</li> <li>• Hyperbole</li> </ul>	<ul style="list-style-type: none"> <li>• Use words and phrases that convey strong feelings 8.1</li> <li>• Identify problem and solution 3.18</li> <li>• Define and interpret simple figurative and sound devices and repetition (simile, metaphor, personification, alliteration, rhyme rhythm, imagery and sensory details) 4.19</li> <li>• Recognize and analyze sound devices – alliteration, assonance, onomatopoeia, rhyme, meter, rhythm 3.22</li> <li>• Write poems which employ figurative language and imagery 6.4</li> </ul>		
4	<p><b>ENGLISH LANGUAGE</b></p> <p>Grammar and Usage: Varying Sentence Beginnings Begin with: Adjective Verb</p> <p>Writing: Expository/Persuasion– The Editorial Paragraph Development</p> <ul style="list-style-type: none"> <li>• The Conclusion</li> </ul> <p>Revise Proofread Publish</p> <p><b>LITERATURE – Poetry</b></p>	<ul style="list-style-type: none"> <li>• Vary sentence beginnings</li> <li>• Compose an conclusion for editorial</li> <li>• Revise, proofread and publish editorial</li> </ul>		

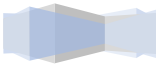
	<p>Poetry Analysis Figurative Language</p> <ul style="list-style-type: none"> <li>• Alliteration</li> <li>• Assonance</li> <li>• Simile</li> <li>• Metaphor</li> <li>• Personification</li> <li>• Hyperbole</li> </ul>	<ul style="list-style-type: none"> <li>• Define and interpret simple figurative and sound devices and repetition (simile, metaphor, personification, alliteration, rhyme rhythm, imagery and sensory details) 4.19</li> <li>• Recognize and analyze sound devices – alliteration, assonance, onomatopoeia, rhyme, meter, rhythm 3.22</li> <li>• Write poems which employ figurative language and imagery 6.4</li> </ul>		
5	<p><b>ENGLISH LANGUAGE</b></p> <p>Comprehension – Listening/Aural Note Taking Listening Strategies Comprehension skill Timed Assignment</p> <p>Grammar and Usage: Punctuation</p> <ul style="list-style-type: none"> <li>• Semi-colon</li> </ul> <p><b>LITERATURE – Poetry</b></p> <p>Quoting Words and Phrases</p>	<ul style="list-style-type: none"> <li>• Listen to and follow simple and complex instructions 1.01</li> <li>• Listen for main idea and supporting details 1.04</li> <li>• Listen attentively, taking relevant notes 1.10</li> <li>• Determine purpose of speakers 1.16</li> <li>• Listen/read to make inferences and draw conclusions 1.08</li> <li>• Use details to support facts</li> <li>• Identify, define and use key words 3.50</li> </ul> <ul style="list-style-type: none"> <li>• Use the semi-colon appropriately 7.69</li> <li>• Revise paragraph to include correct use of semi-colon</li> </ul> <ul style="list-style-type: none"> <li>• Use single quotation marks appropriately 4.60</li> <li>• Use quotation marks to enclose titles of chapters, short stories, poems, etc. 4.61</li> <li>• Demonstrate knowledge of content of literary works 5.1</li> </ul>		

<p>6</p>	<p><b>ENGLISH LANGUAGE</b></p> <p>Grammar and Usage: Punctuation</p> <ul style="list-style-type: none"> <li>• Colon</li> </ul> <p>Writing: Evaluating Essays</p> <p><b>LITERATURE – Poetry</b></p> <ul style="list-style-type: none"> <li>• Imagery – Word Choice/Diction</li> </ul>	<ul style="list-style-type: none"> <li>• Use the colon appropriately when denoting time, listing items introducing a long statement or quotation, separating two complete sentences when second illustrates the first 7.69</li> <li>• Revise paragraph to include correct use of colon</li> <li>• Evaluate essay for structure, organization, content: supporting details, transition, accurate grammar, punctuation</li> <li>• Rewrite/Revise essay</li> <li>• Read aloud for an audience poems, prayers, compositions, letters, stories, etc. 1.47</li> <li>• Recognize imagery 3.23</li> <li>• Recognize sensory details 3.9</li> <li>• Comment on/evaluate writer’s diction 5.8</li> <li>• Write poems which employ figurative language and imagery 6.4</li> </ul>	<p>3.26</p>	
<p>7</p>	<p><b>ENGLISH LANGUAGE</b></p> <p>Grammar and Usage: Punctuation</p> <ul style="list-style-type: none"> <li>• Apostrophe</li> </ul> <p>Pronouns Nominative and Objective Case</p>	<ul style="list-style-type: none"> <li>• Recognize and use the apostrophe e.g. as a symbol of possession and to show omission of letters 7.63</li> <li>• Revise paragraph to include correct use of apostrophe</li> <li>• Identify and use normative and objective case pronouns 7.29</li> </ul>		

