



Ministry of Education & Technical & Vocational Training

Language Arts (High School) Unit

Humanities Section

Curriculum Division

NATIONAL PACING GUIDE

LANGUAGE ARTS (HIGH SCHOOL) UNIT

SENIOR HIGH SCHOOL

GRADES 10-12

2023-2024

Ministry of Education & Technical & Vocational Training
NATIONAL PACING GUIDE
LANGUAGE ARTS
GRADE 10
TERM 1 - CHRISTMAS

WEEK	SUBJECT / STRAND / FOCUS	OBJECTIVES Students will be able to:	CURRICULUM LINK	ACTIVITIES/ASSESSMENT
1	<ul style="list-style-type: none"> • Welcome/Class Orientation/Procedures/Intro to Course Outline • Diagnostic Assessment: Vocabulary, Writing & Comprehension Test Vocabulary <ul style="list-style-type: none"> • Word Parts <ul style="list-style-type: none"> ○ Root ○ Prefix ○ Suffix • Word Associations <ul style="list-style-type: none"> ○ Change words to various forms ○ Cloze Passage (<i>BJC remediation</i>) 	<ul style="list-style-type: none"> • Build student engagement/relationships • Diagnose the specific need of students in the areas of vocabulary, writing and comprehension. • Identify and use various base words and affixes • Change meanings of words by adding prefixes and suffixes. • Determine meaning of words using structural clues. • Transpose words into various parts of speech <i>e.g., nouns to verbs etc.</i> 	 7.76 3.42 3.6	<ul style="list-style-type: none"> • Vocabulary & Comprehension Test • Fixed Mindset vs. Growth Mindset • Letter to Future Self • Vision Boards • Vocabulary & Comprehension Test • Separate words into parts. • Determine the meanings of words and expressions in context using structure.

	<ul style="list-style-type: none"> Synonyms Antonyms 	<ul style="list-style-type: none"> Examine cloze passages for missing words. Define the terms synonym & antonym Identify and use synonyms, antonyms Supply new vocab for overused words Accurately utilize new vocabulary in writing and in speech 	3.44	<ul style="list-style-type: none"> Use dictionary/thesaurus(online) and discussion to supply/substitute overused words with new vocabulary (synonyms & antonyms) Write a continuous piece or make an oral presentation accurately using new vocabulary
2	<p>ENGLISH LANGUAGE (<i>Back to Basics</i>)</p> <ul style="list-style-type: none"> Vocabulary Homonyms Homophone Homographs <p><i>Back to Basics</i>) Vocabulary Context Clues Overview</p> <ul style="list-style-type: none"> Definition Contrast Situational Examples Synonyms Antonym <p>Meanings of Words</p> <ul style="list-style-type: none"> Literal Meaning / Denotation Figurative Meanings / Connotation 	<ul style="list-style-type: none"> Define the terms homonyms, homographs, homophones Recognize, spell and use homonyms, homographs, homophones List and Define types of context Clues Identify the various kinds of context Clues Use context clues to determine the meanings of words and expressions in context. Differentiate between the literal and figurative meanings of words. Use words in the literal and figurative sense. Deduce meanings of words/phrases that are used figuratively 	<p>3.45 7.77</p> <p>3.38 3.7 3.5</p>	<ul style="list-style-type: none"> Use and create mnemonics Review using online tools such as Quizizz and Quizlet (<i>technology Integration</i>) Determine whether words are used literally or figuratively in pairs of sentences. Select words to complete sentences Use context clues to determine the meanings of words and expressions in context. Create examples using various clue types for Bahamian words/expressions.

3	<p>Figurative Language Overview</p> <ul style="list-style-type: none"> • Simile • Metaphor • Hyperbole • Personification <p>Grammar and Usage: Sentences.</p> <ul style="list-style-type: none"> • Purpose <ul style="list-style-type: none"> ○ Declarative ○ Interrogative ○ Imperative ○ Exclamatory • Sentence Structure <ul style="list-style-type: none"> ○ Simple ○ Compound ○ Complex <p>Grammar and Usage Sentence Errors (Fragments, Run-On Sentences, Comma Splice)</p>	<ul style="list-style-type: none"> • Define the terms (simile, metaphor, personification, hyperbole) • Recognize figurative language (simile, metaphor, personification, hyperbole) • Understand the various comparisons being made between two apparently different things. <ul style="list-style-type: none"> • Identify, compose, and punctuate sentences that are classified according to purpose. 7.3 • Identify, compose, and punctuate sentences that are classified according to structure. 7.44 <ul style="list-style-type: none"> • Identify and correct sentence errors – sentence fragments and run-on sentences 7.24 • Identify and correct sentence errors – the comma splice 7.25 		<ul style="list-style-type: none"> • Compose sentences using their own similes and convert them to metaphors • Match examples to type of figurative device • Identify the devices in a piece of writing/recording of a show/radio announcement and explain the comparison. • Create original examples using the Bahamian context <ul style="list-style-type: none"> • Differentiate between sentence types • Distinguish between sentence structures by labeling appropriately • Compose sentences that are classified according to purpose / structure.

4	<p>Comprehension: Tone& Mood</p> <p>Writing: Informal & Formal Letter Writing Format</p> <ul style="list-style-type: none"> • Format • Tone • Style • envelope <p>Types of Formal Letters: recommendation/application/complaint)</p> <p>Writing: Modes of Writing</p> <ul style="list-style-type: none"> • Narration • Description • Exposition • Persuasion 	<ul style="list-style-type: none"> • Distinguish between tone and mood. • Explain how tone is created • Compile a list of tone words • Identify and analyze author's tone 3.10 • • Distinguish between the formal and the informal letter formats. • Label the envelop • Examine letters for format/style/organization • Recognize types of formal letters • Differentiate between the various modes of writing • Identify the various modes of writing. • Analyze writing prompts 	<p>4.43</p> <p>4.25</p> <p>3.10</p> <p>2.24</p> <p>2.3</p>	<ul style="list-style-type: none"> • Correctly write the format for a formal and an informal letter. • Address an envelope to correspond with each format. • Label letter writing prompts according to type • Technology Integration: Typing of letters • Round Robin storytelling • Show don't Tell • Build an outline • Read and discuss samples of each writing mode
5	<p>Comprehension: Writer's Purpose</p>	<ul style="list-style-type: none"> • Explain the term 'writer's purpose'. • Discuss and record reasons for writing. • Point out methods for determining writer's purpose. • Determine writer's purpose. 2.30 	<p>5.11</p> <p>2.30</p>	<ul style="list-style-type: none"> • Discuss and record reasons for writing. • Free writing/ Journal Writing

	<p>Writing: Types of Exposition Overview</p> <ul style="list-style-type: none"> • How to Make or Do Something • Character Portrayal • Compare and Contrast • Editorial • Cause/Effect • Advantages/Disadvantages <p>Writing: Expository Introductions</p> <ul style="list-style-type: none"> • Structure • Organization • Parts <ul style="list-style-type: none"> ○ Attention Grabber ○ Bridge ○ Thesis 	<ul style="list-style-type: none"> • Define and differentiate between the types of expository writing. • Examine expository essay structures for varying purposes and organization <ul style="list-style-type: none"> • Point out the parts of an introduction • Evaluate introduction • Comment on accuracy of development/organization • Explain the function of the thesis, bridge, hook • Point out five types of hooks • Use a variety of hooks appropriately in introductions • Plan, draft, revise/edit and proofread well-structured introduction 	2.27	<ul style="list-style-type: none"> • Read various forms of expositions <ul style="list-style-type: none"> • Discuss mentor pieces • Follow graphical organizers for structure • Prewriting Activities: Brainstorming; Clustering etc. <ul style="list-style-type: none"> • Compose an introduction • Mini Lesson: Plagiarism
6	<p>Comprehension: Question Answering Techniques</p> <ul style="list-style-type: none"> • Key words and Phrases • Relevant Details • Paraphrasing • Content Points <p>Comprehension: Identifying Main idea and supporting details</p>	<ul style="list-style-type: none"> • List and define key words and phrase • Interpret key words and phrases • Recall details • Re-express information • Explain the importance of content points <ul style="list-style-type: none"> • Explain the function of topic, main idea and supporting details • Identify topic, main and supporting details • Listen for main Idea and supporting details 	3.50 1.04	<ul style="list-style-type: none"> • Identify key words and phrases by underlining in prompts. • Determine the meanings of words and expressions extracted from the passage. • Interpret and rephrase comprehension questions.

	<p>Comprehension: Facts and Opinions</p> <p>Grammar and Usage: Punctuation The Comma</p> <ul style="list-style-type: none"> ○ Compound sentence ○ series ○ Dates ○ Places 	<ul style="list-style-type: none"> • Differentiate facts from opinions • Use comma correctly in writing. 	<p>3.11</p> <p>7.66</p>	<ul style="list-style-type: none"> • Identify main ideas and supporting details
7	<p>Comprehension: Cause and Effect Relationships</p> <p>Writing: Exposition: Developing the Body</p> <ul style="list-style-type: none"> • Organization <ul style="list-style-type: none"> ○ topic sentence ○ supporting details ○ clincher sentence • Expository Techniques <ul style="list-style-type: none"> ○ Examples ○ facts and statistics ○ expert opinion ○ reasons ○ explanations ○ anecdote, etc 	<ul style="list-style-type: none"> • Define the terms cause and effect • Identify cause and effect relationships • Analyze cause and effect relationships (development, etc.) • Explain the function of topic sentence, supporting details, clincher sentence) • Compose a topic sentence. • Explain the function of each device: examples, facts and statistics, expert opinion, reasons and explanations, anecdote, etc. • Analyze expositions for devices. • Provide examples of supporting details. 	<p>4.18</p> <p>4.22</p>	<ul style="list-style-type: none"> • Make cause and effect chains • Read cause and effect expositions • Have cause and effect group projects • Guided Practice • Field Trip- University of The Bahamas library tour to learn of the different research methods.
8	<p>Comprehension: Making Inferences</p> <ul style="list-style-type: none"> • Implicit Information • Explicit Information <p>Comprehension: Relevant & Irrelevant</p>	<ul style="list-style-type: none"> • Differentiate between stated and implied information • Use a variety of methods to make inference • Draw conclusions/make inferences 3.15 • Cite evidence that most strongly supports the analysis of both explicit text and inferences 	<p>3.15</p>	<ul style="list-style-type: none"> • Select relevant information (stated & implied)

