

CURRICULUM - ENGLISH

2020-2021

Grades 6-8 (Phase 3)

'Never stop learning because life never stops teaching'

Phase 3 English Curriculum encompasses literature, writing, grammar, reading, listening, speaking, critical thinking, evaluation and application that is integrated across the grades in the department in an effort to make students able to develop the four skills of English language. To look at it in a wider perspective, the curriculum will enhance the skills of every learner and help to analyze how an author organizes their text and the purpose of the chosen point of view, to compare and contrast the written and various versions of a text, and how different writers approach the same topic. In terms of writing, the students will continue to develop their skills in writing argumentative, informative, narrative, and research texts. They will be able to produce clear writing that has appropriate organization and style for the topic at hand. The students will learn to use technology to produce and publish their writing and to link and cite sources.



The students will also practice speaking in front of a group while using relevant descriptions, facts, and details to support an opinion. Throughout their writing and speaking students will continue to show their command of the English language, particularly in the uses of phrases and clauses and varied types of sentences. The objectives include to encourage a love of reading, to develop vocabulary, comprehension and analytical skills, and to expose students to a wide variety of topics that would help the learners to focus on exploring thematic connections among works selected from a range of reading levels.



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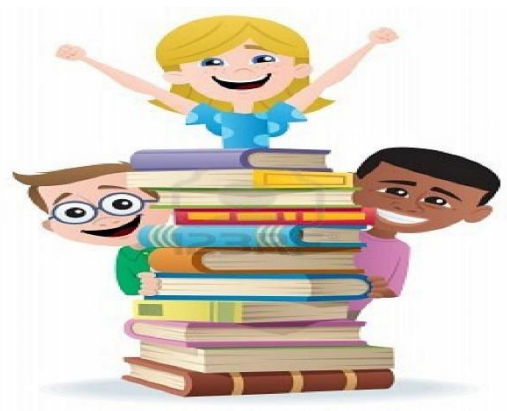
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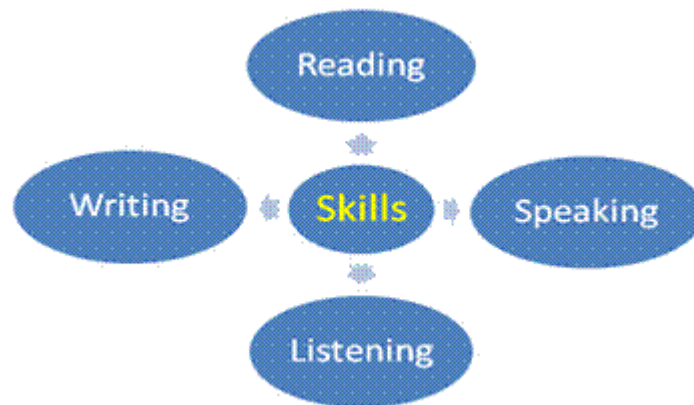
Introduction

English is a foreign language but universally accepted as it is the most popular and internationally used language both for written and oral communication.

We learn language to communicate. Language is used to express themselves, to interact with others, to gain information (academic and otherwise), and to learn about the world around them.

Language learning is most effective when it takes place through meaningful, interactive tasks. Language learners will thus learn most when they are engaged in meaningful, purposeful activities of social and cognitive nature in the context of the classroom (content-based instruction) and outside it (social settings).

Language skills are interdependent. Listening, speaking, reading, and writing skills are not thought of by language users as independent skills; they are rather perceived as interdependent where one skill often activates the other skills as well as the paralinguistic skills for the achievement of effective communication.



Mission

The Mission of OOS Sharjah is to prepare each student for a future of life-long learning. We believe that:

- All members of the learning community are valued and respected
- A work environment must encourage and support trust, mutual respect, open communications, and risk taking
- Processes which allow for continuous improvement and problem solving are essential.
- The education of all members of the learning community is a shared responsibility.