	<p>Writing: Informal Letter Timed writing</p> <p><b>LITERATURE - Poetry</b></p> <p><b>Tone and Mood</b></p>	<ul style="list-style-type: none"> <li>• Write timed informal Letter 2.30</li> <li>• Employ expository techniques and organizational structure 2.27</li> <li>• Identify and analyze author's tone 3.10</li> <li>• Identify the mood and setting of a text 3.27</li> <li>• Demonstrate knowledge of content of literary works by responding to contextual questions 5.1</li> </ul>		
8	<p><b>ENGLISH LANGUAGE</b></p> <p>Comprehension and Summary Writing Identifying Relevant Details Paraphrasing</p> <p>Writing/Grammar and Usage – Evaluating Summary Topic Sentence Sentence Structure Subject-Verb Agreement Transitions</p> <p><b>LITERATURE - Poetry</b></p> <p>Setting Sensory Details</p> <p><b>MID-TERM BREAK</b></p>	<ul style="list-style-type: none"> <li>• Interpret and respond appropriately to a variety of questions</li> <li>• Identify significant/relevant details</li> <li>• Apply steps for summarizing</li> <li>• Paraphrase information</li> <li>• Summarize ideas</li> <li>• Evaluate summary for structure, organization, content: supporting details, transitions, accurate grammar, punctuation</li> <li>• Make revisions</li> <li>• Describe and illustrate the setting</li> <li>• Explain how setting affects the mood of a poem</li> </ul>		

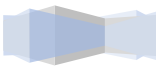
9	<p><b>ENGLISH LANGUAGE</b></p> <p><b>MID-TERM BREAK</b></p> <p>Writing: Formal Letter Developing the Body Paragraphing (introduction, details, conclusion) Timed writing</p> <p>Comprehension and Directed Writing</p> <ul style="list-style-type: none"> <li>• Interpretation of Passage and Questions</li> <li>• Making Inferences</li> <li>• Identify significant/relevant details</li> <li>• Predict outcomes</li> <li>• Facts and Opinions</li> <li>• Figurative Expressions</li> <li>• Vocabulary</li> </ul> <p><b>LITERATURE – Poetry</b></p> <p>Figurative and Sound Devices</p> <ul style="list-style-type: none"> <li>• Simile, metaphor, personification</li> <li>• Alliteration, Assonance, Onomatopoeia</li> <li>• Rhyme Scheme</li> </ul>	<ul style="list-style-type: none"> <li>• Write timed Formal Letter 2.30</li> <li>• Use key words and phrases to understand task of questions 3.50</li> <li>• Interpret and respond appropriately to a variety of literary questions 5.18</li> <li>• Make inferences about characters 5.6</li> <li>• Support inferences with information from the text.</li> <li>• Anticipate outcomes</li> <li>• Distinguish facts from opinions</li> <li>• Explain figurative expressions</li> <li>• Use context clues and structural signals to determine meanings of words</li> <li>• Synthesize ideas from a passage 3.38</li> <li>• Produce a directed writing response in the form an informal letter</li> <li>• Recognize and explain figurative language 3.7</li> <li>• Recognize and analyze sound devices – alliteration, assonance, onomatopoeia, rhyme, meter, rhythm 3.22</li> </ul>		

