



HAVILAH LEARNING HUB

ENGLISH CURRICULUM

Pre-K (Literacy)

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| Phonetics and Word Recognition | <ul style="list-style-type: none">● Introduction to letters and sounds (recognizing and producing the sounds of letters).● Understanding basic rhythm in language through nursery rhymes. | <ul style="list-style-type: none">● Listening to and repeating basic sounds.● Clapping along to the rhythm of nursery rhymes.● Playing with stress in words during read-alouds (e.g., "HEL-lo" vs. "hel-LO"). | <ul style="list-style-type: none">● "Chicka Chicka Boom Boom" by Bill Martin Jr. and John Archambault● "A is for Africa" by Louisa Olafuyi & Oladele Olafuyi. |
| Lexis and Semantics | <ul style="list-style-type: none">● Developing vocabulary through naming objects, animals, and everyday items.● Associating words with pictures and understanding basic meanings. | <ul style="list-style-type: none">● Matching objects using picture cards - Basic sentence construction with "I am..." or "It is..." | <ul style="list-style-type: none">● "The Magic Fish" by Vera Ogulu (Nigerian nursery rhyme).● Flash cards of animals, objects, etc. |



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| Grammar | <ul style="list-style-type: none"> • Playing with simple word order through sentence games | <ul style="list-style-type: none"> • Basic sentence construction with "I am..." or "It is..." | |
| Writing | <ul style="list-style-type: none"> • Developing fine motor skills through drawing, tracing, and scribbling - Writing their name and some letters | <ul style="list-style-type: none"> • Tracing letters from the alphabet | |
| Speaking and Listening | <ul style="list-style-type: none"> • Listening to stories and nursery rhymes. • Engaging in simple conversations, retelling events in their own words | | <ul style="list-style-type: none"> • "Brown Bear, Brown Bear, What Do You See?" by Bill Martin Jr. • "Mo Is a Mo" by Ayo Olayinka. |
| Comprehension | <ul style="list-style-type: none"> • Understanding and responding to simple stories - Identifying characters and key events | | <ul style="list-style-type: none"> • "The Very Hungry Caterpillar" by Eric Carle. • "Sisi Eko" (Nigerian folktale) |



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Kindergarten (Literacy)

| Area of Study | Topics | Sample Activities | Sample Texts |
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| Phonetics and Word Recognition | <ul style="list-style-type: none"> • Awareness of initial, middle, and final sounds in words. • Blending and segmenting phonemes (e.g., “cat” = c-a-t). • Stress and intonation in simple sentences | <ul style="list-style-type: none"> • Phonetics games (sound-letter correspondence) Blending activities (e.g., “cat” = c-a-t). • Sentence stress games: emphasizing different words to change meaning | <p>"Green Eggs and Ham" by Dr. Seuss</p> <p>"Tortoise and the Birds" (Nigerian folktale)</p> |
| Lexis and Semantics | <ul style="list-style-type: none"> • Building vocabulary with words related to everyday life. • Understanding synonyms and antonyms in a simple context | <ul style="list-style-type: none"> • Word matching games (synonyms and antonyms). • Vocabulary games: labeling household items. • Picture-word matching exercises | <p>"Brown Bear, Brown Bear, What Do You See?" by Bill Martin Jr.</p> <p>"Tales by Moonlight" (Nigerian folktales)</p> |
| Writing | <ul style="list-style-type: none"> • Forming letters and simple words. • Writing short sentences | <ul style="list-style-type: none"> • Writing practice using sight words. • Writing letters in sand or clay. • Guided sentence formation (e.g., “I see a cat”) | <p>“Shaka Zulu Learns to Dance” by Louisa Olafuyi & Tiolu Yoloye (Kunda Kids).</p> |
| Grammar | <ul style="list-style-type: none"> • Introduction to articles (a, an, the) | <ul style="list-style-type: none"> • Sentence-building exercises using word cards | <ul style="list-style-type: none"> • "Where the Wild Things Are" by Maurice Sendak |



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| | Introduction to conjunctions (and, but) | Grouping similar sentences for conjunctions practice Fill-in-the-gap games | "We're Going on a Bear Hunt" by Michael Rosen |
| Speaking, Listening, and Pragmatics | <ul style="list-style-type: none"> Group discussions and retelling stories Asking and answering questions Using polite speech (please, thank you) Turn-taking in conversations | <ul style="list-style-type: none"> Role-playing polite requests and greetings Story retelling with picture cues Practicing turn-taking through group games | <ul style="list-style-type: none"> "Where the Wild Things Are" by Maurice Sendak "Lulu Learns" by Ronke Giwa-Onafuwa & Tobani Onafuwa. |
| Comprehension | <ul style="list-style-type: none"> Discussing main ideas and characters in stories Predicting story outcomes | <ul style="list-style-type: none"> Predicting the next part of a story Group discussions about favorite characters Identifying main ideas through guided questioning | <ul style="list-style-type: none"> "Goodnight Moon" by Margaret Wise Brown "Tales by Moonlight" (Collection of Nigerian folktales) |



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Grade 1

| Area of Study | Topics | Sample Activities | Sample Texts |
|-----------------------------------|---|---|---|
| Phonetics and Word Reading | Mastering consonant digraphs (e.g., "sh," "ch") and vowel digraphs | Sound blending and word formation games | "The Cat in the Hat" by Dr. Seuss |
| | Recognizing the difference between stressed and unstressed syllables in words | Reading aloud to practice stress and intonation | "The Gruffalo" by Julia Donaldson |
| | Understanding basic stress patterns in simple words (e.g., "I am here." vs. "I am here.") | | "The Very Hungry Caterpillar" by Eric Carle |
| | Reading CVC words | | "Brown Bear, Brown Bear, What Do You See?" by Bill Martin Jr. |
| Lexis and Semantics | Expanding vocabulary with adjectives and verbs | Using homophones in short sentences to explore different meanings | "Green Eggs and Ham" by Dr. Seuss |
| | Introduction to homophones (e.g., "to," "two," and "too"). | Vocabulary sorting games | "The Tale of Peter Rabbit" by Beatrix Potter |
| Grammar and Writing | Building simple sentences with correct spacing, capitalization, and punctuation | Sentence formation exercises | "The Giving Tree" by Shel Silverstein |
| | Introduction to conjunctions (and, because) and their use in connecting ideas | Writing and editing simple sentences, focusing on punctuation | "The Little Red Hen" by Paul Galdone |
| | Writing simple sentences with proper punctuation | Rearranging words to form different sentence structures | "The Three Little Pigs" by James Orchard Halliwell-Phillipps |
| | Writing short narratives and descriptions | | "The Tiny Seed" by Eric Carle |



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| Speaking, Listening, and Pragmatics | Participating in discussions, retelling stories | Role-playing indirect speech (e.g., "Could you help me?") | "The Magic Finger" by Roald Dahl |
| | Expressing ideas and opinions | | "The Day the Crayons Quit" by Drew Daywalt |
| | Understanding how context shapes communication (e.g., tone, politeness) | | "The Rainbow Fish" by Marcus Pfister |
| | Recognizing indirect speech (e.g., requests or suggestions) | | "The Little Engine That Could" by Watty Piper |
| Grammar | Building simple sentences with correct spacing, capitalization, and punctuation | Writing and editing simple sentences | "The Very Busy Spider" by Eric Carle |
| | Introduction to conjunctions (and, because) and their use in connecting ideas | | "The Mitten" by Jan Brett |
| Comprehension | Identifying key events and characters in stories | Discussing key events and characters in stories | "The Little Red Hen" by Paul Galdone |
| | Inferring meaning from text and pictures | Drawing pictures to illustrate understanding of the story | "The Gingerbread Man" by Jim Aylesworth |



