

WEEK #	TOPIC	STUDENT OUTCOMES	STRATEGIES	RESOURCES	COMMENTS/HOMEWORK/EVALUATION
1-2	<p>EXAMINATION REVIEW</p> <p>POETRY ANALYSIS</p> <p>GRAMMAR: SUBJECT VERB AGREEMENT REVIEW</p> <p>CONSTRUCTION SHIFT</p> <p>SBA: ORAL PRESENTATION PLAN AND GUIDELINES FOR PRESENTATION</p>	<p>Recognise errors in examinations Refine approach to revision and exam techniques</p> <p>Utilise skills of poetry, such as theme, tone, mood, form, rhythm, rhyme, figures of speech, and punctuation, to analyse given poems.</p> <p>Utilise the appropriate verb in relation to subject</p> <p>Exercise skills in the grammar and mechanics of the English Language to make appropriate shifts in sentences</p>	<p>Review of Paper 1 and 2 through whole group discussion</p> <p>Cooperative learning: Groups are given the same poem and each will analyse one aspect which will subsequently be shared with the class</p> <p>Use of T-Chart, Verbal Quiz Sessions e.g. Jeopardy, Textbooks</p> <p>Notetaking</p>	<p>Textbook: Unit 9 pg. 15 Landscape Painter: For Albert Huie</p> <p>Notes, Charts, Games, Worksheets</p> <p>Notes, Textbook exercises</p>	
3-4	<p>LETTER WRITING: THE FORMAL LETTER OF COMPLAINT, REQUEST, APOLOGY, THANKS, JOB APPLICATION, PERSONAL STATEMENTS</p>	<p>Utilise knowledge of the appropriate structure, content and expression to create well written formal letters.</p>	<p>Graphic Representation Modeling</p>	<p>Textbook, whiteboard, markers</p>	

	<p>FILLING OUT FORMS: JOB APPLICATION, PASSPORT, UNIVERSITY APPLICATIONS</p> <p>SBA: GUIDELINES FOR REFLECTION THREE, COLLECTION OF ORAL PRESENTATION PLANS AND PRESENTATIONS</p>	<p>Interpret requested information accurately Fill out forms using given instructions Create clear, well organized forms</p>	<p>ICT infusion Small group work</p>	<p>Tablets/Cell phones Google Forms Sample Forms</p>	<p>Coursework 1: Students work in groups to create a Google Form based on a job opening at their company. 10% Marks will be based on content (relevant information requested) Organisation (form is well structured) and Expression (Grammar and Mechanics)</p>
5-6	<p>SHORT STORY WRITING: USING FIGURES OF SPEECH AND OTHER DESCRIPTIVE TECHNIQUES TO ENHANCE THE STORY</p> <p>EQUIVALENT SENTENCES</p> <p>READING COMPREHENSION SKILL DEVELOPMENT: DENOTATIVE AND CONOTATIVE MEANING</p> <p>SBA: RETURN OF ORAL PRESENTATION AND PLAN DRAFTS (PRESENTATIONS AND REFLECTION 3 TO BE COMPLETED IN TERM 1 FORM 5)</p>	<p>Examine techniques used in CXC Best Short Stories Apply descriptive techniques in the creation of unique stories</p> <p>Utilise vocabulary skills to select sentences of similar meaning.</p> <p>Interpret given comprehension passages and expressions on multiple levels of meaning</p>	<p>Modeling Small Group Work Graphic Representation</p> <p>Quizzes</p> <p>DRTA, SQR3, KWL</p>	<p>CXC Best Short Stories</p> <p>Worksheet on equivalent sentences</p> <p>Textbook</p>	

7-8	<p>SUMMARY WRITING: CREATING A SUMMARY FROM A DIALOGUE</p> <p>SPELLING AND MECHANICS:LONG AND SHORT VOWEL SOUNDS, COMMONLY MISSPELLED WORDS, ELLIPSIS, PARENTHESIS SEMICOLONS AND COLONS</p>	<p>Apply the steps of summary writing to given dialogues.</p> <p>Review rules related to spelling and these forms of punctuation Apply these rules to given extracts/ passages.</p>	<p>Graphic Representation</p> <p>Note taking Quizzes</p>	<p>Textbooks</p> <p>Worksheets, Textbooks</p>	<p>Coursework 2: Multiple Choice 30 items, spelling and grammar 10%</p>
9	<p>ARGUMENTATIVE WRITING: USING THE COUNTER ARGUMENT, RHETORICAL QUESTIONS, REPITITION FOR EMPHASIS</p> <p>READING COMPREHENSION: IDENTIFYING AND INTERPRETING SARCASM AND IRONY</p>	<p>Apply these techniques of argument to essays</p> <p>Define the terms sarcasm and irony Identify and interpret the effectiveness of these devices in given extracts</p>	<p>Scaffolding Modeling</p> <p>Note taking Small Group Work</p>	<p>Textbooks</p> <p>Notes, Extracts from various literary works, textbooks</p>	