



**CURRICULUM  
MIDDLE SCHOOL**



**Grades 6-8 (Phase 3)**  
**CURRICULUM – ENGLISH**

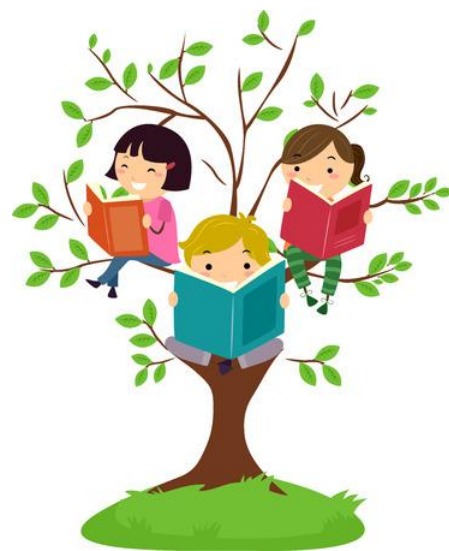
*"Education is the most powerful weapon which you can use to change the world." - Nelson Mandela*



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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## **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

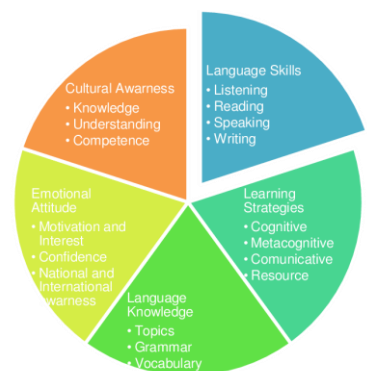
The curriculum for English language attempts to develop the use of English for four major purposes: communication, writing, reading and listening. We believe that the most effective way to achieve these purposes is through the adoption of a thematic, integrated, content based approach to teaching and 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- Grades 7 and 8

The curricular package for Grades 7 & 8 consists of:

- Literature- COLLINS-ENGLISH EXPERT COURSEBOOK 7
- Literature- COLLINS-ENGLISH EXPERT COURSEBOOK 8

### Course Materials- Grade 6

The curricular package for 6 consists of:

- Literature- COLLINS-ENGLISH EXPERT COURSEBOOK 6

### Syllabus

GRADE 6	NAME OF THE CHAPTERS (SEMESTER 1)	NAME OF THE CHAPTERS (SEMESTER 2)
<b>ENGLISH TEXT BOOK:</b> COLLINS-ENGLISH EXPERT COURSEBOOK 6	<ul style="list-style-type: none"><li>• How I Taught My Grandmother to Read</li><li>• Lord of Tartary (Poem)</li><li>• The Special Prize</li><li>• Progress Man (Poem)</li><li>• Self-Study</li><li>• The Incident of the Tooth (OTBA)</li></ul>	<ul style="list-style-type: none"><li>• An Unexpected Guest</li><li>• A Psalm of Life (Poem)</li><li>• The Theft of the Ruby</li><li>• An Old Friend (OTBA)</li></ul>

	Listening Comprehension.1	Listening Comprehension.2
<b>GRAMMAR</b>	Parts of Speech (Recap) Tenses-Simple and Continuous (Recap) Adverbs of Manner and Time (Recap) Kinds of Sentences (Recap) Transformation of Sentence Three Forms of Verbs (Recap) Tenses-Present perfect, Continuous Tenses-Past Perfect Continuous (Present Perfect and Past perfect) Punctuation-Semi colon	Sentences and phrases (Recap) Tenses-Past Perfect Continuous Future Continuous Subject-Verb Agreement 6 basic rules Transitive and Intransitive Verbs (Simple present and past)
<b>WRITING</b>	Dialogue writing (Recap) Descriptive (Recap) Diary entry (Recap) Story Writing	Paragraph Writing- Narrative (Recap) Expository Informal letter (Recap) Formal Letter

<b>Grade 7</b>	<b>I TERM</b>	<b>II TERM</b>
<b>ENGLISH</b> <b>TEXT BOOK:</b> COLLINS-ENGLISH EXPERT COURSE BOOK 7	LITERATURE <ul style="list-style-type: none"> <li>• The Devoted Friend</li> <li>• The Dentist and the Crocodile (Poem)</li> <li>• The Cabin of Mystery</li> <li>• The Power of Music (Poem)</li> <li>• Teachers (Poem)</li> <li>• Heirloom Seeds (OTBA)</li> </ul> Listening Comprehension.1	LITERATURE <ul style="list-style-type: none"> <li>• Little Women</li> <li>• Hero</li> <li>• Wandering Singers (Poem)</li> <li>• The Young Farmer (Poem)</li> <li>• The Daffodil Case</li> <li>• Famine Tales (OTBA)</li> </ul> Listening Comprehension.2
	GRAMMAR	GRAMMAR

	Kinds Of Sentences Parts Of Speech Tenses Subject And Predicate Subject Verb Agreement Transitive and Intransitive Punctuation Active and Passive Voice	Modals Direct and Indirect Speech (Statements)
	<b>WRITING</b>  Paragraph Writing : Persuasive Writing Writing A Diary Dialogue Writing Notice Writing Letter Of Complaint	<b>WRITING</b>  Classified Advertisements Paragraph Writing - Narrative ,Descriptive Expository and Persuasive Introduction to Article Writing Informal letter Story Writing