Vision

The Vision of the school is to be the first choice for education by:

- Producing individuals who have the skills, ability, and attitudes to succeed as productive citizens and develop a mindset of life-time learning
- Demonstrating high standards and expectations in education and co-curricular activities.
- Maximizing the utilization of school resources
- Fostering goals and values that will be embraced by those whom the school division touches
- Recognizing superior performance

Belief Statements

Great communities come from great schools; therefore, we believe.....

- All decisions are based on the best interest of our students.
- Meaningful learning occurs only in the presence of meaningful relationships.
- Measures of success are unique and individualized for each learner.
- Continuous growth and improvement is expected for everyone.
- Problem solving is an essential skill.
- An atmosphere of respect must exist.
- The education of our children is an investment of time, labour and resources in our future.

FEATURES OF THE CURRICULUM

The curriculum for English language attempts to develop the use of English for four major purposes: communication, writing, reading and listening. We believe that the most effective way to achieve these purposes is through the adoption of a thematic, integrated, content based approach to teaching and learning. The same concepts and skills will be taught at various levels across the grades.

Objectives

- 1 - Enabling students to communicate effectively in different situations and settings with native and non-native speakers alike using authentic, appropriate, and correct linguistic forms.
- 2 - Enabling students to communicate effectively in subject matter areas in general, and mathematics and sciences in particular
- 3 -Equipping students with the requisite linguistic skills for pursuing

university education in their fields of specialization

4 - Developing students' critical thinking skills (analytical, synthetic, critical)

5 - Developing intercultural understanding and appreciation

6 - Promoting students' positive attitudes toward the target language and culture

7 - Enhancing students' abilities to work with others

Listening Objectives

1. Comprehend explicit information in spoken discourse (actions, ideas, reactions,etc.)
2. Comprehend, interpret, appreciate and enjoy spoken discourse.

Oral Communication Objectives

1. Convey ideas and express feelings, interests and attitudes.
2. Exchange opinions and interpretations.
3. Demonstrate verbal participatory skills in oral discussions, presentations and social situations.

Reading objectives

1. Comprehend, interpret, appreciate and enjoy written discourse.
2. Expand linguistic analysis skills to get meaning.
3. Comprehend varied printed materials (prose and non-prose)

Written Communication Objectives

1. Participate in guided and free writing activities.
2. Develop competence in composing.

3. Produce creative and academic writing.
4. Review one and others' writing.

Thinking Skills Objectives

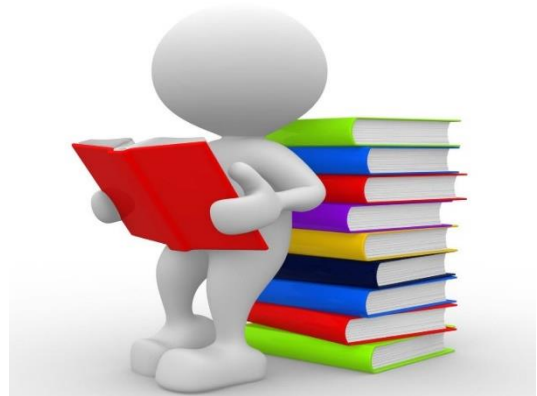
1. Develop logical thinking strategies.
2. Transfer knowledge and acquired skills from one situation to another.

Study Skills Objectives

1. Develop strategies to improve study and learning habits.
2. Develop test-taking skills.

Cultural Awareness Objectives

1. Demonstrate understanding of the target culture.
2. Develop appreciation of aspects of the target culture



Course Materials- Grade 7 and 8

The curricular package for Grades 7 & 8 consists of:

- Literature- IMAGES 8th Edition

Course Materials- Grade 6

The curricular package for 6 consists of:

- Literature- IMAGES 8th Edition

Syllabus

GRADE 6	NAME OF THE CHAPTER (SEMESTER 1)	NAME OF THE CHAPTER (SEMESTER 2)
ENGLISH TEXT BOOK: NEW IMAGES (ACTIVE TEACH):A COMPREHENSIVE COURSE IN ENGLISH PEARSON PUBLICATIONS COURSE BOOK 6	Bill and the boombox rocket Cross country(OTBA) Daffodils (Poem) The walrus and the carpenter (Poem) The Mind reader(OTBA)	The happy school Fifth form justice The laburnum(Poem) Laughing song(Poem) The price of freedom(OTBA) A genius without frontiers(OTBA)
GRAMMAR	Parts of speech(Recap) Tenses-Simple and Continuous(Recap) Kinds of sentences Three forms of verbs Tenses-Present perfect, Present Perfect Continuous Past perfect Punctuation-Semi colon Editing Compound - Subject and Predicate	Sentences and phrases (Recap) Tenses-Past perfect continuous Future continuous Subject verb agreement Transitive and Intransitive verbs (Simple present and past) Adverbs of place and Order of adjectives Comparison of Adjectives and Adverbs
WRITING	Paragraph writing- Descriptive (Recap), Narrative, Diary entry Formal letter	Dialogue writing Paragraph writing- Expository Informal letter (Recap) Story writing

Grade 7	I TERM	II TERM
ENGLISH TEXT BOOK: NEW IMAGES (ACTIVE TEACH):A	LITERATURE Dr. Dolittle Learns Animal Language The Brook	LITERATURE Helping Hand The Face On The Wall

<p>COMPREHENSIVE COURSE IN ENGLISH PEARSON PUBLICATIONS COURSE BOOK 7</p>	<p>The Boy With A Catapult Ingenious Scientist (OTBA) Mystical Japan(OTBA) On The Grasshopper and Cricket</p>	<p>Music And Immortality (OTBA) The Most Important Day Wandering Singers Tom Sawyer(Play)</p>
	<p>GRAMMAR Kinds Of Sentences Parts Of Speech Tenses Subject And Predicate Subject Verb Agreement Transitive and Intransitive Punctuation Active and Passive Voice</p>	<p>GRAMMAR Modals Direct and Indirect Speech (Statements)</p>
	<p>WRITING Paragraph Writing : Persuasive Writing Writing A Diary Dialogue Writing Letter Of Complaint Activity – JAM</p>	<p>WRITING Classified Advertisements Paragraph Writing : Narrative ,Descriptive ,Expository Persuasive Notice Writing Introduction to Article Writing Informal letter Story Writing Activity - Listening skill</p>

“The more you **read**
the more **things** you know.
The more that you **learn**
the more **places** you’ll go.”
-Dr. Seuss

Grade 8	I TERM	II TERM
ENGLISH TEXT BOOK: NEW IMAGES (ACTIVE TEACH):A COMPREHENSIVE COURSE IN ENGLISH PEARSON PUBLICATIONS COURSE BOOK 8	LITERATURE The Earthquake Ozymandias Nimai Forever My Financial Career(OTBA) The Way Through The Woods From Story Telling To Film Making	LITERATURE Television An Insult that Created an Empire The Chimney Sweeper Water Watch Good Bye Mr. Chips (OTBA) A Nation's Strength The Importance Of Being Earnest (Play)
GRAMMAR	Kinds Of Sentences Parts Of Speech Tenses Modals Active And Passive Subject Verb Agreement Direct- Indirect Speech (Statements)	Direct And Indirect (Interrogative & Imperative) Direct And Indirect (Exclamatory)
WRITING	Paragraph Writing Paragraph Writing- Different Kinds Story Writing Informal Letter Letter To The Editor Diary Entry Notice Writing Report Writing	Article Writing Poster making Dialogue Writing Activity- Listening Skills

With the syllabus incorporated the students are encouraged to be analytical readers, responding to what they read with journal entries or specific assignments. Literary analysis begins with learning and applying key literary elements such as characterization, point of view, theme, symbol, conflict, setting, and foreshadowing. The school year begins with a character sketch related to a required summer reading book, and culminates with a benchmark essay on a specific short story. Literature circles, discovery stations, and project-based learning are key components of the programme.