	<p>Writing: Transitional Words and Phrases</p> <p>Grammar & Usage: Simple Past Tense (Distinction & Formation)</p>	<ul style="list-style-type: none"> Differentiate between relevant and irrelevant information/details in print and non-print texts 3.35 Select relevant information (stated & implied) Categorize transitions according to purpose Use transitions appropriately/according to purpose/at sentence and paragraph level.2.9 Form the simple past tense of regular and irregular verbs 	<p>3.35</p> <p>2.9</p>	<ul style="list-style-type: none"> Introduce aural skills <ul style="list-style-type: none"> Listening Taking notes Worksheet Completion: Revise sentences/paragraphs to include appropriate transitions
9	<p>Writing: Exposition</p> <p>Develop a body paragraph</p> <ul style="list-style-type: none"> Main Idea/Topic Sentence Transitional Words and Phrases Supporting Details Clincher Sentence <p>The Conclusion</p> <ul style="list-style-type: none"> Organization Structure 	<ul style="list-style-type: none"> Compose a topic sentence Use facts to support opinions by researching information Write a clincher sentence Organize ideas in conclusion Evaluate conclusion for components and organization Plan, draft, revise/edit and proofread well-structured conclusion 2.27 	<p>3.13</p> <p>2.27</p>	<ul style="list-style-type: none"> Independent Writing Plan, draft, revise/edit and proofread well-structured introduction and body paragraph(s) Mini Lesson: Continuity or Peer Editing Technology integration – Make an essay trailer video which highlights what the essay would be about (<i>similar to movie trailers or book trailers</i>). Explore ideas for final impression: <i>E.g. end with a rhetorical question, use a without statement or a lesson learnt etc.</i>

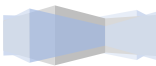
	Writing: Expository Essay	<ul style="list-style-type: none"> Produce a completed essay (cause and effect) 	2.30	<ul style="list-style-type: none"> Plan, draft, revise/edit and proofread well-structured conclusion. In class writing assignment
10	<p>Grammar and Usage& Comprehension: Quoting Sentences & Phrases</p> <p>Comprehension: Paper 3 Overview/Reading Discussing for understanding (Tex Analysis)</p> <ul style="list-style-type: none"> Vocabulary: Context Clues Tone Mood Context Clues Making Inferences Relevant vs Irrelevant information Quoting sentences and phrases 	<ul style="list-style-type: none"> Distinguish between sentences and phrases Quote sentences and phrases Identify, define and use key words (to analyze and respond to questions) Classify/categorize ideas 3.29 Determine meanings of words using context clues Provide stated and implied details/information 	<p>7.2</p> <p>3.50</p> <p>3.29</p>	<ul style="list-style-type: none"> Recognize stated and implied advantages and disadvantages Guided practice Annotating the passage Matching content information/answers to the points Inferring meanings Write Structured responses
11	<p>Writing & Comprehension: Paraphrasing(5 Steps Method)</p> <ul style="list-style-type: none"> Reread original for understanding Put aside original rewrite on note card Check original to ensure information is correct and written in your own words Use quotation marks when quoting Record source including page number <p>Writing: Summary</p> <ul style="list-style-type: none"> Organization Structure Development 	<ul style="list-style-type: none"> Explain the term paraphrase Follow procedures for paraphrasing Paraphrase print texts 3.37 Outline and apply steps in summary writing 	3.37	<ul style="list-style-type: none"> Rewording, Rephrasing; Rewriting Grouping similar ideas Finding synonym replacements Comparing to original to ensure key points/ideas remain <p>Mini Lesson: Referencing a source</p>

	<ul style="list-style-type: none"> • Transitions 	<ul style="list-style-type: none"> • Examine the organizational structure and use of transitions • Summarize ideas • Use transitions appropriately 		<ul style="list-style-type: none"> • Summarize nursery rhymes, poems, songs, articles etc.
12	<p>Writing and Comprehension - Summary</p> <ul style="list-style-type: none"> • Selecting Relevant Details <p>Vocabulary and Comprehension: Figurative Language – Metaphors, Simile, Personification</p> <ul style="list-style-type: none"> • Steps to Explaining <ul style="list-style-type: none"> ○ Name the figurative device ○ State the two things being compared ○ Explain the similarity/thing that is common 	<ul style="list-style-type: none"> • Accurately evaluate and interpret summary writing questions/prompts • Use relevant (implied & stated) information to summarize print and non-print texts 3.35 • Compose a summary (topic sentence, relevant information, focus on task, transitions) 3.36 • Explain the figurative expressions 	3.35 3.36	<ul style="list-style-type: none"> • Guided Practice
13	<p>REVIEW Expository Writing and Comprehension Skills</p>			
14	<p>FINAL EXAMS</p>			

Ministry of Education & Technical & Vocational Training
NATIONAL PACING GUIDE
LANGUAGE ARTS
GRADE 10
TERM 2 - EASTER

WEEK	SUBJECT / STRAND / FOCUS	OBJECTIVES Students will be able to:	CURRICULUM LINK	ACTIVITIES/ASSESSMENT
1	EXAM REVIEW ENGLISH LANGUAGE Writing: Compare and Contrast <ul style="list-style-type: none"> • Organization • Development Writing & Comprehension <ul style="list-style-type: none"> • Selecting Relevant Details – Similarities and Differences Summary Writing - Contrast	<ul style="list-style-type: none"> • Write similarities and differences • Use the block and point by point method to organize contrasts • Write timed expository essay 2.30 (similarities and differences) • Point out similarities and differences (stated & implied) • Write a summary (contrast) using block/point by point method 	2.30	<ul style="list-style-type: none"> • Gather information using: <ul style="list-style-type: none"> ○ Venn Diagrams / Outlines ○ Picture prompts • Writing Process
2	Writing: Process Essay <ul style="list-style-type: none"> • Purpose • Organization • Development Comprehension/Grammar and Usage: <ul style="list-style-type: none"> • Sequential/Chronological Order • Transitions • Vivid Verbs (to describe steps) 	<ul style="list-style-type: none"> • Give clear instructions for carrying out a specific task • Explain what is chronological AND sequential order • Organize ideas in chronological and sequential order 		<ul style="list-style-type: none"> • Students can give impromptu explanations of a process. They have two minutes to describe a process. The audience will listen for key words such as transitions, etc. and discuss whether the instructions were clear.

	<p>Grammar and Usage: Sentence Combining</p> <ul style="list-style-type: none"> • Simple and Compound Subjects • Simple and Compound Predicates 	<ul style="list-style-type: none"> • Use transitional words/phrases that show order • Discriminate between simple and compound subjects • Discriminate between simple and compound predicates • Combine sentences by creating simple and compound sentences 		<ul style="list-style-type: none"> • Students can create Flip or Tik Tok videos demonstrating and providing commentary for a process. • Put details of events from History, personal, bible in chronological order(integrate other subjects) • Put in sequential order processes/stages from Science, etc. • Outline events (written and aural) in sequential/chronological order.
3	<p>Grammar and Usage: Subject / Verb Agreement</p> <p>Writing: Process Essay</p> <ul style="list-style-type: none"> • Introduction • Body • Conclusion 	<ul style="list-style-type: none"> • Identify verbs that agree in number with their subjects. • Identify and correct errors in subject-verb agreement. • Use direct personal appeal to create conversational tone • Organize body paragraphs • Plan, draft, revise/edit and proofread well-structured essay (process) 2.27 • Present process essays 		



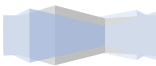
<p>4</p>	<p>Listening Comprehension: Overview of Paper 2 (Review) Modes of Presentation</p> <ul style="list-style-type: none"> • Advertisement • Interview • Radio program • Exposition <p>Listening strategies - Listen for the:</p> <ul style="list-style-type: none"> • Gist of passage • Purpose • Main ideas • Specific details (facts, examples, comparisons, steps or procedures, reasons, opinions) • Topic • Repeated ideas • Change in speaker • Transitions <p>Note taking Using notes headlines</p> <p>Listening: Techniques Used in Recordings Musical/sound inserts figurative language voice variation</p>	<ul style="list-style-type: none"> • Explain paper development and purpose • Point out strategies for listening • Apply listening strategies and make appropriate notes 2.16 <ul style="list-style-type: none"> • Apply question answering techniques • Differentiate between speakers and recording techniques. • Identify and provide examples of speaker's and recording's techniques • Assess and discuss responses 		
<p>5</p>	<p>Listening and Written Comprehension</p> <ul style="list-style-type: none"> • Note taking strategies • Techniques <ul style="list-style-type: none"> ○ Question answering ○ recording ○ speaker ○ Tone ○ Recognizing Similarities and Differences 	<ul style="list-style-type: none"> • Listen to and respond to aural comprehension passage • Listen for main Idea and supporting details 1.04 • Identify recording's/ speaker's techniques • Draw conclusions/make inferences 3.15 		

	<p>Writing: Summary - Compare and Contrast Paragraph</p> <p>Grammar and Usage: Complex Sentences</p>	<ul style="list-style-type: none"> • Write a compare and contrast summary employing summary writing, paraphrasing, comprehension and grammar skills • Compose complex sentences. 		
6	<p>Comprehension & Summary Writing – Advantages and Disadvantages</p> <p>Writing: Advantages and Disadvantages</p> <ul style="list-style-type: none"> • Organization/Development <ul style="list-style-type: none"> ○ Introduction ○ Body ○ Conclusion 	<ul style="list-style-type: none"> • Discuss advantages and disadvantages specific to writing prompts • Select advantages and disadvantages • Summarize advantages and disadvantages • Review the organizational structure of expository essay. • Use appropriate supporting details • Plan, draft, revise/edit and proofread well-structured essay (advantage/disadvantage) 2.27 		
7	<p>Vocabulary: Adjectives</p> <p>Comprehension: Characterization</p>	<ul style="list-style-type: none"> • Compile a list of adjectives that describes character traits • Categorize adjectives according to similarity in meaning • Use appropriate adjectives to describe adjectives 	3.29	