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Grade 2

| Area of Study | Topics | Sample Activities | Sample Texts |
|-----------------------------------|---|--|--|
| Phonetics and Word Reading | Reading longer words, focusing on suffixes and prefixes | Rhyming and sound matching games | "Charlotte's Web" by E.B. White |
| | Understanding sentence stress in simple declarative and interrogative sentences (e.g., "Can you help?" vs. "Can you help?") | Practice stress patterns in different types of sentences | "The BFG" by Roald Dahl |
| | Fluency and accuracy in reading | Reading aloud with expression | "The Magic School Bus" series by Joanna Cole |
| Lexis and Semantics | Exploring homophones and polysemy (words with multiple meanings) | Collocation games to match verbs with appropriate nouns | "The Magic Tree House" series by Mary Pope Osborne |
| | Introduction to collocations (e.g., "make a decision" vs. "take a decision") | Vocabulary building activities | "The Diary of a Wimpy Kid" by Jeff Kinney |
| Writing | Writing narratives and descriptions with complex sentences | Composing short stories | "The Tale of Despereaux" by Kate DiCamillo |
| | Introduction to commas in lists and apostrophes for possession | Writing descriptive sentences using commas for lists | "The Lion, the Witch and the Wardrobe" by C.S. Lewis |
| | Exploring passive vs. active voice in simple contexts | Transforming active sentences into passive sentences | "The Secret Garden" by Frances Hodgson Burnett |
| Speaking and Listening | Structured discussions, role-plays, clarifying understanding | Role-playing scenarios to practice communication skills | "The Magic Finger" by Roald Dahl |
| | Expressing opinions and asking questions | Group discussions on various topics | "The Adventures of Huckleberry Finn" by Mark Twain |



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| Grammar | Writing short narratives using a variety of sentence structures | Creating and editing short paragraphs | "The Wind in the Willows" by Kenneth Grahame |
| | Introduction to the use of commas in lists | Sentence construction exercises | "The Jungle Book" by Rudyard Kipling |
| Comprehension | Understanding main ideas, making inferences, identifying themes | Discussing main ideas and themes in stories | "The Little Prince" by Antoine de Saint-Exupéry |
| | Identifying themes in both fiction and non-fiction texts | Drawing pictures to illustrate understanding of the story | "The Velveteen Rabbit" by Margery Williams |



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Grade 3

| Area of Study | Topics | Sample Activities | Sample Texts |
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| Phonetics, Phonology, and Prosodics | Developing an understanding of intonation and its role in conveying meaning | Reading aloud with attention to intonation and stress patterns | "The BFG" by Roald Dahl |
| | Differentiating between stressed and unstressed syllables in multisyllabic words | Practicing stress patterns in multisyllabic words | "The Magic Tree House" series by Mary Pope Osborne |
| Reading | Reading fluently with a wider vocabulary | Vocabulary building exercises | "The Chronicles of Narnia" by C.S. Lewis |
| | Summarizing and making predictions | Summarizing chapters and predicting outcomes | "Charlotte's Web" by E.B. White |
| Grammar | Writing longer narratives using paragraphs | Writing stories with clear paragraph structures | "The Tale of Despereaux" by Kate DiCamillo |
| | Introduction to dialogue punctuation | Writing stories with dialogue, focusing on correct punctuation | "The Secret Garden" by Frances Hodgson Burnett |
| Speaking, Listening, and Pragmatics | Developing presentation skills, participating in discussions | Preparing and delivering short presentations | "The Magic Finger" by Roald Dahl |
| | Understanding indirect speech acts and their use in communication (e.g., making polite requests) | Role-playing scenarios to practice polite requests | "The Adventures of Huckleberry Finn" by Mark Twain |
| | Exploring how context influences language use (e.g., formal vs. informal settings) | Comparing language use in formal vs. informal situations | "The Wind in the Willows" by Kenneth Grahame |
| Comprehension | Identifying themes and characters, analyzing language in stories | Discussing themes and characters in stories | "The Little Prince" by Antoine de Saint-Exupéry |
| | Summarizing and making predictions about texts | Summarizing chapters and predicting outcomes | "The Velveteen Rabbit" by Margery Williams |



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Grade 4

| Area of Study | Topics | Sample Activities | Sample Texts |
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| Phonetics, Phonology, and Prosodics | Introduction to prosody, focusing on how intonation and stress influence meaning | Reading poems aloud, focusing on rhythm and intonation | "Where the Sidewalk Ends" by Shel Silverstein |
| | Understanding the rhythmic patterns in poetry and prose | Analyzing rhythmic patterns in poetry and prose | "The Owl and the Pussycat" by Edward Lear |
| | Writing sentences with different intonation patterns | Writing sentences with varying intonation patterns | "The Jabberwocky" by Lewis Carroll |
| Lexis and Semantics | Deepening understanding of figurative language and idioms | Analyzing how figurative language enhances meaning in texts | "The Phantom Tollbooth" by Norton Juster |
| | | Writing short stories using idioms and figurative language | "The Lion, the Witch and the Wardrobe" by C.S. Lewis |
| Reading | Comprehension of more complex texts, character development | Summarizing complex texts and discussing character development | "The Borrowers" by Mary Norton |
| | | Analyzing character traits and motivations | "The Indian in the Cupboard" by Lynne Reid Banks |
| Writing and Grammar | Writing for various purposes (narratives, reports, letters), refining sentence structures | Writing narratives, reports, and letters with refined sentence structures | "The Secret Garden" by Frances Hodgson Burnett |
| | Introduction to phrases and clauses, understanding their roles in sentences | Identifying and using phrases and clauses in sentences | "The Wind in the Willows" by Kenneth Grahame |
| | Using complex sentences to create flow and cohesion in writing | Combining simple sentences into complex ones using conjunctions | "The Tale of Despereaux" by Kate DiCamillo |
| | | Writing paragraphs with varied sentence structures | "The Magic Tree House" series by Mary Pope Osborne |
| Speaking, Listening, and Pragmatics | Preparing presentations, engaging in debates | Preparing and delivering presentations | "The BFG" by Roald Dahl |



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| | Understanding how language choices affect interpretation | Engaging in debates and analyzing language choices | "The Chronicles of Narnia" by C.S. Lewis |
| | Exploring politeness strategies in different cultural contexts | Comparing language use in formal and informal settings | "The Adventures of Huckleberry Finn" by Mark Twain |
| Comprehension | Making inferences, understanding language use, identifying themes | Making inferences and identifying themes in texts | "The Little Prince" by Antoine de Saint-Exupéry |
| | Comparing different types of texts (fiction, non-fiction, poetry) | Comparing and contrasting different types of texts | "The Velveteen Rabbit" by Margery Williams |



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Grade 5

| Area of Study | Topics | Sample Activities | Sample Texts |
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| Phonetics, Phonology, and Prosodics | Exploring advanced phonological features, such as pitch and tone. | Analyzing how stress patterns alter sentence meanings through interactive exercises | "Charlotte's Web" by E.B. White "Why Mosquitoes Buzz in People's Ears" by Verna Aardema |
| | Understanding sentence stress to convey meaning. | Practicing reading aloud with varied intonations. | |
| | Identifying and using intonation patterns in different sentence types | Recording and listening to students' readings to identify prosodic features | |
| Reading | Analyzing complex texts, understanding themes, and the author's intent | Group discussions on themes and character motivations | "Harry Potter and the Philosopher's Stone" by J.K. Rowling |
| | Introduction to classic and contemporary literature | Annotating texts to identify author's purpose and literary devices | "Anansi the Spider: A Tale from the Ashanti" by Gerald McDermott |
| | Developing critical thinking through text analysis | Comparative analysis of different genres | |
| Grammar and Writing | Writing structured texts with varied sentence structures, including complex and compound sentences | Transforming active sentences into passive voice through writing exercises | "The Chronicles of Narnia: The Lion, the Witch and the Wardrobe" by C.S. Lewis |
| | Experimenting with different genres (narrative, persuasive, descriptive) | Composing narrative essays focusing on sentence variety | "Chinua Achebe's The Petals of Bausha" by Chinua Achebe |