A varied collection of poetry is used to make thematic connections as well as to teach poetic devices such as alliteration, simile, metaphor, personification, point of view, rhythm, and rhyme.

Literature Reader

The lessons included in the reader enable the students to go beyond the goals of every day communication into areas such as study skills (by way of projects and dictionary work), life skills, literary appreciation and creativity.

The course leads the pupils on to effective communication, both spoken and written. It strengthens all the language skills of reading, writing, listening and speaking in an integrated manner.

Our text books IMAGES 8th edition, 6,7 and 8, contain lessons which develop the various skills in language by:

- Categorising
- Deconstructing
- Deducing
- Organising
- Speculating
- Intepreting
- Summarising
- Experimenting
- Analysing
- Researching
- Modifying
- Critiquing
- Justifying
- Brainstorming

Grammar and Writing Skills

Students learn the mechanics of formal, written English and refine their editing skills throughout the year. Work begins with expository paragraph writing and learning the objective tone. Students learn the stages of producing finished copy: prewriting, drafting, revising, conferencing, editing, and finally publishing their papers and projects.

Essential grammar and mechanics lessons include parts of speech, sentence fragments, common sentence errors, sentence combining, homophones, punctuation, and spelling. As part of learning writing structure, students examine a variety of genres such as memoirs, poetry, essays, research papers,

news articles, and letters. Students incorporate an inquiry-based method of research into a final demonstration of their work.

Throughout the year, students have opportunities to read aloud, discuss, and present their work in small groups and individually. Students complete a speech unit as part of the English curriculum, which introduces them to the basics of public speaking, including pitch/tone, gesture/poise, voice/volume and eye contact.

Expected outcome

Writing

- Paragraphs start with a topic sentence
- Supporting details are logically organized
- Paragraphs are logically organized
- Students follow a prescribed format for essays
- Essays “funnel” from general to specific to general

Content

- Topic sentences contain general ideas and support statements in essays
- Supporting details are specific and relevant to topic sentences
- Students begin to analyze and interpret their supporting details in an effort to explain and validate their arguments
- Ideas combine to create a convincing argument that is clear and sound throughout

Style/Voice

- Students use *Objective Tone*: no direct references to the 3 “R’s” -- reader (*you*, etc.); writer (*I*, etc.); or writing (*this quote*; *in this essay*; etc.)
- Students avoid unnecessary repetition of words or phrases, as with “chaining” (echoing previous sentences in subsequent sentences)

Mechanics

- Students keep verb tenses consistent
- Students transfer conventions of grammar from classroom instruction into their writing
- Wording is clear and easy to follow

Grammar

Making Sense with Sentences

- Recognizing run-ons and fragments
- Identifying simple sentences
- Identifying compound sentences (with coordinating conjunctions)
- Identifying simple subjects and predicates

Words in Sentences

Identifying nouns (proper and common)

- Identifying verbs and simple tenses (past, present, and future)
- Making subjects and verbs agree in simple situations
- Identifying present and past forms of the verb “to be”
- Recognizing and using adjectives
- Recognizing and using adverbs as modifiers of verbs
- Recognizing and using personal pronouns

Working with Sentences

- Avoiding repetitive sentence structures
- Using transitional words for fluency

Mechanics

- Capitalization
- Using end marks
- Using apostrophes for contractions and possessives
- Using commas for dates, addresses, series, direct address, quotations, and compound sentences
- Using quotation marks
- Recognizing basic spelling errors, including homophones

Assessments

PT 1 and PT 2 are assessments conducted to evaluate every learner’s understanding aptitude of use of language, structure and form contribute to writers’ presentation of ideas, themes and settings. This is done in the form of a pen and paper test which is usually out of 40.