	<ul style="list-style-type: none"> • Definition • Methods of Characterization • Review Implicit & Explicit Information • Determining and Describing Traits • Character Traits -Supporting Details/Evidence 	<ul style="list-style-type: none"> • Define the terms characterization, character traits • Differentiate between physical and character traits • List and explain the methods of characterization • Use methods to infer character traits • Provide support for character traits. • Compare and contrast characters 	3.26	
8	<p>Comprehension and Writing: Developing a Character Sketch/Portrayal</p> <ul style="list-style-type: none"> • Organization/Structure • Transitions • Adjectives • Supporting Details <p>Writing: Exposition</p>	<ul style="list-style-type: none"> • Identify, define and use key words (to analyze the summary prompt) • Summarize character traits by selecting information relevant to the prompt. • Classify/categorize ideas to avoid repetition/redundancy • Identify and describe character's traits/places • Cite evidence to support the description • Write timed expository essay (How to/Process/Advantage/Disadvantage) 2.30 	3.50 3.35 3.36 3.29	
9	<p>Comprehension: Directed Writing</p> <ul style="list-style-type: none"> • Structure/Modes of Writing – speech, magazine article, letter to the editor • The Prompt – (advantages/disadvantages, character traits, causes, problems, solutions, persuasive/expository techniques, tone, etc • Supporting Details/Content Points 	<ul style="list-style-type: none"> • Relate modes of writing to directed writing • Analyze the prompt and determine skill to apply • Read passage and discuss for content, related skill, vocabulary 		

		<ul style="list-style-type: none"> • Extract main ideas/supporting details/content points • Share responses in informal and formal groups and peer discussion. 		
10	<p>Comprehension& Writing: Creating Tone/Mood</p> <p>Writing: How to Develop the Directed Writing Response</p> <ul style="list-style-type: none"> • Introduction-Thesis & Purpose • Body – Specific Details • Conclusion • Tone/Convincing Appeal <ul style="list-style-type: none"> • Journal Entry <ul style="list-style-type: none"> ○ Format ○ Development <ul style="list-style-type: none"> ○ Introduction – Thesis/Purpose ○ Body – Specific Details ○ Conclusion 	<ul style="list-style-type: none"> • Create appropriate tone. • Write an appropriate and engaging introduction and conclusion for directed writing response • Synthesize ideas to develop the body paragraphs • Format and organize a journal entry • Create an appropriate tone • Compose a journal entry 		
11	<p>Writing: Direct Writing</p> <ul style="list-style-type: none"> • Editorial/Article <ul style="list-style-type: none"> ○ Format ○ Elements ○ Techniques ○ Tone • Development <ul style="list-style-type: none"> ○ Introduction ○ Body ○ Conclusion <p>Punctuation: Quotation Marks Formatting Quotes</p>	<ul style="list-style-type: none"> • Discuss types of editorials (explain/interpret, persuade, critique, commend) • Analyze an editorial 2.20 • Identify and explain elements of a good editorial • Practice developing introduction, body and conclusion of an editorial/article • Use quotes effectively. • Format quotes 		

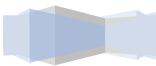
	<p>Listening and Speaking</p> <ul style="list-style-type: none"> • Interview • Questions & conducting 	<ul style="list-style-type: none"> • Listen to an aural interview for questioning strategies • Compose interview questions based on specific topic/focus • Conduct an interview 		
12	<p>Comprehension – Directed Writing – Editorial/Article</p> <p>Writing: Writing an Editorial/Article –Editing and Revising</p>	<ul style="list-style-type: none"> • Select and extract relevant information/content points(stated and implied) • Write an editorial/magazine article in response to a directed writing prompt • Apply grammar conventions • Revise editorials/articles to include quotes from interviews and to correct sentence errors and organization. 	2.20, 2.21	



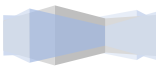
Ministry of Education & Technical & Vocational Training
NATIONAL PACING GUIDE
LANGUAGE ARTS
GRADE 10
TERM 3 - SUMMER

WEEK	SUBJECT / STRAND / FOCUS	OBJECTIVES Students will be able to:	CURRICULUM LINK	ACTIVITIES/ASSESSMENT
1	<p>Comprehension: Idioms</p> <p>Writing: Writing an Editorial/Article –Editing and Revising</p> <p>Listening & Speaking: Editorial Article Critique and Feedback</p>	<ul style="list-style-type: none"> • identify and use idioms correctly • Revise editorials/articles to include idiomatic expressions and to correct sentence errors and organization. • Present editorials/articles • Comment on the development, content, effective use of quotes in editorials/articles 	3.48	
2	<p>Writing/Listening & Speaking/ Comprehension: Literary Appreciation - Poetic Devices</p> <ul style="list-style-type: none"> • Types, Definitions, Examples <ul style="list-style-type: none"> ○ Simile, metaphor, personification ○ Puns ○ Imagery ○ Alliteration & assonance ○ Rhythm & rhyme ○ Repetition 	<ul style="list-style-type: none"> • Define poetic devices • Identify examples of each device • Use poetic devices in writing • Recite poem 		Write a poem with focus on development of poetic devices
3	<p>Comprehension: Literary Appreciation - Poetic Devices</p> <ul style="list-style-type: none"> • Theme 	<ul style="list-style-type: none"> • Explain what theme is • Discuss methods writers use to develop theme 		Write an exposition/poem with focus on development of theme

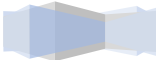
	<ul style="list-style-type: none"> • Writer's Purpose <p>Comprehension: Problem/Solution Relationships</p>	<ul style="list-style-type: none"> • Determine theme and writer's purpose in a piece of writing • Define the terms problem solution • Recognize problem solution relationships • Present problems and possible solutions based on specific topics or themes 		
4	<p>Writing : Problem/Solution Essay</p> <ul style="list-style-type: none"> • Organization • Development • Transitions <p>Grammar and Usage: Varying Sentence Types</p> <ul style="list-style-type: none"> • Simple • Compound, • Complex Sentences 	<ul style="list-style-type: none"> • Plan, draft, revise/edit and proofread well-structured introduction by applying expository structure • Use a variety of sentence structures correctly. 		
5	<p>Comprehension: Aural Comprehension (Listening and Note taking)</p> <p>Comprehension: Paraphrasing & Summarizing (Review)</p>	<ul style="list-style-type: none"> • Apply listening and note taking strategies • Recall important/relevant information • Recognize organization patterns (cause/effect; problem/solution, advantage/disadvantage etc) • Identify and cite examples of speaker's techniques/recording techniques • Discuss responses • Compose a summary. 	1.24	



6	<p>Writing: Expository & Direct Writing</p> <ul style="list-style-type: none"> • Letter of Recommendation (Formal Letter) <ul style="list-style-type: none"> ○ Format ○ Development <ul style="list-style-type: none"> ○ Introduction – Thesis/Purpose ○ Body – Specific Details ○ Conclusion • Grammar and Usage: Varying Sentence Beginnings <ul style="list-style-type: none"> ○ Prepositional Phrases 	<ul style="list-style-type: none"> • Format a formal letter • Create an appropriate tone • Compose a letter of recommendation • Begin sentences using prepositional phrases • Punctuate sentences correctly 		
7	<p>Writing: Summary</p> <p>Comprehension & Directed Writing</p>	<ul style="list-style-type: none"> • Analyze directed writing prompt for task and key words/phrase/skill application • Select relevant details • Give sufficient well developed content points • Compose a summary • Compose a directed writing response using appropriate format • Discuss responses for content/development and organization 		
8	<p>Comprehension: Applying Comprehension Skills</p> <p>Tone/mood Figurative Language Vocabulary Quoting Question Answering Techniques Making Inferences</p>	<ul style="list-style-type: none"> • Apply question answering techniques • Make inferences • Describe tone/mood • Locate relevant information • Define vocabulary/expressions • Quote appropriately (sentences/phrases) • Discuss responses 		



9	<p style="text-align: center;">REVIEW</p> <p>Character Traits/Summary Review Compare and Contrast (Organizing Contrasts) Exam Review: Speaker's/ Writer's Techniques, Tone/Mood/Figurative Devices Directed Writing – Formal Letter/Magazine Article/Editorial</p>
10	<p style="text-align: center;">FINAL EXAMS</p>



Ministry of Education & Technical & Vocational Training
NATIONAL PACING GUIDE
LANGUAGE ARTS
GRADE 11
TERM 1 - CHRISTMAS

WEEK	SUBJECT / STRAND / FOCUS	OBJECTIVES	CURRICULUM LINK	ACTIVITIES/ASSESSMENT
1	<p>Welcome/Class Orientation/Procedures/Intro to Course Outline</p> <p>Diagnostic Assessment: Vocabulary, Writing & Comprehension Test (Expository)</p> <p>Vocabulary</p> <ul style="list-style-type: none"> • Word Parts <ul style="list-style-type: none"> ○ Root ○ Prefix ○ Suffix • Word Associations <ul style="list-style-type: none"> ○ Change words to various forms ○ Cloze Passage (<i>BJC remediation</i>) 	<ul style="list-style-type: none"> • Build student engagement/relationships • Diagnose the specific need of students in the areas of vocabulary, writing and comprehension. • Identify and use various base words and affixes • Change meanings of words by adding prefixes and suffixes. • Determine meaning of words using structural clues. • Transpose words into various parts of speech <i>e.g., nouns to verbs etc.</i> • Examine cloze passages for missing words. 	7.76	<ul style="list-style-type: none"> • Vocabulary & Comprehension Test • Use dictionary/thesaurus(online) and discussion to supply/substitute overused words with new vocabulary (synonyms & antonyms) • Write a continuous piece or make an oral presentation accurately using new vocabulary • Complete a worksheet – Add appropriately, prefixes and suffixes to create new word forms. • Engage students in a round robin where they add on prefixes and suffixes to root words. • Oral or written use of various forms of words in sentences