10	<p><b>ENGLISH LANGUAGE</b></p> <p>Writing: Narrative/Descriptive Writing</p> <p>Outline/Plan Plot Details Sequential/Chronological Order Transitions/Paragraph Change Developing the Introduction</p> <p>Developing the Body Setting – sensory details/imagery/figurative language Characters – Methods of Characterization Dialogue</p> <p><b>LITERATURE – Poetry</b></p> <p>Connotative Meanings of Words</p> <p>Patterns</p> <ul style="list-style-type: none"> <li>• Couplets</li> <li>• Tercets</li> <li>• Quatrains</li> </ul> <p>Use of Language</p> <ul style="list-style-type: none"> <li>• Dialect</li> <li>• Slang and/or Colloquialism</li> </ul>	<ul style="list-style-type: none"> <li>• Review elements of narrative writing</li> <li>• Plan, draft, revise/edit and proofread a well-structured, imaginative essays in which attention is paid to characters, plot, setting and resolution and in which a variety of effective story-telling devices are used 2.25</li> <li>• Punctuate dialogue correctly</li> <li>• Use sensory details, vivid verbs, specific nouns, adjectives, figurative language to develop setting</li> <li>• Develop characters through methods of characterization and dialogue</li> <li>• Develop events in chronological order</li> </ul> <ul style="list-style-type: none"> <li>• Determine whether words are used literally or figuratively 3.53</li> <li>• Explain connotative meanings of words 3.53</li> </ul> <ul style="list-style-type: none"> <li>• Recognize couplet, tercet, quatrain patterns 4.12</li> <li>•</li> <li>•</li> <li>• Comment on writer's diction 5.8</li> </ul>		



<p>11</p>	<p><b>ENGLISH LANGUAGE</b></p> <p>Grammar and Usage: Writing Effective Sentences</p> <p>Writing: Narrative/Descriptive Writing</p> <p>Developing the Body          Setting – sensory details/imagery/figurative language          Characters – Methods of Characterization          Dialogue</p> <p>Developing the Conclusion          Writing the Narrative End</p> <p><b>LITERATURE – Poetry</b>          Theme</p>	<ul style="list-style-type: none"> <li>• revise monotonous sentences</li> <li>• correct rambling sentences</li> <li>• Plan, draft, revise/edit and proofread a well-structured, imaginative essays in which attention is paid to characters, plot, setting and resolution and in which a variety of effective story-telling devices are used 2.25</li> <li>• Compose conclusion of narrative essay 2.25</li> <li>• Explore the theme of a literary work; show how the theme is developed throughout the work 5.14</li> <li>• Relate themes in literary work to real life situations 5.26</li> <li>• Explain the theme and provide supporting evidence</li> </ul>		
<p>12</p>	<p><b>ENGLISH LANGUAGE</b></p> <p>Grammar and Usage</p> <ul style="list-style-type: none"> <li>• Words Often Confused</li> <li>• Identifying and Correcting Use of Non-standard Forms</li> </ul> <p>Comprehension: Compare and Contrast</p> <p>Writing: Summary          Compare and Contrast</p>	<ul style="list-style-type: none"> <li>• Identify differences and similarities that are implied and explicit</li> <li>• Organize similarities and differences</li> <li>• Summarize similarities and differences</li> <li>• Use transitions appropriately</li> </ul>		<p>Research two government leaders, popular products, restaurants etc. and compare and contrast them in:</p> <p>Venn Diagram          Paragraph          Essay</p> <p>Students can make oral presentations of their comparisons and contrasts</p> <p>Read passages/paragraphs and identify similarities and differences</p> <p>Listen to written and aural comparisons and contrasts and identify transitions and comment on their appropriateness.</p>

	<p>LITERATURE - Poetry</p> <p><b>Theme</b> Compare and Contrast Themes</p>	<ul style="list-style-type: none"> <li>• Explain the theme and provide supporting evidence</li> <li>• Infer poet's attitude towards themes in poems</li> </ul> <p>Compare/contrast themes in poems 5.23</p>		
<p><b>EASTER BREAK</b></p>				