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| | Introduction to passive voice and its uses in writing | Genrespecific writing assignments (e.g., writing a short story, a persuasive letter) | |
| Speaking, Listening, and Pragmatics | Engaging in structured debates and improving presentation skills | Organizing classroom debates on selected topics with structured guidelines | "The Secret Garden" by Frances Hodgson Burnett |
| | Enhancing active listening and effective response techniques | Presentation projects where students research and present on a chosen topic | "Sundiata: An Epic of Old Mali" adapted by D.T. Niane |
| | Understanding and using appropriate language in various contexts | Roleplaying scenarios to practice pragmatic language use (e.g., formal vs. informal settings) | |
| Comprehension | Summarizing texts, making inferences, and understanding deeper meanings | Creating summary charts and graphic organizers to distill main ideas and supporting details | "Matilda" by Roald Dahl |
| | Identifying themes in both fiction and nonfiction texts | Inferencebased questions and activities to encourage deeper understanding | "The Girl Who Harnessed the Wind" by William Kamkwamba and Bryan Mealer |
| | Critical analysis of characters, settings, and plot developments | Thematic essays where students explore and discuss underlying messages in texts | |



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Grade 6

| Area of Study | Topics | Sample Activities | Sample Texts |
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| Phonetics, Phonology, and Prosodics | <ul style="list-style-type: none"> Advanced phonological features, including diphthongs and triphthongs Mastery of sentence stress and intonation to convey nuanced meanings Recognition and production of varied prosodic patterns | <ul style="list-style-type: none"> Analyzing and practicing diphthongs and triphthongs through phoneme segmentation and blending exercises Intonation drills using complex sentences to express different emotions and intents Recording and peer-reviewing reading sessions to identify and improve prosodic features | <ul style="list-style-type: none"> "Percy Jackson & the Olympians: The Lightning Thief" by Rick Riordan "Sundiata: An Epic of Old Mali" adapted by D.T. Niane |
| Reading | <ul style="list-style-type: none"> Analyzing complex narratives and expository texts Understanding and interpreting themes, motifs, and author's purpose Developing critical reading strategies and inferential skills | <ul style="list-style-type: none"> Group discussions and Socratic seminars on themes and character development Annotating texts to identify literary devices and author's intent Comparative analysis of different genres and cultural perspectives | <ul style="list-style-type: none"> "Harry Potter and the Chamber of Secrets" by J.K. Rowling "The Boy Who Harnessed the Wind" by William Kamkwamba and Bryan Mealer |
| Lexis and Semantics | <ul style="list-style-type: none"> Expanding vocabulary with advanced adjectives, adverbs, and technical | <ul style="list-style-type: none"> Vocabulary journals and word maps to explore new words and their usages | <ul style="list-style-type: none"> "Wonder" by R.J. Palacio "Anansi the Spider: A Tale from the Ashanti" by Gerald McDermott |



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| | <p>terms</p> <ul style="list-style-type: none"> • Exploring idioms, phrasal verbs, and figurative language • Understanding and using synonyms, antonyms, and homonyms in context | <ul style="list-style-type: none"> • Idiom and figurative language identification through reading passages • Synonym and antonym matching games and contextual sentence creation | |
| Grammar | <ul style="list-style-type: none"> • Complex sentence structures, including compound-complex sentences • Advanced punctuation (colons, semicolons, quotation marks) • Active and passive voice, direct and indirect speech | <ul style="list-style-type: none"> • Sentence diagramming to understand and create complex structures • Punctuation workshops with editing exercises • Writing assignments that require the use of active/passive voice and direct/indirect speech | <ul style="list-style-type: none"> • "Charlotte's Web" by E.B. White • "Things Fall Apart" (Adapted for Children) by Chinua Achebe |
| Writing | <ul style="list-style-type: none"> • Composing structured essays, narratives, and reports • Developing thesis statements and supporting arguments • Incorporating descriptive language and varied sentence structures | <ul style="list-style-type: none"> • Essay writing with peer reviews and teacher feedback sessions • Narrative storytelling projects with emphasis on plot development and character arcs • Research projects that require report writing and citation of sources | <ul style="list-style-type: none"> • "The Chronicles of Narnia: The Voyage of the Dawn Treader" by C.S. Lewis • "My Name is Africa" by Bill Harley |



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| Speaking, Listening, and Pragmatics | <ul style="list-style-type: none"> • Delivering structured presentations and speeches • Engaging in formal debates and discussions • Enhancing active listening and effective response techniques | <ul style="list-style-type: none"> • Presentation projects on researched topics with Q&A sessions • Classroom debates on current events or literary themes • Listening comprehension activities followed by summarization tasks | <ul style="list-style-type: none"> • "The Secret Garden" by Frances Hodgson Burnett • "Nelson Mandela: Long Walk to Freedom" (Adapted for Children) by Chris van Wyk |
| Comprehension | <ul style="list-style-type: none"> • Summarizing and paraphrasing complex texts • Making inferences and drawing conclusions • Analyzing characters, settings, and plot developments | <ul style="list-style-type: none"> • Creating detailed summary charts and graphic organizers for assigned readings • Inference-based questioning and discussion groups • Character analysis essays and thematic exploration projects | <ul style="list-style-type: none"> • "Matilda" by Roald Dahl • "The Girl Who Harnessed the Wind" by William Kamkwamba and Bryan Mealer |



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Grade 7

| Area of Study | Topics | Sample Activities | Sample Texts |
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| Phonetics, Phonology, and Prosodics | <ul style="list-style-type: none"> Advanced phonological features: diphthongs, triphthongs, and stress patterns Mastery of intonation and rhythm in speech Recognition and use of varied prosodic patterns in different contexts | <ul style="list-style-type: none"> Phoneme segmentation and blending exercises for complex sounds Intonation practice through dialogues and poetry reading Recording and analyzing peer presentations to identify prosodic features | <ul style="list-style-type: none"> "Holes" by Louis Sachar "Anansi and the Moss-Covered Rock" by Eric A. Kimmel |
| Reading | <ul style="list-style-type: none"> Analyzing complex narratives, expository texts, and poetry Understanding themes, motifs, and author's purpose Developing critical and analytical reading strategies | <ul style="list-style-type: none"> Socratic seminars on themes and character development Annotating texts to identify literary devices and author's intent Comparative analysis of different genres and cultural perspectives | <ul style="list-style-type: none"> "The Giver" by Lois Lowry "The Palm-Wine Drinkard" by Amos Tutuola (Adapted Edition) |
| Lexis and Semantics | <ul style="list-style-type: none"> Expanding vocabulary with advanced adjectives, adverbs, and technical terms Exploring idioms, phrasal verbs, figurative language, | <ul style="list-style-type: none"> Vocabulary journals and word maps to explore new words and their usages Idiom and figurative language identification through reading | <ul style="list-style-type: none"> "Wonder" by R.J. Palacio "Anansi the Spider: A Tale from the Ashanti" by Gerald McDermott |