	Synonyms and Antonyms	<ul style="list-style-type: none"> Define the terms synonym & antonym Identify and use synonyms, antonyms 		<ul style="list-style-type: none"> Complete a cloze passage. Select synonyms and or antonyms of words in a passage. Replace words with appropriate synonyms and antonyms Replace words with synonyms and antonyms to create a certain connotation, tone or mood
2	<p>Vocabulary (<i>Back to Basics</i>)</p> <ul style="list-style-type: none"> Homonyms Homophone Homographs <p>Denotation/Connotation</p> <p>Figurative Language Review (<i>Back to Basics</i>)</p> <ul style="list-style-type: none"> Simile Metaphor Personification Hyperbole Idioms Proverbs 	<ul style="list-style-type: none"> Define the terms homonyms, homographs, homophones Recognize, spell and use homonyms, homographs, homophones Accurately utilize specific homonyms and homographs in sentences/paragraphs (eg. Break/brake; cite/site) Define the terms (connotation and denotation) Distinguish between connotative and denotative meanings of words. Explain connotative meanings of words Differentiate between figurative and Literal Language Define the terms (simile, metaphor, personification) Deduce meanings of words/phrases that are used figuratively. Identify figurative language (simile, metaphor, personification, hyperbole, etc. 	<p>7.77</p> <p>3.5</p>	<ul style="list-style-type: none"> Correct a continuous piece with accurate use of homonyms/homographs Replace words with synonyms and antonyms to create a certain connotation, tone or mood Point out expressions in reading passages Interpret figurative expression/record recognized English expressions Play a game to interpret expression Journal with figurative language Write a playful piece using figurative language

	<p>Vocabulary</p> <p>Context Clues Review (<i>Back to Basics</i>)</p> <ul style="list-style-type: none"> • Definition • Contrast • Situational • Examples • Synonym • Antonym <p>Structural Clues</p> <ul style="list-style-type: none"> • Prefix • Suffix • Root words • 	<ul style="list-style-type: none"> • Identify the various kinds of context clues. • List and Define types of context Clues • Identify the various kinds of context Clues • Use context clues to determine the meanings of words and expressions in context. <ul style="list-style-type: none"> • Identify various parts of a word. • Change meanings of words by adding prefixes and suffixes. • Determine meaning of words using structural clues. 	3.6	<ul style="list-style-type: none"> • Writing exercise: supply the correct word based on context • Use contexts to complete puzzles • Match words and definitions based on clues • Cloze exercises
3	<p>Grammar and Usage:</p> <p>Sentences. Purpose Declarative</p> <ul style="list-style-type: none"> • Interrogative • Imperative • Exclamatory <p>Sentence Structure</p> <ul style="list-style-type: none"> • Simple • Compound • Complex <p>Grammar and Usage</p> <p>Sentence Errors</p> <ul style="list-style-type: none"> • Fragments • Run-On Sentences • Comma Splice) 	<ul style="list-style-type: none"> • Identify, compose, and punctuate sentences that are classified according to purpose. • Identify, compose, and punctuate sentences that are classified according to structure. <ul style="list-style-type: none"> • Identify and correct sentence errors – sentence fragments and run-on sentences • Identify and correct sentence errors – the comma splice 	7.3	<ul style="list-style-type: none"> • Label sentences according to purpose. • Compose different types of sentences within a paragraph. <ul style="list-style-type: none"> • Label sentences according to error. • Revise sentences to correct errors.

	<p>Grammar and Usage/Writing: Joining/Expanding Sentences using:</p> <ul style="list-style-type: none"> Subordinating Conjunctions 	<ul style="list-style-type: none"> Distinguish between complete sentences and sentence errors Expand/join sentences using subordinating conjunction: although, wherever, whether, while, as soon as, as long as, once, even though, as until, unless, when, etc. 		<ul style="list-style-type: none"> Join pairs of sentences with selected conjunctions Rewrite a paragraph containing choppy/monotonous or faulty sentence structures
4	<p>Joining/Expanding Sentences using</p> <ul style="list-style-type: none"> Participle Relative pronouns <p>Comprehension: Review (Exposition) Types:</p> <ul style="list-style-type: none"> Process Analysis (Revision) Compare/Contrast Cause/effect Problem/solution Advantages/disadvantages Character Portrayal Editorial <p>Comprehension: EXPOSITIONS Devices:</p> <ul style="list-style-type: none"> Facts Quotes Explanations Comparisons/contrasts Diction Tone/attitude Examples/illustrations Anecdotes Authoritative evidence 	<ul style="list-style-type: none"> Expand sentences using relative pronouns: who, whom, which, whose, that Begin sentences with a participle. <ul style="list-style-type: none"> Determine the method of development of various types of exposition <ul style="list-style-type: none"> Recall the function of each device Analyze expositions for devices Determine writer's tone/attitude Identify techniques used in development of exposition 		<ul style="list-style-type: none"> Report what was demonstrated in a task using sentence structures containing specified conjunctions and/or pronouns Correct faulty use of participle at the beginning of a sentence <ul style="list-style-type: none"> Compare and contrast modes of writing Complete graphic organizer Examine and discuss the developmental structure of different types of expositions <ul style="list-style-type: none"> Extract techniques from passage List transitions Examine by reading sample expository essay Make oral presentations List and define devices Comment in writing and orally on the effectiveness of devices, intro, conclusion Write paragraph/essay using devices

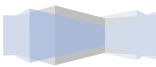
5	<p>Writing: Expository</p> <ul style="list-style-type: none"> • (Structure/Organization/Parts) • Transitional Words and Phrases <p>Grammar and Usage: Subject/Verb Agreement</p> <ul style="list-style-type: none"> • Singular nouns and verbs • Plural nouns/verbs • Indefinite pronouns (anyone, anybody, something, etc.) 	<ul style="list-style-type: none"> • Outline the organizational structure of expository essay. • Explain function and development of each part of expository essay • Plan an expository essay (cause and effect or comparison/contrast essay, etc.) with proper organization and structure and using a variety of devices. • Write an expository essay <ul style="list-style-type: none"> • Make subjects and verbs agree in plural and singular form • Identify pronouns and their antecedents • Make pronouns agree with their antecedents 		<ul style="list-style-type: none"> • Timed writing <ul style="list-style-type: none"> • Identify S/V agreement errors in individual sentences & paragraphs • Correct errors in sentences and paragraphs • Write an expository piece/journal using accurate S/V agreement. • Use oral exercise • Revise an expository piece to correct errors in subject/verb agreement
6	<p>Writing/Comprehension/Listening & Speaking: Summary</p> <ul style="list-style-type: none"> • Question answering techniques • Content points • Organization & development • Transitional words and phrases 	<ul style="list-style-type: none"> • Accurately evaluate and interpret summary writing questions • Identify relevant details. • Make inferences • Paraphrase ideas • Summarize effectively, a passage, poem, song, etc. • Deliver /present summary • Critique summary for organization/structure/content 		<ul style="list-style-type: none"> • Highlight/underline/circle key words/phrases that give instruction • Explain the task of summary question • Highlight relevant information in passage • Reword information without changing meaning/idea • Write a summary • Present summary in small groups or whole class

	<p>Comprehension: Quoting and Explaining</p> <ul style="list-style-type: none"> • Words • Sentences • Phrases <p>Grammar and Usage: Joining/Expanding Sentences</p> <p>Using phrases:</p> <ul style="list-style-type: none"> • Adjective phrase • Prepositional phrase 	<ul style="list-style-type: none"> • Differentiate between words, sentences, phrases • Quote accurately: words, sentences, phrases based on question <ul style="list-style-type: none"> • Identify different types of phrases • Expand sentences using a variety of phrases • Write a continuous response using a variety of sentence types. 		<ul style="list-style-type: none"> • Comment on organization/structure/validity of content • Label expressions sentences or phrases • Underline phrases/sentences • Select appropriately word, sentence, phrase based on question/task <ul style="list-style-type: none"> • Underline phrases in sentences • Insert phrases to expand sentences • Rewrite drab paragraph using a variety of expanded sentences
7	<p>Comprehension: Aural/Written (Exposition)</p> <ul style="list-style-type: none"> • Figurative Language • Writer's Purpose & Attitude • Expository Techniques/Devices • Making Inferences/Drawing Conclusions • Relevant/Irrelevant Information <p>Literary Appreciation/Comprehension: Tone and Mood</p>	<ul style="list-style-type: none"> • Determine the meanings of words/phrases used literally or figuratively • Determine writer's purpose/attitude • Make inferences and conclusions about information • Identify & comment on expository techniques • Effectively answer compare/contrast or cause/effect, advantages/disadvantages, or problem/solution, directed writing questions <ul style="list-style-type: none"> • Explain how tone is created • Explain how mood/atmosphere is created 	4.25 4.26	<ul style="list-style-type: none"> • Timed exercises • Identify/underline details that reflect writer's tone/attitude/audience/techniques

8	<p>Writing: Types of Persuasive Writing</p> <ul style="list-style-type: none"> • Essay • Advertisement • Letter to the Editor • Formal Letter <p>Comprehension: Persuasive Devices</p> <ul style="list-style-type: none"> • Repetition • Rhetorical question • Emotive words/Word Choice • Reliable authority • Scientific evidence • Facts & opinions • Direct/personal appeal • Inclusive Language • Figurative Language • Quotes 	<ul style="list-style-type: none"> • Distinguish between the various persuasive forms i.e. formal letter, letter to the editor, speech, advertisement, etc. • Define the various types of persuasive devices • Identify the various types of persuasive devices • Explain how each persuade an audience • Utilize devices in an advertisement of their own • Discuss/Highlight the effects of each device 		<ul style="list-style-type: none"> • Examine sample speeches, letters to the editor and essays • Analyze devices • Examine advertisements, speeches, letters to the editor for techniques • Discuss effects of the devices • Change expository essay to persuasive piece • Create advertisements using PowerPoint/Flipgrid, Word Document, etc. using devices
9	<p>Literary Appreciation and Comprehension: Irony</p> <p>WRITING: The Persuasive Essay Overview/Structure/Introduction</p> <ul style="list-style-type: none"> • Organization • Development • Transitions • tone 	<ul style="list-style-type: none"> • Explain what irony is • Distinguish between three types of irony • Identify and Explain examples of Irony • Evaluate the organizational structure of a persuasive piece. • To create a persuasive tone in a sentence/paragraph/essay • Build transitional terms vocabulary bank (persuasive) • Identify transitional terms. • Write an introduction – Thesis, Attention Grabber, Bridge 	4.35	<ul style="list-style-type: none"> • Review a variety of media forms and identify examples of irony • Read/listen to and examine essays • Insert persuasive devices • Make oral presentation of a paragraph to reveal tone • Write paragraphs/introductions in response to a written or aural stimulus