**THE MINISTRY OF EDUCATION  
GRADE 9  
SUMMER TERM – TERM 3**

1	<p><b>ENGLISH LANGUAGE</b></p> <p><b>Comprehension: Cause and Effect</b></p> <p><b>Writing: Reports</b></p> <p><b>LITERATURE - Poetry</b>  <b>Narrative Poems</b>  <b>Characters</b>  <b>Role/Function of the Speaker</b></p>	<ul style="list-style-type: none"> <li>• Identify cause and effect relationships</li> <li>• Write various types of reports 2.17</li> <li>• Outline the organization structure of a report</li> <li>• Compose a report</li> <li>• Use appropriate point of view</li> <li>• Explain what narrative poems are</li> <li>• Identify and describe characters in poems</li> <li>• Recognize poetic devices used in descriptions</li> <li>• Explain the function/role of the speaker</li> <li>• Analyze characters 3.25</li> </ul>		<p>Read passage and recognize cause and effect relationships          Create cause and effect relationships          Find in newspapers current issues articles that involve cause and effect relationships          Discuss the relationship and how they are linked.</p> <p>Report Writing: <a href="https://youtu.be/likN0_OLO6g">https://youtu.be/likN0_OLO6g</a>          Listen to spoken reports: television, radio, YouTube recordings          Recognize the elements/techniques of report writing          Pretend to be news reporters and or journalists and write and present reports about current issues, school related issues          Create recordings of news reports          Invite news reporters, journalists, people who write reports to visit and make presentation to class</p>
	<p><b>ENGLISH LANGUAGE</b></p> <p>Writing: Reports</p>	<ul style="list-style-type: none"> <li>• Write various types of reports 2.17</li> <li>• Outline the organization structure of a report</li> <li>• Compose a report</li> </ul>		<p>Report Writing: <a href="https://youtu.be/likN0_OLO6g">https://youtu.be/likN0_OLO6g</a>          Listen to spoken reports: television, radio, YouTube recordings          Recognize the elements/techniques of report writing</p>

	<p>Comprehension &amp; Vocabulary Context and Structural Clues Explaining Figurative Expressions Responding to Questions Making Inferences</p> <p><b>LITERATURE – Poetry</b></p> <p>Narrative Poems Characters Role/Function of the Speaker</p>	<ul style="list-style-type: none"> <li>• Use dictionary skills to determine meanings of words</li> <li>• Use context clues and structural signals to determine meanings of words 3.4, 3.5</li> <li>• Use word origins to decipher the meanings of unfamiliar words 3.52</li> <li>• Define and interpret simple figurative and sound devices and repetition 4.19</li> <li>• Identify, define and use key words 3.50</li> <li>• Interpret and respond appropriately to a variety of literary questions 5.18</li> </ul> <ul style="list-style-type: none"> <li>• Make inferences about the characters 5.6</li> <li>• Explain the writer’s attitude towards characters 5.10</li> <li>• Write personal responses in Standard English to characters and events 5.4</li> <li>• Demonstrate knowledge of literary works 5.1</li> </ul>		<p>Pretend to be news reporters and or journalists and write and present reports about current issues, school related issues Create recordings of news reports Invite news reporters, journalists, people who write reports to visit and make presentation to class</p>
2	<p><b>ENGLISH LANGUAGE</b> Writing/Grammar and Usage</p> <ul style="list-style-type: none"> <li>• Subject/Verb Agreement <ul style="list-style-type: none"> <li>○ Rules of Subject/Verb Agreement</li> </ul> </li> </ul> <p>Comprehension: Advertisements</p> <p><b>LITERATURE – Poetry</b></p>	<ul style="list-style-type: none"> <li>• Practice correct subject-verb agreement in speech and writing 7.22</li> </ul> <ul style="list-style-type: none"> <li>• Analyze advertisements for persuasive devices: repetition, facts and statistics, emotive language, imagery, bandwagon, celebrity appeal, catchy phrases etc. 1.24</li> <li>• Create an advertisement 2.1</li> </ul>		<ul style="list-style-type: none"> <li>• Students can make aural presentations. Classmates comment on accuracy of subject/verb agreement in speech</li> <li>• Complete worksheets – identify and correct errors</li> <li>• Write short paragraphs applying specific subject/verb agreement rules</li> <li>• Write short paragraphs applying specific pronoun/verb agreement rules</li> </ul> <ul style="list-style-type: none"> <li>• Collect advertisements and identify the techniques used</li> <li>• Share advertisements and point out the techniques used</li> <li>• Create advertisements written/aural</li> </ul>