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| | <p>and collocations</p> <ul style="list-style-type: none"> • Understanding and using synonyms, antonyms, and homonyms in context | <p>passages</p> <ul style="list-style-type: none"> • Synonym and antonym matching games and contextual sentence creation | |
| Grammar | <ul style="list-style-type: none"> • Complex sentence structures, including compound-complex sentences • Advanced punctuation (colons, semicolons, quotation marks, parentheses) • Active and passive voice, direct and indirect speech Proper use of modifiers and conjunctions | <ul style="list-style-type: none"> • Sentence diagramming to understand and create complex structures • Punctuation workshops with editing exercises • Writing assignments that require the use of active/passive voice and direct/indirect speech Modifier placement activities to avoid dangling modifiers | <ul style="list-style-type: none"> • "Charlotte's Web" by E.B. White • "Things Fall Apart" (Adapted for Children) by Chinua Achebe |
| Writing | <ul style="list-style-type: none"> • Composing structured essays, narratives, reports, and persuasive texts • Developing thesis statements and supporting arguments • Incorporating descriptive language and varied sentence structures | <ul style="list-style-type: none"> • Essay writing with peer reviews and teacher feedback sessions • Narrative storytelling projects with emphasis on plot development and character arcs • Persuasive writing assignments on current events | <ul style="list-style-type: none"> • "The Chronicles of Narnia: The Voyage of the Dawn Treader" by C.S. Lewis • "My Name is Africa" by Bill Harley |



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| | <ul style="list-style-type: none"> ● Research skills and citation of sources | <ul style="list-style-type: none"> ● Research projects that require report writing and citation of sources | |
| Speaking, Listening, and Pragmatics | <ul style="list-style-type: none"> ● Delivering structured presentations and speeches ● Engaging in formal debates and discussions ● Enhancing active listening and effective response techniques ● Understanding and using appropriate language in various contexts | <ul style="list-style-type: none"> ● Presentation projects on researched topics with Q&A sessions ● Classroom debates on current events or literary themes ● Listening comprehension activities followed by summarization tasks ● Role-playing scenarios to practice pragmatic language use (e.g., formal vs. informal settings) | <ul style="list-style-type: none"> ● "The Secret Garden" by Frances Hodgson Burnett ● "Nelson Mandela: Long Walk to Freedom" (Adapted for Children) by Chris van Wyk |
| Comprehension | <ul style="list-style-type: none"> ● Summarizing and paraphrasing complex texts ● Making inferences and drawing conclusions ● Analyzing characters, settings, and plot developments ● Identifying themes and evaluating author's purpose | <ul style="list-style-type: none"> ● Creating detailed summary charts and graphic organizers for assigned readings ● Inference-based questioning and discussion groups ● Character analysis essays and thematic exploration projects ● Evaluative essays on author's purpose and effectiveness | <ul style="list-style-type: none"> ● "Matilda" by Roald Dahl ● "The Girl Who Harnessed the Wind" by William Kamkwamba and Bryan Mealer |



HAVILAH LEARNING HUB

Grade 8

| Area of Study | Topics | Sample Activities | Sample Texts |
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| Phonetics, Phonology, and Prosodics | <ul style="list-style-type: none"> Advanced phonological features: diphthongs, triphthongs, and stress patterns Mastery of intonation and rhythm in speech Recognition and use of varied prosodic patterns in different contexts | <ul style="list-style-type: none"> Phoneme segmentation and blending exercises for complex sounds Intonation practice through dialogues and poetry reading Recording and analyzing peer presentations to identify prosodic features | <ul style="list-style-type: none"> "Holes" by Louis Sachar "Anansi and the Moss-Covered Rock" by Eric A. Kimmel |
| Reading | <ul style="list-style-type: none"> Analyzing complex narratives, expository texts, and poetry Understanding themes, motifs, and author's purpose Developing critical and analytical reading strategies | <ul style="list-style-type: none"> Socratic seminars on themes and character development Annotating texts to identify literary devices and author's intent Comparative analysis of different genres and cultural perspectives | <ul style="list-style-type: none"> "The Giver" by Lois Lowry "The Palm-Wine Drinkard" by Amos Tutuola (Adapted Edition) |
| Lexis and Semantics | <ul style="list-style-type: none"> Expanding vocabulary with advanced adjectives, adverbs, and technical terms Exploring idioms, phrasal verbs, figurative language, | <ul style="list-style-type: none"> Vocabulary journals and word maps to explore new words and their usages Idiom and figurative language identification through reading | <ul style="list-style-type: none"> "Wonder" by R.J. Palacio "Anansi the Spider: A Tale from the Ashanti" by Gerald McDermott |



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| | <p>and collocations</p> <ul style="list-style-type: none"> • Understanding and using synonyms, antonyms, and homonyms in context | <p>passages</p> <ul style="list-style-type: none"> • Synonym and antonym matching games and contextual sentence creation | |
| Grammar | <ul style="list-style-type: none"> • Complex sentence structures, including compound-complex sentences • Advanced punctuation (colons, semicolons, quotation marks, parentheses) • Active and passive voice, direct and indirect speech • Proper use of modifiers and conjunctions | <ul style="list-style-type: none"> • Sentence diagramming to understand and create complex structures • Punctuation workshops with editing exercises • Writing assignments that require the use of active/passive voice and direct/indirect speech • Modifier placement activities to avoid dangling modifiers | <ul style="list-style-type: none"> • "Charlotte's Web" by E.B. White • "Things Fall Apart" (Adapted for Children) by Chinua Achebe |
| Writing | <ul style="list-style-type: none"> • Composing structured essays, narratives, reports, and persuasive texts • Developing thesis statements and supporting arguments • Incorporating descriptive language and varied sentence structures | <ul style="list-style-type: none"> • Essay writing with peer reviews and teacher feedback sessions • Narrative storytelling projects with emphasis on plot development and character arcs • Persuasive writing assignments on current events | <ul style="list-style-type: none"> • "The Chronicles of Narnia: The Voyage of the Dawn Treader" by C.S. Lewis • "My Name is Africa" by Bill Harley |



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| | <ul style="list-style-type: none"> Research skills and citation of sources | <ul style="list-style-type: none"> Research projects that require report writing and citation of sources | |
| Speaking, Listening, and Pragmatics | <ul style="list-style-type: none"> Delivering structured presentations and speeches Engaging in formal debates and discussions Enhancing active listening and effective response techniques Understanding and using appropriate language in various contexts | <ul style="list-style-type: none"> Presentation projects on researched topics with Q&A sessions Classroom debates on current events or literary themes Listening comprehension activities followed by summarization tasks Role-playing scenarios to practice pragmatic language use (e.g., formal vs. informal settings) | <ul style="list-style-type: none"> "The Secret Garden" by Frances Hodgson Burnett "Nelson Mandela: Long Walk to Freedom" (Adapted for Children) by Chris van Wyk |
| Comprehension | <ul style="list-style-type: none"> Summarizing and paraphrasing complex texts Making inferences and drawing conclusions Analyzing characters, settings, and plot developments Identifying themes and evaluating author's purpose | <ul style="list-style-type: none"> Creating detailed summary charts and graphic organizers for assigned readings Inference-based questioning and discussion groups Character analysis essays and thematic exploration projects Evaluative essays on author's purpose and effectiveness | <ul style="list-style-type: none"> "Matilda" by Roald Dahl "The Girl Who Harnessed the Wind" by William Kamkwamba and Bryan Mealer |