10	<p>WRITING: The Persuasive Essay Developing the Body:</p> <ul style="list-style-type: none"> • Main Idea • Claim • Supporting Details • Techniques/Appeals • Clincher sentence • Transitions <p>Comprehension: Techniques/Appeals</p>	<ul style="list-style-type: none"> • Develop body paragraphs by composing claims, supporting details • Use appropriate techniques/appeals • Use transitions appropriately <ul style="list-style-type: none"> • Recognize persuasive techniques/appeals • Give support for devices/techniques/appeals 		<ul style="list-style-type: none"> • Examine examples of persuasive paragraphs/claims/supporting details and highlight examples of each. • Write and orally present claims • Complete a graphic organize outlining components of a conclusion • Individual/Whole class/Group write a paragraph employing specific techniques • Insert appropriate transitions into paragraph • Read/listen to passage and identify in writing or orally persuasive techniques/support
11	<p>WRITING: The Persuasive Essay</p> <ul style="list-style-type: none"> • Developing the Body: <ul style="list-style-type: none"> ○ Counterargument • Conclusion <ul style="list-style-type: none"> ○ Organization ○ Structure ○ Style 	<ul style="list-style-type: none"> • Define the term counterargument • Develop a counterargument • Deliver a counterargument <ul style="list-style-type: none"> • Compose a conclusion. 		<ul style="list-style-type: none"> • View examples of counterarguments • Have students write and present counterarguments (in response to claims made in previous lesson) • View examples of conclusion (persuasive essay) • Complete a graphic organize outlining components of a conclusion • Write a conclusion • Share conclusion and analyze its development
12	<p>WRITING: The Persuasive Essay</p> <ul style="list-style-type: none"> • Developing a Persuasive Essay 	<ul style="list-style-type: none"> • Write a persuasive essay. • Include a variety of techniques • Use appropriate tone • Present (paragraphs of) persuasive essay. 		<ul style="list-style-type: none"> • Write essays in response to a written or aural stimulus

	<p>Aural/Written Comprehension: (Review & Practice)</p> <p>Making Inferences</p> <p>Identifying Main/Relevant Details –</p> <p>Highlighting</p> <p>Context Clues</p> <p>Writer’s Style/Techniques</p>	<ul style="list-style-type: none"> • Apply comprehension skills: <ul style="list-style-type: none"> ○ Make inferences ○ Select relevant details ○ Paraphrase ideas ○ Define vocabulary and figurative expressions ○ Recognize and provide examples of techniques used by writer/speaker ○ Comment on effectiveness of techniques 		<ul style="list-style-type: none"> • Timed exercises • Identify/underline details that reflect writer’s tone/attitude/audience/techniques
13	REVIEW			
	<ul style="list-style-type: none"> • Writer’s Style and Techniques – Expository/Persuasive • Quoting Words/Phrases/Sentences • Making Inferences • Question Answering Techniques • Explaining words, phrases, figurative expressions 			
14	FINAL EXAMS			

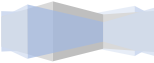


Ministry of Education & Technical & Vocational Training
NATIONAL PACING GUIDE
LANGUAGE ARTS
GRADE 11
TERM 2 – EASTER

WEEK	SUBJECT / STRAND / FOCUS	OBJECTIVES	CURRICULUM LINK	ACTIVITIES/ASSESSMENT
1	Grammar and Usage: Simple Past Tense writing Writing: Summary Writing <ul style="list-style-type: none"> • Paraphrasing • Selecting Relevant Details/Content Points • Organization 	<ul style="list-style-type: none"> • Explain what simple past tense is. • Recognize use of simple past tense. • Form the simple past tense. • Use correctly the simple past tense in writing • Accurately evaluate and interpret summary writing questions • Identify relevant details. • Make inferences • Paraphrase ideas • Summarize effectively, a passage (expository/persuasive) 	7.22	<ul style="list-style-type: none"> • Highlight/Underline verbs used in simple past tense in sentences/paragraphs/students' writings • Modify paragraphs to reflect use of simple past tense Practice orally/written correct use of simple past tense • Compose a summary (topic sentence, relevant information, focus on task, transitions)
2	Writing: Persuasive – Advertisements FUNCTION/PURPOSE/Appeals Writing: Persuasive – Advertisements FUNCTION/PURPOSE Appeals to our: Emotions Desire to be:	<ul style="list-style-type: none"> • Discuss purpose of advertisements • Explain the purpose of advertisements • List and describe the types of appeals made in advertisements • Determine the appeals made in advertisements 		<ul style="list-style-type: none"> • Discuss the various appeals and relate to personal experiences • Examine advertisements and identify the appeal in each

	<p>healthy identify with a particular lifestyle identify with an elite group experience romance feel secure belong to a certain social class achieve success.</p> <p>Literary Appreciation/Vocabulary</p> <ul style="list-style-type: none"> • Idioms • Word choice • Alliteration & assonance • Rhythm & rhyme • Repetition 	<ul style="list-style-type: none"> • Define the literary terms/devices • Distinguish between each device • Create examples of each device • Discuss the writer's use of the device and its effect on the piece 		<ul style="list-style-type: none"> • Discussion of terms • Watch videos/read poems that has examples of the device or further explains the device • Review songs/poems/expository, persuasive pieces for devices • Create poems that use the devices • Share their poems • Assess poems for use of literary devices
2	<p>MAJORITY RULE HOLIDAY</p> <p>Comprehension & Writing: Techniques and Devices</p> <ul style="list-style-type: none"> • Bold • Italics • All caps • Underlining • Repetition • Quotation marks • Fragments • Figurative language (Imagery/Word Choice) • Bandwagon • Product comparison • Scientific claims 	<ul style="list-style-type: none"> • Explain the purpose of each technique • Evaluate advertisements for use of techniques • Comment on effectiveness of writer's technique • Provide examples of techniques. • Create advertisements using devices • Utilize devices in an advertisement of their own • Present advertisements • Comment on the effectiveness of devices. 		<ul style="list-style-type: none"> • Look for advertisements that reflect the devices and present to class • Examine advertisements (written, audio, visual) for devices • Read passage and identify writer's techniques • Discuss the effectiveness of techniques • Create advertisements employing any number of devices/techniques • Share advertisements • Identify techniques in peers' advertisements

	<ul style="list-style-type: none"> • Free/bargain claims • Celebrity appeal • Testimonial/Plain Folks 			
3	<p>Listening& Written Comprehension: Techniques Used by speaker/Writer/Recording:</p> <ul style="list-style-type: none"> • Repetition • Figurative Expressions <ul style="list-style-type: none"> ○ Metaphor ○ Simile ○ Personification ○ Idioms ○ Proverbs ○ Euphemism ○ Oxymoron • Direct personal appeal • Description: <ul style="list-style-type: none"> ○ Adjectives ○ Imagery ○ word choice ○ connotation ○ local color • Personal pronouns • Rhetorical Questions • Sarcasm • Irony • Humor <ul style="list-style-type: none"> ○ Jokes • Tone/Mood (specific description of either) • Voice variation • Sounds/Sound devices 	<ul style="list-style-type: none"> • Identify and provide examples of speaker's techniques • apply note taking skills • Identify speaker and recording techniques and provide examples of each. • Extrapolate relevant details. • Respond accurately to questions • Assess questions for task and key words • Explain how points are awarded per question. • Determine the number of ideas needed to gain maximum points per question. 		



4	<p>Writing: Persuasive – Speeches</p> <ul style="list-style-type: none"> • Organization/Development/Purpose • Persuasive Devices (Review) • Introduction • Attention Grabber • Thesis • Purpose • Position <p>Grammar and Usage: Comma</p>	<ul style="list-style-type: none"> • Explain the relevance of speeches and how they relate to BGCSE Language. • Define the terms audience, purpose and position as they relate to speeches. • Defend positions • Point out persuasive techniques in recording/passage • Describe and outline the organizational development of speeches. • Examine sample speech and recognize purpose, audience, position, a variety of persuasive devices. • Draft The Introduction <ul style="list-style-type: none"> • Use the comma as a tool for separating elements in a phrase, clause, sentence 		<ul style="list-style-type: none"> • Have students present impromptu speeches. • Examine each component of the speech structure. <ul style="list-style-type: none"> • Insert correctly, commas into sentences
5	<p>Comprehension: Facts and Opinions</p> <p>Citing Information (MLA 7th Edition) Using Quotation Marks (Review)</p> <p>Writing: Persuasive – Speeches (Body)</p> <ul style="list-style-type: none"> • Development • Persuasive Techniques (Review) 	<ul style="list-style-type: none"> • Discriminate between facts and opinions • Support opinions with facts. <ul style="list-style-type: none"> • Explain what plagiarism is. • Discuss how and why to avoid plagiarism • Explain what a works cited page is • Describe the format of MLA works cited page <ul style="list-style-type: none"> • Make claims • Provide relevant supporting details • Use a variety of persuasive techniques • draft well developed body paragraphs 		<ul style="list-style-type: none"> • Cut up a citation (s) into its components and then have students work together to assemble the citation.