<b>Grade 8</b>	<b>I TERM</b>	<b>II TERM</b>
<b>ENGLISH</b> <b>TEXT BOOK:</b> COLLINS-ENGLISH EXPERT COURSE BOOK 8	<b>LITERATURE</b> <ul style="list-style-type: none"> <li>• The Letter A (Prose)</li> <li>• Macavity: The Mystery Cat (Poem)</li> <li>• The Kitemaker (Prose)</li> <li>• Frosty, The Snowman (Poem)</li> <li>• Entertainment (Poem)</li> <li>• New Beginnings (OTBA)</li> <li>• Trailblazers of Cricket (Research)</li> </ul> Listening Comprehension.1	<b>LITERATURE</b> <ul style="list-style-type: none"> <li>• A Matter of Time (Prose)</li> <li>• Value (Poem)</li> <li>• Friends, Romans and Countrymen (Poem)</li> <li>• The Canterville Ghost (Drama)</li> <li>• The Stamp Album</li> <li>• Portrait of an Artist (OTBA)</li> </ul> Listening Comprehension.2

GRAMMAR	Kinds Of Sentences Parts Of Speech Tenses Modals Active And Passive Subject Verb Agreement Direct- Indirect Speech (Statements) Editing	Direct And Indirect (Interrogative & Imperative) Direct And Indirect (Exclamatory)
WRITING	Paragraph Writing Paragraph Writing- Different Kinds Informal Letter Letter To The Editor Diary Entry Notice Writing Poster making	Article Writing Dialogue Writing Report Writing Story Writing

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 COLLINS-ENGLISH EXPERT COURSE BOOK 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

<b>CATEGORY</b>	<b>EXCELLENT (5)</b>	<b>VERY GOOD (4)</b>	<b>GOOD (3)</b>	<b>ACCEPTABLE (2)</b>
<b>Neatness and Organization</b>	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.
<b>Content Accuracy</b>	All work is meticulously shown.	Most work is meticulously shown.	Some work is meticulously shown.	Not at all meticulous about the work given.
<b>Completion</b>	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.
<b>Time of submission</b>	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.

### **Achieve 3000**

The Achieve 3000 online reading program utilizes lexile levels to scientifically match students with passages tailored to their reading proficiency. Students are assigned three to five passages weekly and must respond to comprehension questions thereafter. High achievers are rewarded with appreciation badges to encourage motivation, and a noticeable improvement in Lexile growth becomes apparent over time.

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  
TEACHING & TECHNOLOGY

I like  
that  
you

Could  
we try

## **Innovate with Words: Unleash Your Creativity!**

### **Puppetry Potpourri**

A Tapestry of English Creativity under the theme "Bonding Beyond Borders: A Community Connection" with a focus on "Family Fountains: Embracing a Family-First Initiative." This initiative aims to arouse curiosity and interest in literature, language, and the performing arts among middle school students, fostering dynamic engagement with English literature. Through puppetry, participants will refine their storytelling abilities, exploring narrative development, character creation, and plot construction in a creative and interactive manner. Parental engagement will be encouraged, inviting parents to participate in workshops and performances, strengthening bonds and fostering a love for storytelling within the community. By providing a platform for students and their parents to connect through puppetry, we aim to inspire a deeper appreciation for literature and cultivate a supportive environment for creative expression.

### **PodVerse**

***‘ Where every conversation sparks new insights.’***

Uniting podcasters to create unique content and foster community within Our Own English High School for Girls, Sharjah. This initiative promotes creativity, inclusivity, and amplifies diverse voices, with podcasts uploaded to the Classroom Phoenix group for download.

### **The Million Word Challenge: Fueling the love for reading**

Pupils peruse literature and input pertinent particulars like title, author, and word count. The Million Word Challenge App tallies the sum of words consumed, highlighting each student's progress as they reach pre-set milestones (250,000, 500,000, 750,000, 1,000,000). Upon achieving each threshold, participants receive a commendation certificate. At the start of each term, parents will receive an official email detailing The Million Word Reading Challenge. As a means of recognition, the names of successful students reaching each milestone will appear in the monthly edition of the Magazine. Let's applaud these avid readers!

### **QUICK WRITES: Empowering young minds, one prompt at a time**

Students receive a weekly writing prompt for the Noredink app/notebook, sharpening their writing abilities in diverse styles. This exercise improves their performance in extended writing tasks. Noteworthy submissions are displayed on classroom bulletin boards, and teachers offer feedback regularly. Effective writing instruction engages students through modeling, scaffolding, practice, and feedback. Participants encounter various genres, including Argumentative, Persuasive, Informative, Narrative, and Expository.

**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.

**Writer's Hub :** Every class will have a space on the bulletin board as 'Writer's Hub' where students express their creative writing skills.

Objective : It gives students the opportunity to explore different worlds and ideas without fear of being judged. The creative process teaches children how they can express themselves creatively through words.

**Phrasal Verbs Boggle:** Phrasal verbs are combinations of verbs and prepositions or adverbs that have unique meanings different from the individual words. By actively engaging in activities like Phrasal Verbs Boggle, students expand their vocabulary and become more proficient in using these expressions accurately. Actively participating in Phrasal Verbs Boggle boosts students' confidence in using phrasal verbs in their spoken and written communication, ultimately improving their overall language proficiency.

**Poetry writing – Limericks & Haikus:** Every poetry lesson from the curriculum, students will encounter a challenge: to craft either a limerick or a haiku aligned with the poem's theme. This endeavor aims to cultivate each student's poetic prowess and proficiency in rhyme while also developing an understanding of the diverse figures of speech and their significance.

**Intriguing Idioms :** Idioms are expressions that have a figurative meaning different from their literal interpretation. Learning idioms allows students to expand their vocabulary and express themselves more creatively. By incorporating idioms into their language repertoire, students develop fluency and authenticity in their communication. Idioms also improve comprehension skills, as they are commonly used in everyday conversations, literature, and media.

**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.

## **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.