HAVILAH LEARNING HUB

Grade 9

| Area of Study | Topics | Sample Activities | Sample Texts |
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| Phonetics, Phonology, and Prosodics | <ul style="list-style-type: none"> • Mastery of advanced phonological features: diphthongs, triphthongs, and stress patterns • Advanced intonation and rhythm in speech • Recognition and application of varied prosodic patterns in diverse contexts | <ul style="list-style-type: none"> • Phoneme segmentation and blending exercises for complex sounds • Intonation practice through dialogues, poetry, and speeches • Recording and analyzing peer presentations to identify and refine prosodic features | <ul style="list-style-type: none"> • "To Kill a Mockingbird" by Harper Lee • "Anansi the Spider: A Tale from the Ashanti" by Gerald McDermott |
| Reading | <ul style="list-style-type: none"> • Analyzing complex narratives, expository texts, and poetry • Understanding and interpreting themes, motifs, and author's purpose • Developing critical and analytical reading strategies Comparative literature analysis | <ul style="list-style-type: none"> • Socratic seminars on themes and character development • Annotating texts to identify literary devices and author's intent • Comparative analysis of different genres and cultural perspectives Thematic studies across multiple texts | <ul style="list-style-type: none"> • "1984" by George Orwell • "Half of a Yellow Sun" by Chimamanda Ngozi Adichie (Adapted Edition) |



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| Lexis and Semantics | <ul style="list-style-type: none"> • Expanding vocabulary with advanced adjectives, adverbs, and technical terms • Exploring idioms, phrasal verbs, figurative language, and collocations • Understanding and using synonyms, antonyms, and homonyms in context Contextual word usage and connotation | <ul style="list-style-type: none"> • Vocabulary journals and word maps to explore new words and their usages • Idiom and figurative language identification through reading passages • Synonym and antonym matching games and contextual sentence creation Connotation and denotation exercises | <ul style="list-style-type: none"> • "The Book Thief" by Markus Zusak • "Ethiopia: A Cultural Odyssey" by Getatchew Haile |
| Grammar | <ul style="list-style-type: none"> • Complex sentence structures, including compound-complex sentences • Advanced punctuation (colons, semicolons, quotation marks, parentheses, dashes) • Active and passive voice, direct and indirect speech • Proper use of modifiers, conjunctions, and relative clauses | <ul style="list-style-type: none"> • Sentence diagramming to understand and create complex structures • Punctuation workshops with editing exercises • Writing assignments that require the use of active/passive voice and direct/indirect speech • Modifier placement activities to avoid dangling modifiers Syntax variation exercises to enhance writing style | <ul style="list-style-type: none"> • "Pride and Prejudice" by Jane Austen • "Things Fall Apart" by Chinua Achebe (Adapted Edition) |



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| | <ul style="list-style-type: none"> Advanced syntax and sentence variety | | |
| Writing | <ul style="list-style-type: none"> Composing structured essays, narratives, reports, and persuasive texts Developing strong thesis statements and supporting arguments Incorporating descriptive and analytical language with varied sentence structures Research skills, critical analysis, and citation of sources Writing for different audiences and purposes | <ul style="list-style-type: none"> Essay writing with peer reviews and teacher feedback sessions Narrative storytelling projects with emphasis on plot development, character arcs, and descriptive language Persuasive writing assignments on current events or relevant topics Research projects that require report writing, critical analysis, and citation of sources Writing for diverse audiences through different genres (e.g., opinion pieces, informative articles) | <ul style="list-style-type: none"> "The Chronicles of Narnia: Prince Caspian" by C.S. Lewis "Long Walk to Freedom" (Adapted for Children) by Nelson Mandela |
| Speaking, Listening, and Pragmatics | <ul style="list-style-type: none"> Delivering structured presentations and speeches Engaging in formal debates and discussions Enhancing active listening and effective response | <ul style="list-style-type: none"> Presentation projects on researched topics with Q&A sessions Classroom debates on current events, ethical dilemmas, or literary themes | <ul style="list-style-type: none"> "The Secret Garden" by Frances Hodgson Burnett "Nelson Mandela: Long Walk to Freedom" (Adapted for Children) by Chris van Wyk |



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| | <p>techniques</p> <ul style="list-style-type: none"> • Understanding and using appropriate language in various contexts • Developing persuasive and argumentative speaking skills | <ul style="list-style-type: none"> • Listening comprehension activities followed by summarization tasks • Role-playing scenarios to practice pragmatic language use (e.g., formal vs. informal settings) • Developing persuasive speeches and practicing delivery techniques | |
| Comprehension | <ul style="list-style-type: none"> • Summarizing and paraphrasing complex texts • Making inferences and drawing conclusions • Analyzing characters, settings, and plot developments • Identifying themes and evaluating author's purpose • Critical analysis and interpretation of texts | <ul style="list-style-type: none"> • Creating detailed summary charts and graphic organizers for assigned readings • Inference-based questioning and discussion groups • Character analysis essays and thematic exploration projects • Evaluative essays on author's purpose and effectiveness • Comparative analysis of different texts to identify common themes | <ul style="list-style-type: none"> • "Matilda" by Roald Dahl • "The Girl Who Harnessed the Wind" by William Kamkwamba and Bryan Mealer |
| Research and Analytical Skills | <ul style="list-style-type: none"> • Conducting independent research projects | <ul style="list-style-type: none"> • Research projects on selected topics with annotated bibliographies | <ul style="list-style-type: none"> • "A Brief History of Time" by Stephen Hawking (Adapted for Students) |



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| | <ul style="list-style-type: none">● Evaluating sources for credibility and relevance● Synthesizing information from multiple sources● Presenting research findings effectively● Critical thinking and problem-solving through research | <ul style="list-style-type: none">● Evaluating and citing sources using APA format● Synthesizing information into comprehensive reports● Presenting research findings through written reports and oral presentations● Critical analysis discussions based on research findings | <ul style="list-style-type: none">● "I Am Malala" by Malala Yousafzai (Adapted Edition) |
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Grade 10

| Area of Study | Topics | Sample Activities | Sample Texts |
|----------------------------|--|---|--|
| Literature Analysis | Poetry Analysis <ul style="list-style-type: none"> Elements of Poetry (Imagery, Rhythm, Rhyme, Meter) Comparative Analysis of Poetry Thematic Study: Nature, Love, Society | <ul style="list-style-type: none"> Read and annotate a selection of poems, highlighting figurative language. Write a comparative essay on two poems with contrasting themes (e.g., nature vs. industrialization). Create a class anthology of original poems reflecting contemporary issues. | <ul style="list-style-type: none"> <i>The Road Not Taken</i> by Robert Frost <i>Nightfall in Soweto</i> by Oswald Mtshali <i>Daffodils</i> by William Wordsworth |
| | Prose Analysis <ul style="list-style-type: none"> Novel Study (Character, Setting, Plot) Short Story Analysis Narrative Techniques (Point of View, Flashbacks, Foreshadowing) | <ul style="list-style-type: none"> Character mapping for a novel, detailing motivations and character arcs. Group discussions on the impact of setting in a novel. Write a short story using narrative techniques such as foreshadowing. | <ul style="list-style-type: none"> <i>Purple Hibiscus</i> by Chimamanda Ngozi Adichie <i>The Old Man and the Sea</i> by Ernest Hemingway <i>The Necklace</i> by Guy de Maupassant |
| | Drama Analysis <ul style="list-style-type: none"> Study of a Classical Play Analysis of Dialogue and Stage Directions Themes and Symbolism in Drama | <ul style="list-style-type: none"> Reenact key scenes from a Shakespearean play with attention to tone and body language. Write an essay on the use of symbolism in the play's plot development. Group project: Rewrite a scene from a classical play into a modern context. | <ul style="list-style-type: none"> <i>Romeo and Juliet</i> by William Shakespeare <i>Death and the King's Horseman</i> by Wole Soyinka |