First semester examination and annual examination which are out of 80 are conducted to analyse in detail the students’ comprehension level of usage of form and structure used by a writer to create meanings and effects, using relevant terminology.

Notebook evaluation Rubrics

CATEGORY	EXCELLENT (5)	VERY GOOD (4)	GOOD (3)	ACCEPTABLE (2)
Neatness and Organization	Handwriting is neat and legible. Notebook is organized.	Handwriting is mostly neat and legible. Notebook is not very much organized.	Handwriting is not very neat. Notebook organization is not easy to understand.	Handwriting is sloppy and hard to read. Notebook organization is difficult to follow.
Content Accuracy	All work is meticulously shown.	Most work is meticulously shown.	Some work is meticulously shown.	Not at all meticulous about the work given.
Completion	All of the assigned work is complete.	Most of the assigned work is complete	Some of the assigned work is complete.	The assigned tasks remain incomplete.
Time of submission	Submission of the notebook on time.	Submission of the notebook a day later.	Submission of the notebook after reminder.	Submission of the notebook after several reminders.

Subject Enrichment Activity

SEA , Subject Enrichment Activity is any subject specific activity aimed at enrichment of the understanding and skill development. JAM, OTBA, role play, reading or any digital activity is included for SEA. This is recorded internally by respective subject teachers.

English Classroom Activities – Grades 6 - 8

Many activities are conducted in the class to enhance the skills of Reading, Writing, Listening and Speaking of the students.

DEBATE

Debate is conducted in the class as a formal contest of argumentation between two teams or individuals. It opens the door for every student not only to involve in a mere verbal or performance skill, but also bring out the ideals of reasoned

argument, tolerance for divergent points of view and rigorous self-examination. Debate is, above all, a way for those who hold opposing views to discuss controversial issues without descending to insult, emotional appeals or personal bias.

OPEN DISCUSSION/ BRAIN STORMING SESSION

The classroom becomes the platform for an open discussion/ a brainstorming session which gives the students opportunities to voice out their opinions and thoughts. There are no formal rules for an open discussion but class decorum is maintained as the facilitator in the classroom allows only one child to speak at a time.

Effective brainstorming can be accomplished by following simple brainstorming dos and don'ts with your team. A brainstorming session is a tool for generating as many ideas or solutions as possible to a problem or issue. It is not a tool for determining the best solution to a problem or issue.

Before beginning any effective brainstorming session, ground rules are set by the facilitator. This does not mean that boundaries are set so tightly that no or be creativity is involved. It does mean that a code of conduct for person to person interactions has been set.

BOOK REVIEW

A **book review** is a form of literary criticism in which a book is analyzed based on content, style, and merit. This helps the students to voice their opinions and thoughts about the book. The book review is done as a group activity wherein the students in a group read a book and present the review using ICT in the classroom. This group activity involves team work and gives every student to showcase her skill both literary and ICT.

DECLAMATION- ONE MINUTE SPEECH (JAM)

This individual activity ensures precise enunciation of words and distinctiveness. The students gain confidence to face a public platform through this activity. This also brings out the latent rhetorical expertise of a child as the art of declaiming about a topic ensues a research of the topic.

READING

Wikipedia defines reading is a process of the brain where you look at symbols on a page, and your mind sees the patterns of characters and understands the meaning in them. The habit of reading inculcated in the students fosters in the student the ability to evaluate the content in a literary work. Reading also enriches the vocabulary and enhances the creativity in a child.

FLIP CLASS

Flip teaching or a **flipped classroom** is a form of blended learning in which students learn new content online by watching video lectures, with teachers offering more personalized guidance and interaction with students, instead of lecturing. This is also known as **backward classroom**. Here the students take the upper-hand and the teacher takes the role of an archetypal facilitator to ensure that the learners are gaining knowledge according to the curriculum requirements.