6	<p>Figurative Language: Euphemism/Oxymoron (Review)</p> <p>Writing: Persuasive – Speeches (Conclusion)</p> <ul style="list-style-type: none"> • Development <p>Citing Information (MLA 7th Edition)</p>	<ul style="list-style-type: none"> • Define the terms euphemism and oxymoron • Recognize examples of euphemism/oxymoron • Explain the meaning of euphemistic & oxymoronic expressions • Draft well developed conclusion • Cite work correctly. 		
7	<p>Grammar and Usage:</p> <ul style="list-style-type: none"> • Varying Sentence beginnings <ul style="list-style-type: none"> ○ Participle ○ Adverb • Vary sentence lengths <p>Writing: Persuasive – Speeches</p> <ul style="list-style-type: none"> • Revision/Editing 	<ul style="list-style-type: none"> • Discuss the function of participle and adverb in writing • Identify examples of participle and adverb • Begin sentences with participle and adverb • Discuss the value of varied sentence lengths within a piece of writing. • Use a variety of sentence beginnings and endings. • Recognize different sentence styles. • Revise independently, their drafts to varying sentence lengths and beginnings 		<ul style="list-style-type: none"> • Examine examples of sentences/paragraphs/ that use participles/adverbs • Highlight/underline examples of participles/adverbs • Revise sentences/paragraph to begin sentences with participle/adverb • Discuss reasons for varying sentence lengths • Discuss methods used to vary lengths • Examine writing using a variety of sentence lengths • Match sentences to style

8	<p>Listening & Speaking: Persuasive Writing - Speech Presentations</p> <ul style="list-style-type: none"> • Posture • Gestures • Vocal variety • Enunciation • Eye contact <p>MID-TERM BREAK</p>	<ul style="list-style-type: none"> • Effectively deliver a speech/or an original speech • Comment on speakers' posture, gestures, vocal variety, etc. • Listen for and take note of addressing of audience, position and purpose, claims, supporting details, persuasive techniques • Discuss the appropriateness/effectiveness of speaker's techniques • Rate the overall development of speech using a rubric 		
9	<p>MID-TERM BREAK</p> <p>Comprehension: Directed Writing – Composing a Response (Review)</p> <ul style="list-style-type: none"> • Structure/Modes of Writing – speech, magazine article, letter to the editor • The Prompt – (advantages/disadvantages, character traits, causes, problems, solutions, persuasive/expository techniques, tone, etc) • Supporting Details/Content Points <p>Writing: How to Develop the Directed Writing Response</p> <ul style="list-style-type: none"> • Introduction-Thesis & Purpose • Body • Conclusion • Tone/Convincing Appeal 	<ul style="list-style-type: none"> • Relate modes of writing to directed writing • Analyze the prompt and determine skill(s) to apply • Read passage and discuss for content, vocabulary • Extract main ideas/supporting details/content points • Share responses in informal and formal groups and peer discussion. <ul style="list-style-type: none"> • Write an appropriate and engaging introduction and conclusion for directed writing response • Synthesize ideas to develop the body paragraphs • Create appropriate tone. 		

	<p>Vocabulary: Connotation/Word Choice</p> <p>Grammar and Usage: Semi-colon</p>	<ul style="list-style-type: none"> • Use appropriate vocabulary, figurative expressions to create tone • Use the semi-colon to separate simple sentences and items in a series 	<p>7.69</p> <p>7.70</p>	
10	<p>*Commonwealth Day</p> <p>Writing: Directed Writing- Speech</p> <ul style="list-style-type: none"> • Paragraph Development/Content Points • Paraphrasing Review <p>Comprehension/Writing: Directed Writing</p> <ul style="list-style-type: none"> • Rubric/Mark Scheme Overview 	<ul style="list-style-type: none"> • Use own words • Develop a directed writing response. • Examine rubric/mark scheme for grading/scoring directed writing pieces • Assess a piece of writing employing the standards of the rubric 		
11	<p>Editing/Revising</p> <p>Presentations/Critique</p>	<ul style="list-style-type: none"> • Edit and Revise directed writing speeches • Share directed writing speeches with peers for evaluation. • Evaluate response for development of ideas: sufficient and appropriate main ideas and supporting details, effective use of own words • Score the work of peers using the assessment tool. • Edit and Revise directed writing speeches for final submission. 		

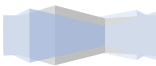
12	<p>Writing: Letter to the Editor Purpose/Format Elements/Techniques Development: Introduction/Body/Conclusion)</p> <p>Writing: Letter to the Editor - Direct Writing Developing a Response: Making Inferences Selecting relevant details Persuasive Techniques Planning</p>	<ul style="list-style-type: none"> • Discuss function of letter to the editor. • Compare letter to the editor format to formal letter • Find examples of Letter to Editor • Analyze Letter to Editor for persuasive techniques and organization • Write a Letter to the Editor <ul style="list-style-type: none"> • Examine sample directed writing letter to editor for develop/organization/effective use of techniques • Select relevant information: stated and implied • Plan for a directed writing response: Letter to the Editor • Integrate ideas to compose a directed writing response – Letter to the editor. • Organize ideas effectively 	1.24	
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LANGUAGE ARTS
GRADE 11
TERM 3 – SUMMER

WEEK	SUBJECT / STRAND / FOCUS	OBJECTIVES	CURRICULUM LINK	ACTIVITIES/ASSESSMENT
1	Listening Comprehension/Speaking - BGCSE Aural Comprehension <ul style="list-style-type: none"> • Listening Strategies (Practice) • Note taking (Practice) • Speaker's/Recordings' Techniques (Practice) • Selecting and Supporting Main Ideas (Practice) • Making Judgements 	<ul style="list-style-type: none"> • Apply listening and note taking strategies • Make judgements about information • Judge and justify responses • Recognize and support speaker's/recording's techniques 		
2	Listening/Written Comprehension: Identifying/Supporting Emotions Advantages vs. Disadvantages/Benefits Comparing/Contrasting	<ul style="list-style-type: none"> • Differentiate between character traits and emotions • Describe emotions using a variety of synonyms/antonyms • Categorize emotions according to similarity • Identify and support emotions • Identify advantages/benefits & disadvantages • Summarize advantages and disadvantages • Point out similarities and differences • Summarize differences using block or point by point method 		

3	<p>Listening Comprehension: Techniques Review</p> <p>Writing: Narrative Writing</p> <ul style="list-style-type: none"> • Kinds of Narratives • Elements of a Narrative • Order of Development • Transitions <p>Grammar And Usage / Composition: Word Choice – Vivid Nouns and Verbs</p>	<ul style="list-style-type: none"> • Recognize and support techniques used in aural passage • Point out and identify the various kinds of narratives. • Identify the elements of a narrative. • Determine the order of development, theme and conflict. • Revise a paragraph to include vivid verbs and specific nouns • Using Verbs for Effect 		<ul style="list-style-type: none"> • Listen to aural passage and identify techniques along with support • Analyze a narrative passage • Identify: <ul style="list-style-type: none"> • The elements of the narrative • Characters of (sensory details) • Plot, Setting (sensory details)
4	<p>Writing: Narrative Writing – Development Planning/Pre-Writing Introduction – Thesis</p> <p>Grammar And Usage / Composition: <ul style="list-style-type: none"> • Adjectives – Quality & Quantity Figurative Language</p>	<ul style="list-style-type: none"> • Plan/organize ideas for a variety of narrative topics • list and describe several types of narrative hooks • compose a thesis • write a narrative introduction • identify adjectives • use vivid adjectives • add new adjectives to vocabulary bank • revise writing to include vivid adjectives, similes and metaphors 		<ul style="list-style-type: none"> • Whole class, group & or individual planning and brainstorm ideas emanating from picture/written prompt • Choose and narrow a topic • Discuss types of hooks • Examine examples of a variety of introductions – hooks/thesis • Oral presentations of various parts of the narrative • Identify type of hook used • Write a hook • Write a thesis • Examine a narrative passage to determine how the writer's uses of sensory details to: <ul style="list-style-type: none"> • create setting. • develop characters.

				<ul style="list-style-type: none"> Revise a drab paragraph to include vivid adjectives or replace overworked adjectives like good, bad, ugly, pretty, nice, scary, big
5	<p>Writing: Narrative Writing – Elements/Techniques</p> <ul style="list-style-type: none"> Setting Characterization Dialogue <p>Grammar And Usage / Composition: Writing Dialogue/Using Quotations Enrichment Activity</p>	<ul style="list-style-type: none"> create setting develop characters (direct/indirectly) effectively use dialogue in narratives (to reveal character traits, create setting, to reveal something about plot) format dialogue correctly 		<ul style="list-style-type: none"> Insert dialogue in a narrative. Punctuate dialogue used in narration Correct errors in dialogue
6	<p>Writing: Narrative Writing – Elements/Techniques</p> <ul style="list-style-type: none"> Plot (Exposition, Rising Action, Climax, Falling Action, Resolution) Narrative Elements - Conflict Narrative Paragraph Development (Style) <ul style="list-style-type: none"> Flashback Foreshadowing Imagery/Local Color Humor Point of View <p>Writing: THE WRITING PROCESS - Narration</p>	<ul style="list-style-type: none"> Explain the function of: Exposition, Rising Action, Climax, Falling Action, Resolution Develop the plot. Point out types of conflict Determine and develop conflict for narrative Explain what Point of view is Describe two types of Point of View: 1st& 3rd Select and use a specific point of view for narrative. Compose first draft of narrative essay employing narrative techniques 		<ul style="list-style-type: none"> Write first draft of narrative essay Examine personal essays and insert vivid adjectives to describe setting, appearance, traits, attitudes/ feelings of characters.



7	<p>Writing: Narrative Writing – Development</p> <ul style="list-style-type: none"> • Organization/Structure/Style • Body Paragraph Development <ul style="list-style-type: none"> ○ Sequential/Time Order ○ Transitional Words & Phrases <p>Writing: THE WRITING PROCESS - Narration</p> <p>Comprehension: Narrative Writing Techniques Making Inferences</p>	<ul style="list-style-type: none"> • Explain what chronological AND sequential order is • Organize ideas in chronological and sequential order • Use the first draft of the essay to teach integration of narration and description. • Review for use of sensory details in the development of: <ul style="list-style-type: none"> ○ Place / Setting (Adjectives) ○ Characters (Physical Traits) ○ Sensory words ○ Specific nouns ○ Vivid verbs ○ Figurative Language • Make inferences about characters, events, setting, mood based on descriptions and details used in narratives. 		<ul style="list-style-type: none"> • Discussion of term • Put ideas in chronological & sequential order • Use transition words that show order • Use graphic organizer to order ideas
8	<p>WHIT MONDAY HOLIDAY</p> <p>Narrative Conclusions (Organization/Structure/Style) In-Class Narrative Essay Practice</p> <p>LABOUR DAY HOLIDAY</p>	<ul style="list-style-type: none"> • Describe several types of conclusions • Compose at least one type of conclusion. • Write the final draft of the essay 		



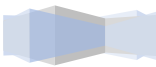
9	<p style="text-align: right;">EXAM REVIEW</p> Character Traits/Emotions - Summary Review Compare and Contrast (Organizing Contrasts) Speaker's Writer's Techniques (Tone/Mood/Figurative Devices) Directed Writing – Speech/Letter to the Editor
10	<p style="text-align: center;">FINAL EXAM</p>