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| Writing Skills | Creative Writing <ul style="list-style-type: none"> • Descriptive Writing (Imagery, Sensory Details) • Narrative Writing (Character Development, Plot Structure) • Poetry Writing (Form, Metaphor, Symbolism) | <ul style="list-style-type: none"> • Write a descriptive essay on a memorable experience, using vivid imagery and sensory details. • Develop a short story focusing on character conflict and resolution. • Create a poem using metaphor and symbolism to express a personal emotion. | <ul style="list-style-type: none"> • <i>A Writer's Workbook</i> (Creative Writing Handbook) |
| | Argumentative & Expository Writing <ul style="list-style-type: none"> • Argumentative Essays (Thesis Development, Persuasive Language) • Expository Writing (Cause & Effect, Compare & Contrast, Process Analysis) | <ul style="list-style-type: none"> • Write an argumentative essay on whether technology is improving or damaging human communication. • Research and write a process analysis essay explaining how to reduce plastic waste in schools. • Peer review: Evaluate classmates' essays and provide constructive feedback. | <ul style="list-style-type: none"> • Sample argumentative essay: "Should Social Media Be Regulated?" |
| | Report Writing & Formal Letters <ul style="list-style-type: none"> • Business Letters (Format, Tone, Language) • Report Writing (Structure, Clarity, Objectivity) | <ul style="list-style-type: none"> • Write a formal letter to a government official addressing a local environmental issue. • Group project: Create a school report on student suggestions for improving library services. | <ul style="list-style-type: none"> • <i>The Elements of Style</i> by Strunk and White |



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| Grammar & Language Mechanics | Sentence Structure & Syntax <ul style="list-style-type: none"> Simple, Compound, and Complex Sentences Sentence Variety and Emphasis | <ul style="list-style-type: none"> Transform simple sentences into complex ones to enhance narrative complexity. Sentence diagramming exercises to analyze syntax structure. | <ul style="list-style-type: none"> <i>Advanced English Grammar</i> by George O. Curme |
| | Tenses and Verb Forms <ul style="list-style-type: none"> Present, Past, Future Tenses Perfect and Progressive Tenses Conditional Sentences | <ul style="list-style-type: none"> Verb tense transformation exercises (turn past narratives into future ones). Practice conditional sentences through dialogues in pairs. | <ul style="list-style-type: none"> <i>Practical English Usage</i> by Michael Swan |
| | Vocabulary Development <ul style="list-style-type: none"> Roots, Prefixes, and Suffixes Synonyms and Antonyms Word Families and Collocations | <ul style="list-style-type: none"> Create a "Word Tree" showcasing roots, prefixes, and derivatives. Write a vocabulary journal, using new words in original sentences. | <ul style="list-style-type: none"> <i>Word Power Made Easy</i> by Norman Lewis |
| | Punctuation and Capitalization <ul style="list-style-type: none"> Commas, Semicolons, Colons Quotation Marks and Dialogue Punctuation | <ul style="list-style-type: none"> Punctuation correction exercises using poorly punctuated passages. Practice punctuating dialogue in a creative story. | <ul style="list-style-type: none"> <i>The Blue Book of Grammar and Punctuation</i> |
| Speaking & Listening Skills | Public Speaking and Presentation Skills <ul style="list-style-type: none"> Speech Writing Voice Modulation and Body Language | <ul style="list-style-type: none"> Prepare and deliver a persuasive speech on a chosen social issue. Group presentations on literary themes, using multimedia aids. Class debate: Should the school day be extended? | <ul style="list-style-type: none"> <i>The Art of Public Speaking</i> by Dale Carnegie |



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| | <ul style="list-style-type: none"> Rhetorical Devices (Alliteration, Repetition, Rhetorical Questions) | | |
| | Listening and Critical Response <ul style="list-style-type: none"> Listening Comprehension Summarizing and Paraphrasing Spoken Texts Responding to Questions and Arguments | <ul style="list-style-type: none"> Listen to an excerpt from a famous speech and summarize its main points. Class activity: Paraphrase a short story told by a peer, highlighting key details. | <ul style="list-style-type: none"> <i>Listening for Understanding</i> (BBC Learning Resources) |
| Language and Cultural Contexts | Dialects and Language Varieties <ul style="list-style-type: none"> British vs. American English Nigerian Pidgin English Social and Regional Dialects | <ul style="list-style-type: none"> Compare and contrast the differences in vocabulary, spelling, and grammar between British and American English. Write a short play incorporating both Standard English and Nigerian Pidgin. | <ul style="list-style-type: none"> <i>English: History, Diversity, and Change</i> |
| | Language and Identity <ul style="list-style-type: none"> How Language Reflects Culture and Identity Code-Switching in Multilingual Contexts | <ul style="list-style-type: none"> Class discussion on how language reflects identity in different communities. Research project: Interview someone who code-switches and analyze the reasons behind it. | <ul style="list-style-type: none"> <i>Language and Power</i> by Norman Fairclough |
| Media Literacy | Analyzing Media Texts <ul style="list-style-type: none"> Understanding Bias in News Reporting Advertisements and Persuasive Techniques | <ul style="list-style-type: none"> Analyze a news article for bias and evaluate the reliability of the source. Create a print advertisement for a product using persuasive language techniques. | <ul style="list-style-type: none"> <i>The Language of News Media</i> by Allan Bell |



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| | Digital Communication <ul style="list-style-type: none">● Blogging and Online Writing● Social Media Etiquette and Responsible Communication | <ul style="list-style-type: none">● Start a class blog where students publish reflective essays and book reviews.● Discuss and analyze the impact of social media on communication and language use. | <ul style="list-style-type: none">● <i>Writing for the Web</i> by Crawford Kilian |
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Grade 11

| Area of Study | Topics | Sample Activities | Sample Texts |
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| Literature Analysis | Advanced Poetry Study <ul style="list-style-type: none"> Modern Poetry: Themes of Identity, Conflict, and Environment Poetic Devices (Metaphor, Irony, Allusion) Symbolism and Allegory in Poetry | <ul style="list-style-type: none"> Close reading and annotation of poems, focusing on irony and allusion. Group presentations analyzing symbolism in poetry. Write an essay on how identity is explored in two modern poems. | <ul style="list-style-type: none"> <i>Still I Rise</i> by Maya Angelou <i>The Waste Land</i> by T.S. Eliot <i>The Second Coming</i> by W.B. Yeats |
| | Modern and Contemporary Prose <ul style="list-style-type: none"> Study of a Contemporary Novel (Character, Setting, Theme) Analysis of Social, Political, and Cultural Themes Narrative Voice and Perspective | <ul style="list-style-type: none"> Write an analytical essay on the socio-political themes in a selected contemporary novel. Discuss the role of narrative perspective in shaping the reader's experience. Group debates on key themes such as inequality, freedom, and justice. | <ul style="list-style-type: none"> <i>Half of a Yellow Sun</i> by Chimamanda Ngozi Adichie <i>The Great Gatsby</i> by F. Scott Fitzgerald <i>Things Fall Apart</i> by Chinua Achebe |
| | Drama Study <ul style="list-style-type: none"> Analysis of Tragedy and Comedy in Classical and Modern Drama | <ul style="list-style-type: none"> Perform selected scenes from a Shakespearean play, paying attention to tone and gestures. | <ul style="list-style-type: none"> <i>Macbeth</i> by William Shakespeare |