ROLE PLAY /SKIT

The students learn the art of acting through role play and skit. They learn to express themselves in a dramatic fashion. It unleashes their creative mind which becomes a channel for every student to involve in character allocation, script making and direction. The students learn the importance of plot, characterization, setting, dialogue, climax and ending of a story. Right from the beginning till the end of the activity, the teacher remains a facilitator which gives the student to display their ultimate creativity with language and enactment.

SELF STUDY

The students get a chance to evaluate the lesson on their own and research about the author. The learners become the facilitators in this mode of learning. The teaching process is made interesting by the students presenting the lesson using ICT and other teaching aids.



what
is...

TEAMWORK?

— THE 3 Cs —

- 1 Communication
- 2 cooperation
- 3 courage



share
BRIGHT
Ideas!

— PHRASES —

I think
that

My idea

What
if we

A good
Plan
Cassie Dahl

I like
that
you

Could
we try

TEACHING & TECHNOLOGY



“The only way to discover the limits of the possible is to go beyond them into the impossible.” -Arthur C. Clarke

The Going Gets Tough: Every learner will be given opportunity to enhance her Vocabulary, Spellings and Writing, which will help her to explore her skill in creativity. Five words from the Literature lesson along with five other words will be given to the students. The students will find all the synonym for the words given. Once familiar, the students will either write a poem of 16 lines, or a one page paragraph writing or a short story using these words and underlining them to show the words used in their writing.

Objective: The students will be able to use the newly- learnt words in structured sentences.

Digital Kaleidoscope:The students can create their own story by using figurative language which will help unleash the creativity in every learner. This strengthens the students’ skill in sketching through Story board and enhance digital learning through the designing of Scratch.

Objective: Builds confidence in every learner when the images in her mind is put into drawing and digital images. Logically organize and analyze data by creating blocks of code to create characters and design settings.

Phrasal Verbs Boggle: This provides insightful and persuasive phrasal verbs one can use everyday which will enable the learners to enhance their word power.The students are encouraged to bring at least one phrasal verb with its meaning and usage in a sentence, every week. They write on the board taking turns.

Objective: This will help the learners to enhance their word power which will increase their level of confidence while speaking and writing.

Thematic Tableau: The student will be able to express the character's thought, emotion, or action with clarity.The students will depict a scene according to the theme given.

Objective: Enables facial expressions and stills to communicate stories and events. This will also build up collaborative learning.

Digital Scrapbooking: Inspires creativity, enhances storytelling skills, improves writing, and teaches students how to write using digital media.

Objective: Students use the web tools to demonstrate their understanding of different writing styles: Narrative, Persuasive, Descriptive and Expository. The learners are also to identify the features of different text and their purpose.

No RedInk: It is an online web-based language-learning platform that brings grammar instruction and practice to life by blending the rules of language with student interests and a modern interface. This also helps develop writing skills.

Objective: Helps to conduct the diagnostic test for the students and know the strengths and weakness of the class. It also aids in improving grammar and writing technique of the learner.

Skillora (Skills in Plethora): The students are asked to design a newsletter with headlines, articles, pictorial representations, videos and present the same. Each group is given two minutes to present their work. The students will use different web tools to showcase their creativity.

Creative Vibes: The students are asked to design a product, give a name and present an advert for the same. Each student is given two minutes to present her work. The students will any medium to showcase their creativity. The students are also asked to create a presentation using any medium on the topic - You are entering the year – 2050. How will you travel the world and what will be the things you see around? - to showcase their social and communication skills.

Conclusion

The Middle School English curriculum immerses students in a rich and rewarding celebration of the English language, designed to spark students' interest in reading, writing, listening, and speaking, and to create a strong literary community. Students make connections, take ownership in individual and team projects, and become actively engaged in their own learning. Higher order thinking skills are stimulated as students learn to analyze literature and discuss their findings. Interdisciplinary connections are made with other subject areas, bringing their world and their lives into play with their study of literature.