	Compare/Contrast Literary Works	<ul style="list-style-type: none"> <li>• Compare/contrast works by the same writer 5.23.</li> <li>• Writer personal responses to literary works being studied 2.5</li> </ul>		
3	<p><b>ENGLISH LANGUAGE</b></p> <p>Grammar and Usage: Adverbs/Adjectives Formation of Adverbs/Adjectives</p> <ul style="list-style-type: none"> <li>• Degree</li> <li>• Comparison</li> <li>• Frequency</li> </ul> <p>Vocabulary and Comprehension: CLOZE PASSAGE Review</p> <ul style="list-style-type: none"> <li>• Parts of Speech</li> <li>• Prefix/Suffix</li> <li>• Tense</li> <li>• Contextual Clues</li> </ul> <p>LITERATURE - Poetry Personal Response</p>	<ul style="list-style-type: none"> <li>• Recognize and use the positive, comparative and superlative forms of adjectives and adverbs 7.32</li> <li>• Identify and use various base words and affixes 3.42</li> <li>• Identify and use various base words and affixes 3.5</li> <li>• Practice consistency of Tenses 7.51</li> <li>• Distinguish between and use adjectives and adverbs 7.33</li> <li>•</li> </ul>		
4	<p><b>ENGLISH LANGUAGE</b></p> <p>Writing: Types of Essay Structures Picture Prompts</p> <p>Comprehension: Aural/Written Comprehension</p>	<ul style="list-style-type: none"> <li>• Analyze picture prompts</li> <li>• Determine type of essay to be written</li> <li>• Use appropriate essay structure and techniques</li> <li>• Write timed essays: descriptive, narrative, expository, argumentative and persuasive 2.30</li> </ul>		

	<ul style="list-style-type: none"> <li>• Speaker's/Writer's Purpose</li> <li>• Facts and Opinions</li> <li>• Similarities and Differences</li> <li>• Sequence</li> <li>• Characterization</li> <li>• Persuasive/Expository Techniques</li> <li>• Note Taking</li> </ul> <p><b>LITERATURE - Poetry</b></p> <p>Personal Response</p>	<ul style="list-style-type: none"> <li>• Apply listening and note taking strategies</li> <li>• Recall important/relevant information</li> <li>• Interpret and respond appropriately to a variety of literary questions 5.18</li> </ul> <ul style="list-style-type: none"> <li>• Describe poet's attitude to theme, characters</li> <li>• Writer personal responses to literary works being studied 2.5</li> <li>• Make connections between what is seen in literary work and what is seen, heard and experienced in real life situations 5.26</li> </ul>		
5	<p><b>ENGLISH LANGUAGE</b></p> <p>Grammar and Usage: Review Grammar Skills  Subject-Verb Agreement  Sentence Structures  Run-on Sentences  Fragments</p> <p>Writing: Formal Letter  Thank You  Congratulatory</p> <p>LITERATURE - Poetry</p> <p>Personal Response</p>	<ul style="list-style-type: none"> <li>• Identify and correct errors in subject-verb agreement, sentence structure, run-on sentences, fragments, tense</li> </ul> <ul style="list-style-type: none"> <li>• Write business/formal letter (request, complaint, etc) using the appropriate format, style tone 2.3</li> <li>• Address business letter envelope 2.4</li> </ul> <ul style="list-style-type: none"> <li>• Writer personal responses to literary works being studied 2.5</li> <li>• Make connections between what is seen in literary work and what is seen, heard and experienced in real life situations 5.26</li> <li>• Create poems</li> </ul>	7.14, 7.15, 7.18 7.22, 7.24, 7.25	

6	<b>EXAM REVIEW</b>			
7	<b>FINAL EXAMS</b>			