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| | <ul style="list-style-type: none"> • Character Study: Tragic Heroes and Protagonists • Themes of Power, Fate, and Morality | <ul style="list-style-type: none"> • Write a character analysis essay focusing on the protagonist's moral dilemmas. • Group project: Create a modern adaptation of a classical play. | <ul style="list-style-type: none"> • <i>A Raisin in the Sun</i> by Lorraine Hansberry • <i>Death and the King's Horseman</i> by Wole Soyinka |
| Writing Skills | Advanced Argumentative Writing <ul style="list-style-type: none"> • Thesis Development and Evidence-Based Arguments • Rhetorical Techniques (Ethos, Pathos, Logos) • Persuasive Writing in Formal Debates | <ul style="list-style-type: none"> • Write an argumentative essay defending a controversial position (e.g., the role of social media in shaping public opinion). • Class debate: Should governments censor content on the internet? • Peer review: Analyze and critique classmates' use of rhetorical techniques. | <ul style="list-style-type: none"> • <i>The Art of Rhetoric</i> by Aristotle • Sample essay: <i>Is Artificial Intelligence Beneficial to Society?</i> |
| | Critical Essay Writing <ul style="list-style-type: none"> • Literary Analysis Essays (Theme, Character, Structure) • Analytical Writing Techniques • Comparative Essays (Comparing Themes, Characters, or Settings) | <ul style="list-style-type: none"> • Write a comparative essay on two novels exploring themes of identity and cultural conflict. • Conduct a thematic analysis of a poem, focusing on structure and form. • In-class workshop: Peer review and group editing of critical essays. | <ul style="list-style-type: none"> • <i>How to Read Literature Like a Professor</i> by Thomas C. Foster |
| | Creative Writing (Fiction, Non-Fiction) <ul style="list-style-type: none"> • Advanced Fiction Writing: Character Development | <ul style="list-style-type: none"> • Write a short story using flashbacks and dialogue to enhance narrative complexity. | <ul style="list-style-type: none"> • <i>Bird by Bird</i> by Anne Lamott • <i>Writing Fiction: A Guide to Narrative</i> |



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| | <p>and Dialogue</p> <ul style="list-style-type: none"> • Creative Non-Fiction (Memoir, Personal Essay, Reflective Writing) • Writing with Voice and Style | <ul style="list-style-type: none"> • Compose a personal essay reflecting on a life-changing experience. • Peer workshop: Share and provide feedback on creative pieces. | <p><i>Craft</i> by Janet Burroway</p> |
| Grammar & Language Mechanics | <p>Advanced Syntax and Sentence Variety</p> <ul style="list-style-type: none"> • Compound-Complex Sentences Subordination and Coordination • Sentence Variety for Emphasis and Style | <ul style="list-style-type: none"> • Rewrite a passage by varying sentence length and structure for impact. • Analyze the use of complex sentences in a selected literary text. • Practice sentence transformation exercises. | <ul style="list-style-type: none"> • <i>English Grammar in Use</i> by Raymond Murphy |
| | <p>Advanced Punctuation and Style</p> <ul style="list-style-type: none"> • Colons, Semicolons, and Dashes • Punctuation in Dialogue and Direct Quotations Hyphenation and Em Dashes | <ul style="list-style-type: none"> • Edit a paragraph by correctly inserting colons, semicolons, and dashes. • Practice punctuating dialogue and direct speech in narrative writing. | <ul style="list-style-type: none"> • <i>The Chicago Manual of Style</i> |
| | <p>Advanced Vocabulary Development</p> <ul style="list-style-type: none"> • Contextual Vocabulary Building | <ul style="list-style-type: none"> • Develop a weekly vocabulary journal, using new words in original sentences. | <ul style="list-style-type: none"> • <i>Word Power Made Easy</i> by Norman Lewis |



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| | <ul style="list-style-type: none"> • Idioms and Figurative Expressions • Academic and Technical Vocabulary | <ul style="list-style-type: none"> • Identify and analyze figurative expressions in literature and speeches. | |
| Speaking & Listening Skills | Advanced Public Speaking <ul style="list-style-type: none"> • Speech Writing and Delivery • Audience Awareness and Engagement • Using Rhetorical Devices in Speeches | <ul style="list-style-type: none"> • Deliver a persuasive speech on a contemporary issue using rhetorical techniques. • Group critique on body language and voice modulation in speeches. • Class workshop: Refine speech drafts through peer feedback. | <ul style="list-style-type: none"> • <i>The Art of Public Speaking</i> by Stephen Lucas |
| | Listening and Evaluative Skills <ul style="list-style-type: none"> • Critical Listening: Identifying Bias and Persuasion • Summarizing and Evaluating Arguments • Questioning and Clarifying in Discussions | <ul style="list-style-type: none"> • Listen to a political speech and evaluate its effectiveness using rhetorical analysis. • Participate in a class discussion, summarizing key points and asking follow-up questions. | <ul style="list-style-type: none"> • <i>TED Talks: The Official TED Guide to Public Speaking</i> |
| Language and Cultural Studies | Language and Power <ul style="list-style-type: none"> • The Role of Language in Social Power Structures • Gender and Language | <ul style="list-style-type: none"> • Analyze how political figures use language to influence public opinion. | <ul style="list-style-type: none"> • <i>Language and Power</i> by Norman Fairclough |



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| | <ul style="list-style-type: none"> Political Language and Propaganda | <ul style="list-style-type: none"> Class debate on the role of language in reinforcing or challenging gender stereotypes. | |
| | Global Englishes and Multiculturalism <ul style="list-style-type: none"> Varieties of English (World Englishes) English as a Global Language Code-Switching and Multilingualism | <ul style="list-style-type: none"> Research project: The impact of English as a global language in different regions. Write a reflective essay on personal experiences with code-switching. | <ul style="list-style-type: none"> <i>The Story of English</i> by Robert McCrum |
| Media Literacy | Analyzing Media Messages <ul style="list-style-type: none"> Understanding Media Bias The Role of Social Media in Shaping Public Opinion Fake News and Misinformation | <ul style="list-style-type: none"> Analyze a news article, identifying bias and evaluating its credibility. <p>Class discussion on the role of social media in shaping public perceptions of current events.</p> | <ul style="list-style-type: none"> <i>The Elements of Journalism</i> by Bill Kovach |
| | Writing for Digital Platforms <ul style="list-style-type: none"> Blogging, Vlogging, and Social Media Writing Writing for Different Audiences Ethical Digital Communication | <ul style="list-style-type: none"> Create a class blog where students write opinion pieces on current events. Workshop: Draft and refine blog posts for clarity and engagement. | <ul style="list-style-type: none"> <i>Everybody Writes</i> by Ann Handley |



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Grade 12

| Area of Study | Topics | Sample Activities | Sample Texts |
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| Advanced Literature Analysis | Poetry <ul style="list-style-type: none"> Comparative Analysis of Classical and Contemporary Poetry Deep Dive into Poetic Devices (Metaphor, Symbolism, Meter, Diction) Themes of Mortality, Identity, and Social Commentary in Poetry | <ul style="list-style-type: none"> Comparative analysis essay: Contrast how two poets from different eras explore the theme of mortality. Group presentation: Analyze the use of symbolism in selected modern poems. Write a personal response to a poem focusing on diction and tone. | <ul style="list-style-type: none"> <i>Do Not Go Gentle Into That Good Night</i> by Dylan Thomas <i>Harlem</i> by Langston Hughes <i>Ode to a Nightingale</i> by John Keats |
| | Prose <ul style="list-style-type: none"> In-Depth Novel Study (Characterization, Themes, Literary Techniques) Analysis of Complex Themes: Alienation, Freedom, and Conflict Postcolonial, Feminist, and Psychological Approaches to Literature | <ul style="list-style-type: none"> Write an essay analyzing how narrative techniques shape character development in a novel. Class discussion on postcolonial themes in modern literature. Conduct a research project on the influence of feminism in contemporary prose. | <ul style="list-style-type: none"> <i>Beloved</i> by Toni Morrison <i>1984</i> by George Orwell <i>The God of Small Things</i> by Arundhati Roy |
| | <ul style="list-style-type: none"> 1.3 Drama | <ul style="list-style-type: none"> Perform a key soliloquy from Shakespeare, focusing on body | <ul style="list-style-type: none"> <i>Hamlet</i> by William Shakespeare |