Ministry of Education & Technical & Vocational Training
NATIONAL PACING GUIDE
LANGUAGE ARTS
GRADE 12
TERM 1 – CHRISTMAS

WEEK	SUBJECT / STRAND / FOCUS	OBJECTIVES	CURRICULUM LINK	ASSESSMENT
1	<p>Welcome/Class Orientation/Procedures/Intro to Course Outline</p> <p>Diagnostic Assessment: Vocabulary, Writing & Comprehension Test</p> <p>Vocabulary</p> <ul style="list-style-type: none"> • Word Parts <ul style="list-style-type: none"> ○ Root ○ Prefix ○ Suffix • Word Associations <ul style="list-style-type: none"> ○ Change words to various forms ○ Cloze Passage (<i>BJC remediation</i>) • Vocabulary) 	<ul style="list-style-type: none"> • Build student engagement/relationships • Diagnose the specific need of students in the areas of vocabulary, writing and comprehension. • Identify and use various base words and affixes • Change meanings of words by adding prefixes and suffixes. • Determine meaning of words using structural clues. • Transpose words into various parts of speech <i>e.g., nouns to verbs etc.</i> • Examine cloze passages for missing words. • Define the terms synonym & antonym 	7.76	<ul style="list-style-type: none"> • Vocabulary & Comprehension Test • Use dictionary/thesaurus(online) and discussion to supply/substitute

	<ul style="list-style-type: none"> ○ Synonyms ○ Antonyms 	<ul style="list-style-type: none"> ● Recognize and use synonyms, antonyms ● Supply new vocab for overused words ● Accurately utilize new vocabulary in writing and in speech 		<p>overused words with new vocabulary (synonyms & antonyms)</p> <ul style="list-style-type: none"> ● Write a continuous piece or make an oral presentation accurately using new vocabulary
2	<p>Vocabulary (<i>Back to Basics</i>)</p> <ul style="list-style-type: none"> ● Homonyms ● Homophone ● Homographs <p>Denotation/Connotation</p> <p>Figurative Language Review(<i>Back to Basics</i>)</p> <ul style="list-style-type: none"> ● Simile ● Metaphor ● Personification ● Hyperbole ● Idioms ● Proverbs 	<ul style="list-style-type: none"> ● Define the terms homonyms, homographs, homophones ● Identify, spell and use homonyms, homographs, homophones correctly ● Accurately identify and use multiple meaning words <ul style="list-style-type: none"> ● Define the terms (connotation and denotation) ● Distinguish between connotative and denotative meanings of words. ● Explain connotative meanings of words <ul style="list-style-type: none"> ● Identify various types of figurative expressions/usage ● interpret accurately meanings of figurative word/expressions ● comment adequately on the effectiveness of various types of figurative expressions ● recognize and use figurative language, proverbs and/or idioms in speech and writing accurately and effectively 	<p>7.77</p> <p>3.45 3.43</p> <p>3.53</p> <p>3.48</p>	<ul style="list-style-type: none"> ● Correct a continuous piece/sentences with accurate use of homonyms/homographs <ul style="list-style-type: none"> ● Point out expressions in reading passages ● Interpret figurative expression/record recognized English expressions ● Play a game to interpret expression ● Journal with figurative language



<p>3</p>	<p>Vocabulary Context Clues Review (<i>Back to Basics</i>)</p> <ul style="list-style-type: none"> • Definition • Contrast • Situational • Examples • Synonym • Antonyms <p>Structural Clues</p> <ul style="list-style-type: none"> • Prefix • Suffix • Root words <p>Grammar and Usage:</p> <ul style="list-style-type: none"> • Sentences. Purpose <ul style="list-style-type: none"> ○ Declarative ○ Interrogative ○ Imperative ○ Exclamatory • Sentence Structure <ul style="list-style-type: none"> ○ Simple ○ Compound ○ Complex Sentences • Joining/Expanding Sentences using <ul style="list-style-type: none"> ○ Subordinating conjunctions ○ Participle ○ Relative pronouns 	<ul style="list-style-type: none"> • Use structural and contextual clues effectively to determine meanings of unfamiliar words • Use structural and contextual clues effectively to determine meanings of unfamiliar words • Use new vocabulary accurately in original sentences/paragraphs. <ul style="list-style-type: none"> • Use a variety of sentence types with appropriate punctuation in writing <ul style="list-style-type: none"> • Use a variety of sentence structures in writing <ul style="list-style-type: none"> • Expand/join sentences using subordinating conjunction: although, wherever, whether, while, as soon as, as long as, once, even though, as until, unless, when, etc. • Expand sentences using relative pronouns: who, whom, which, whose, that 	<p>3.5</p> <p>3.6</p>	<ul style="list-style-type: none"> • Writing exercise: supply the correct word based on context • Use contexts to complete puzzles • Match words and definitions based on clues • Cloze exercises <ul style="list-style-type: none"> • Join pairs of sentences with selected conjunctions • Rewrite a paragraph containing choppy/monotonous or faulty sentence structures • Journal using a variety of sentence types and structures • Report what was demonstrated in a task using sentence structures containing specified conjunctions and/or pronouns • Correct faulty use of participle at the beginning of a sentence <ul style="list-style-type: none"> • Change sentences from present to past • Insert the correct form of the verb (past or present participle) into sentences. • Identify & correct errors in tense consistency
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		<ul style="list-style-type: none"> Effectively start sentences with a participle. Expand sentences using a variety of phrases/clauses Vary beginning of sentences 		<ul style="list-style-type: none"> Journal writing w/ tense consistency
4	<p>Grammar and Usage: Verb Tenses Consistency of Tense</p> <p>Sentences</p> <ul style="list-style-type: none"> Errors <ul style="list-style-type: none"> Fragments Run-on (comma splice) <p>Writing – The Writing Process</p>	<ul style="list-style-type: none"> Form the past tense of regular and irregular verbs Distinguish between the past tense and the past participle usage Write with consistency of tense Distinguish between sentences, phrases/fragments & run-ons 		<ul style="list-style-type: none"> Identify and correct sentence errors in a continuous piece
5 26-30 September 2022	<p>Comprehension - Narrative Techniques</p> <ul style="list-style-type: none"> Setting Plot Dialogue Precise Nouns/Verbs Figurative Language Mood Suspense Humor Point of View Characterization Sequential/Chronological Order - Transitions 	<ul style="list-style-type: none"> Evaluate narrative for structure and organization, writer's techniques and their effectiveness in essay development Locate and re-express information that is stated and implied Examine writing for examples of each of the narrative techniques 		

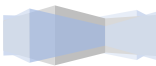
	Characterization/Emotions	<ul style="list-style-type: none"> • Distinguish between character traits and emotions • Supply appropriate adjectives to describe character traits and emotions • Make inferences about character's traits • Make inferences about character's emotions 		
6	<p>Writing and Comprehension - Narrative Personal Narrative</p> <p>Comprehension: Categorizing and Classifying</p>	<ul style="list-style-type: none"> • Explain the purpose of a personal narrative • Identify elements of personal narrative • Discuss characteristics of personal narratives • Identify topics to create personal narrative • Plan, draft, revise/edit and proofread well-structured narrative essays in which attention is paid to character(s), plot, setting and resolution and in which a variety of effective story telling devices are used • Categorize and classify ideas 		<ul style="list-style-type: none"> • Review examples of personal narratives for development • Timed writing
7	<p>Writing - Descriptive Essay Organization/Structure</p> <ul style="list-style-type: none"> • Introduction • Thesis <ul style="list-style-type: none"> ○ Person ○ Place ○ Object ○ Event/Main impression <p>Comprehension: Descriptive Elements/Techniques</p>	<ul style="list-style-type: none"> • Examine a mentor text for organization/structure/development • Outline the organizational structure of expository essay. • Explain function and development of each part of expository essay • Evaluate mentor texts for use of descriptive details 		<ul style="list-style-type: none"> • Read sample descriptive writing <p>Brainstorm ideas for descriptive piece Complete a five senses graphic organizer</p> <p>Write a descriptive piece giving directions</p>

	<ul style="list-style-type: none"> • Concrete details • Adjectives • Sensory Details • Adverbs • Specific Nouns • Vivid Words • Figurative Language <p>Grammar and Usage: Capitalization</p>	<ul style="list-style-type: none"> • Comment on the effectiveness of techniques <ul style="list-style-type: none"> • Understand the rules of capitalization and capitalize the first letter of words in appropriate situations (a supreme being, sacred writings, the first-person pronoun, proper adjectives, organizations and churches, parts of special compound words) 	7.68	<ul style="list-style-type: none"> • Revise sentences to correct errors in capitalization • Write paragraph(s) using capital letters correctly
8	<p>Writing & Comprehension– Descriptive Essay</p> <ul style="list-style-type: none"> • Descriptive Body Paragraph Development <ul style="list-style-type: none"> ○ Main Ideas/Topic Sentences ○ Supporting Details ○ Spatial Order ○ Chronological Order ○ Order of Importance ○ Transitions ○ Concluding sentences <p>Grammar and Usage: Techniques/Punctuation</p>	<ul style="list-style-type: none"> • Identify main idea and supporting details in paragraphs • Compose a topic sentence and supporting sentences for descriptive writing using a variety of descriptive techniques • Differentiate between spatial & chronological order and order of importance • Develop descriptive writing using an appropriate pattern • Use appropriate transitions for descriptive writing • Write concluding sentences • Present descriptive writing pieces for peer review <ul style="list-style-type: none"> • Use hyphen to divide words between syllables 		