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| | <ul style="list-style-type: none"> ● Tragedy and the Human Condition: Themes of Fate, Power, and Tragic Flaws ● Modern and Classical Drama (Shakespearean, Absurdist, Realist) ● The Use of Soliloquy, Dramatic Irony, and Monologue | <p>language and vocal delivery.</p> <ul style="list-style-type: none"> ● Write a comparative essay on the use of tragic flaws in a Shakespearean tragedy and a modern play. ● Group discussion: Analyze the theme of existentialism in modern drama. | <ul style="list-style-type: none"> ● <i>Waiting for Godot</i> by Samuel Beckett ● <i>A Doll's House</i> by Henrik Ibsen |
| Advanced Writing Skills | Advanced Argumentative Writing <ul style="list-style-type: none"> ● Crafting Complex Arguments (Multi-Layered Thesis, Counterarguments) ● Using Logical, Ethical, and Emotional Appeals in Persuasion ● Mastering Structure: Introductions, Body, and Conclusions | <ul style="list-style-type: none"> ● Write a 1500-word argumentative essay on a contemporary social issue (e.g., climate change, AI ethics). ● Peer workshop: Critique and refine each other's essays, focusing on structure and counterarguments. ● Class debate: Should governments regulate the use of AI in public spaces? | <ul style="list-style-type: none"> ● <i>The Elements of Argument</i> by Annette Rottenberg |
| | Analytical Essay Writing <ul style="list-style-type: none"> ● Close Reading and Textual Analysis ● Thesis Development in Analytical Essays ● Comparative Literary Essays | <ul style="list-style-type: none"> ● Write a close reading essay focusing on a specific passage from a novel, analyzing language and theme. ● Comparative essay: Compare the exploration of social inequality in two literary texts. | <ul style="list-style-type: none"> ● <i>How to Write Essays and Dissertations</i> by Alan Durant |



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| | Advanced Creative Writing <ul style="list-style-type: none"> • Fiction Writing: Exploring Themes of Loss, Growth, and Identity • Non-Fiction: Memoir, Autobiographical Writing, Reflective Essays • Writing with Voice and Style | <ul style="list-style-type: none"> • Write a short story focusing on internal conflict, with a strong sense of place and character development. • Workshop: Share personal memoirs and provide constructive feedback in small groups. • Peer critique: Refine narrative voice and style in creative writing. | <ul style="list-style-type: none"> • <i>On Writing: A Memoir of the Craft</i> by Stephen King |
| Grammar & Language Mechanics | Advanced Syntax and Sentence Structure <ul style="list-style-type: none"> • Complex Sentence Structures (Periodic and Loose Sentences) • Advanced Subordination and Coordination • Parallelism and Sentence Variety for Rhetorical Effect | <ul style="list-style-type: none"> • Rewrite a passage to vary sentence structure for emphasis. • Grammar exercises: Practice constructing periodic and loose sentences. | <ul style="list-style-type: none"> • <i>The Elements of Style</i> by Strunk and White |
| | Advanced Grammar <ul style="list-style-type: none"> • Subjunctive Mood and Modal Verbs • Verbals (Participles, Gerunds, Infinitives) • Advanced Tense Usage and Consistency | <ul style="list-style-type: none"> • Grammar exercises: Correct tense inconsistencies in a narrative passage. • Practice the use of the subjunctive mood in conditional sentences. | <ul style="list-style-type: none"> • <i>Advanced Grammar in Use</i> by Martin Hewings |



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| | Academic and Technical Vocabulary <ul style="list-style-type: none"> ● Building Discipline-Specific Vocabulary ● Using Context Clues for Meaning ● Vocabulary for Academic Writing and Argumentation | <ul style="list-style-type: none"> ● Develop a weekly vocabulary list based on readings, and use each word in an original sentence. ● Conduct vocabulary-building exercises using context clues from complex texts. | <ul style="list-style-type: none"> ● <i>Vocabulary for the High School Student</i> by Harold Levine |
| Oral Communication Skills | Advanced Public Speaking and Presentation <ul style="list-style-type: none"> ● Delivering Formal Speeches and Presentations ● Voice Modulation, Body Language, and Audience Engagement ● Persuasion and Rhetorical Techniques (Pathos, Ethos, Logos) | <ul style="list-style-type: none"> ● Deliver a formal persuasive speech on a current global issue (e.g., immigration, human rights). ● Group presentations on literary themes, with a focus on audience interaction. ● Peer feedback: Evaluate each other's use of body language and vocal techniques. | <ul style="list-style-type: none"> ● <i>Talk Like TED: The 9 Public-Speaking Secrets of the World's Top Minds</i> by Carmine Gallo |
| | Group Discussions and Debates <ul style="list-style-type: none"> ● Leading and Participating in Group Discussions ● Building on Others' Ideas and Critical Listening ● Defending a Position in Structured Debates | <ul style="list-style-type: none"> ● Class debate: Should social media platforms be regulated to control misinformation? ● Group discussion: Analyze a contemporary news issue and present opposing viewpoints. | <ul style="list-style-type: none"> ● <i>The Art of Debate</i> by Anthony Weston |



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| Language and Society | Language and Power <ul style="list-style-type: none"> • How Language Shapes Power and Identity • Gender and Language: Stereotypes, Communication Styles • Language, Politics, and Social Change | <ul style="list-style-type: none"> • Write an essay on the role of language in shaping social hierarchies in a selected text. • Analyze political speeches for the use of rhetorical strategies to influence public opinion. | <ul style="list-style-type: none"> • <i>Linguistic Imperialism</i> by Robert Phillipson |
| | Language and Multiculturalism <ul style="list-style-type: none"> • Bilingualism and Multilingualism • The Role of English in a Globalized World • Code-Switching and Language Adaptation in Multicultural Societies | <ul style="list-style-type: none"> • Research project: Conduct interviews on the experience of bilingual speakers and analyze their use of code-switching. • Write a reflective essay on the role of English as a global lingua franca. | <ul style="list-style-type: none"> • <i>Global Englishes: A Resource Book for Students</i> by Jennifer Jenkins |
| Media Literacy and Critical Thinking | Advanced Media Analysis <ul style="list-style-type: none"> • Evaluating News Sources for Bias and Reliability • Media Ethics and Representation of Minorities | <ul style="list-style-type: none"> • Analyze a contemporary news article for bias and discuss its potential impact on public opinion. | <ul style="list-style-type: none"> • <i>Media Control: The Spectacular Achievements of Propaganda</i> by Noam Chomsky |



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| | <ul style="list-style-type: none">● The Role of Social Media in Shaping Public Perception | <ul style="list-style-type: none">● Group presentation on the representation of minority groups in mainstream media. | |
| | Digital Writing and Online Communication <ul style="list-style-type: none">● Blogging, Vlogging, and Content Creation● Writing for Diverse Online Audiences● Ethical Communication in the Digital Age | <ul style="list-style-type: none">● Create a personal blog or vlog focused on a contemporary issue, with an emphasis on ethical online behavior.● Class workshop: Peer review of digital content for clarity, audience engagement, and tone. | <ul style="list-style-type: none">● <i>Everybody Writes: Your Go-To Guide to Creating Ridiculously Good Content</i> by Ann |