	<ul style="list-style-type: none"> Hyphen Ellipsis Dash Quotation Marks <p>Comprehension: Writer's Attitude</p>	<ul style="list-style-type: none"> Use the dash appropriately Use the hyphen appropriately Use single quotation marks appropriately Use quotation marks to enclose titles of chapters, short stories, poems, etc. <ul style="list-style-type: none"> Explain what 'writer's attitude is Determine the writer's attitude towards his subject and audience 	<p>7.65</p> <p>7.72</p> <p>7.73</p> <p>7.60</p> <p>7.61</p>	
9	<p>Writing – Descriptive Essay</p> <ul style="list-style-type: none"> Conclusion <p>Writing: Descriptive Essay</p> <p>Writing/Comprehension/Listening & Speaking: Summary</p> <ul style="list-style-type: none"> Question answering techniques Content points Organization & development Transitional words and phrases <p>MID-TERM BREAK</p>	<ul style="list-style-type: none"> Compose a conclusion for a descriptive essay <ul style="list-style-type: none"> Write a descriptive essay with proper organization and structure and using a variety of devices. <ul style="list-style-type: none"> Accurately evaluate and interpret summary writing questions Identify relevant details. Make inferences Paraphrase ideas Summarize effectively, a passage, poem, song, etc. Deliver /present summary Critique summary for organization/structure/content 		<ul style="list-style-type: none"> Revise and complete descriptive essay <ul style="list-style-type: none"> Highlight/underline/circle key words/phrases that give instruction Explain the task of summary question Highlight relevant information in passage Reword information without changing meaning/idea Write a summary Present summary in small groups Listen to different articles and determine writers' attitudes Play a game – guess speaker's attitude

10	<p>COMPREHENSION: AURAL/WRITTEN (Exposition)</p> <ul style="list-style-type: none"> • Figurative Language • Writer's Purpose & Attitude • Narrative/Descriptive Techniques/Devices • Making Inferences/Drawing Conclusions • Relevant/Irrelevant Information <p>MID-TERM BREAK</p>	<ul style="list-style-type: none"> • Determine the meanings of words/phrases used literally or figuratively • Determine writer's purpose/attitude • Make inferences and conclusions about information • Identify & comment on expository techniques • Compare and contrast • identify cause/effect, advantages/disadvantages, or problem/solution relationships and compose directed writing response 		<ul style="list-style-type: none"> • Timed exercises • Identify/underline details that reflect writer's tone/attitude/audience/techniques
11	<p>Writing: Narrative and Descriptive</p> <p>Writing: Formal Letter - Exposition</p> <ul style="list-style-type: none"> • Letter of Complaint • Letter of Application <p>Comprehension: Directed Writing</p> <p>Grammar and Usage: Present and Past Tense</p>	<ul style="list-style-type: none"> • Recognize and use present and past participles of regular and irregular verbs 	7.18	<p>Timed Writing</p> <ul style="list-style-type: none"> • Read/listen to and examine essays • Insert persuasive devices • Make oral presentation of a paragraph to reveal tone • Write paragraphs/introductions in response to a written or aural stimulus

<p>12 14-18 Nov 2022</p>	<p>Comprehension: Persuasion Appeals</p> <ul style="list-style-type: none"> • Ethos • Logos • Pathos <ul style="list-style-type: none"> • Propaganda • Bias <p>Writing: Persuasion Speech Writing Techniques</p>	<ul style="list-style-type: none"> • Define the terms ethos, logos, pathos • Recognize author's appeal and cite evidence to support it. <ul style="list-style-type: none"> • Define the terms propaganda, bias • Identify propaganda and its techniques • Make judgements <ul style="list-style-type: none"> • Recall and identify a variety of speechwriting techniques • Revise a piece of writing to include speech writing techniques 	<p>3.32</p>	<ul style="list-style-type: none"> • Examine examples of persuasive paragraphs and determine the appeal. Discuss evidence. <ul style="list-style-type: none"> • Examine examples of persuasive paragraphs, articles, news reports (audio), advertisements and identify examples • Debate whether ideas create propaganda and or bias
<p>13</p>	<p>REVIEW</p> <ul style="list-style-type: none"> • Writer's Style and Techniques – Narrative/Descriptive/ /Persuasive • Making Inferences • Characterization/Emotions 			
<p>14</p>	<p>FINAL EXAMS</p>			



Ministry of Education & Technical & Vocational Training
NATIONAL PACING GUIDE
LANGUAGE ARTS
GRADE 12
TERM 2 – EASTER

WEEK	SUBJECT / STRAND / FOCUS	OBJECTIVES	CURRICULUM LINK	ASSESSMENT
1	<p>EXAM REVIEW</p> <p>Writing & Comprehension: Directed Writing - Persuasive Speech</p> <ul style="list-style-type: none"> • Developing the Directed Writing Response • Review of Organization/Development Purpose <p>Grammar and Usage: Subject-Verb Agreement</p>	<ul style="list-style-type: none"> • Determine task and focus of directed writing prompt by applying question answering techniques • Use correct form of writing and appropriate techniques in response to directed writing question • Make judgments and inferences • Select relevant information • Develop the Directed Writing Response – speech • Use propaganda techniques <ul style="list-style-type: none"> • Practice correct subject-verb agreement in speech and writing. 		<ul style="list-style-type: none"> • Read and discuss mentor text/passage • Write speech in response to directed writing question • Discuss content and development of speeches • Peer edit speeches <ul style="list-style-type: none"> • Engage in oral presentations where correct subject and verb agreement must be used • Identify and correct errors in subject/verb agreement (aural/written)

				<ul style="list-style-type: none"> Revise written speeches to correct errors in subject and verb agreement
2	<p>Grammar and Usage: Subject-Verb Agreement</p> <p>Narrative Writing</p>	<ul style="list-style-type: none"> Identify and correct pronoun-number and person 7.27 Practice pronoun-antecedent agreement (person, number, gender) 7.28 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 storytelling devices are used. 2.25 	7.27 7.28	
3	<p>Narrative Writing</p> <p>Comprehension</p> <p>Finding and re-expressing information</p> <ul style="list-style-type: none"> Implied information (inferences/drawing conclusions) 	<ul style="list-style-type: none"> Write timed essays: descriptive, narrative, expository, argumentative and persuasive. 2.30 Find and re-express information Identify and accurately express implied information 		<ul style="list-style-type: none"> Provide question that should examine implied information about characters, setting events, themes and devices used by the author.
4	<p>(Description & Exposition)</p> <ul style="list-style-type: none"> Structure/ organization Techniques Effectiveness of Techniques Writer's Attitude 	<ul style="list-style-type: none"> Distinguish between a descriptive & an expository piece Determine the structure/organizational style of each type of descriptive & expository essay 		

	Grammar Review	<p>Identify devices used in each type of essay · Explain the effectiveness of devices used in each mode</p> <ul style="list-style-type: none"> • Determine the writer's attitude towards his subject and audience 		
5	<p>Expository/Descriptive Writing</p> <p>Grammar Review Transitions/Varying Sentence Beginnings.</p>	<ul style="list-style-type: none"> • Plan draft, revise/edit and proofread well-structured descriptive essays in which persons, places or things are depicted using sensory details, figurative language and other devices. 2.26 • Plan draft, revise/edit and proofread well-structured expository essays which present information and ideas concisely, logically and sometimes persuasively 2.27 		<ul style="list-style-type: none"> • Compare two modes and list similarities & differences in organization and devices used • Orally report on the effectiveness of devices used • Listen to different articles and determine writers' attitudes • Play a game – guess speaker's attitude
6	<p>COMPREHENSION (Narration, Description or Exposition)</p> <p>· Answering short answer, techniques and directed writing questions</p> <p>· (Comparison & contrast; cause and effect; inferences & conclusions)</p>	<ul style="list-style-type: none"> • Determine the meanings of words/phrases used literally or figuratively • Determine writer's purpose/attitude/audience Make inferences and conclusions about information Identify & comment on expository techniques • Effectively answer compare/contrast or cause/effect or problem/solution directed writing questions 		<ul style="list-style-type: none"> • In groups write/orally present interpretations of questions • Analyze relevance of information extracted • Discuss devices/organization appropriate to specific modes based on specific questions • Answer varied questions

7	<p>Editing and Publishing</p> <p>AURAL COMPREHENSION (ALL MODES OF WRITING)</p> <ul style="list-style-type: none"> Note taking Audio devices – tone, mood, catchy phrases, humor, songs, rhyme, figurative devices 	<ul style="list-style-type: none"> Effectively edit essays Revise writing Use appropriate devices to improve the writing. Detect tone and mood and other sound effects used in aural comprehension Comment of the effectiveness of the devices/techniques used Adequately and effectively take notes Identify appropriate responses for questions based on aural piece 		<ul style="list-style-type: none"> Complete editing and revision in one sitting · Completion of DRAFT 2 Listen to a variety of aural passages · Analyze for sound effects, tone & mood · Timed collaborative and independent exercises on note taking Respond to questions
8	<p>AURAL COMPREHENSION (ALL MODES OF WRITING)</p> <ul style="list-style-type: none"> Note taking Audio devices – tone, mood, catchy phrases, humor, songs, rhyme, figurative devices Question Answering Techniques <p>PERSUASIVE WRITING</p> <ul style="list-style-type: none"> Advertisements Letter to the Editor Speech Essay Devices: (Repetition, Rhetorical Question, Emotive words, reliable authority, scientific evidence, facts and opinions, Direct personal appeal) 	<ul style="list-style-type: none"> Adequately and effectively take notes Identify appropriate responses for questions based on aural piece Analyze a persuasive piece for persuasive techniques/devices/organization Assess the success of a persuasive piece 		<ul style="list-style-type: none"> Listen to a variety of aural passages · Analyze for sound effects, tone & mood · Timed collaborative and independent exercises on note taking Examine, analyze and evaluate different forms of persuasion (ads, letters, speeches, essays, arguments) Create ads, write letters and speeches containing accurate grammar and usage

9	<p>PERSUASIVE WRITING</p> <p>Grammar Review</p>	<ul style="list-style-type: none"> • Plan, draft, revise/edit and proofread well developed persuasive essays expressing a point of view and using appropriate persuasive techniques and rhetorical devices. 2.28 • Utilize in writing all grammar and usage conventions already studied 		
10	<p>COMPREHENSION SUMMARY AND DIRECTED WRITING: Re-expressing Information, Identifying Appropriate Responses Review of ALL Comprehension Skills</p>	<ul style="list-style-type: none"> • Read independently, for understanding of text Interpret directed writing question • Use comprehension skills to effectively respond to a variety of comprehension questions • Write accurate and clear responses • Identify relevant information in response to question • Paraphrase ideas • summarize ideas 		
11-12	<p>REVIEW OF COMPREHENSION, GRAMMAR, LISTENING AND WRITING SKILLS</p>			

