

# JOURNEY TO PEDOGOGICAL PROWESS

PREPARED BY: PATRICIA CLARKE
PRESENTED TO: MRS. PALMER
FERNCOURT HIGH SCHOOL
JUNE 14, 2021

# **TABLE OF CONTENTS**

# **PREAMBLES**

Portfolio Introduction	4
Acknowledgement	5
Philosophy of Education	6-7
Supervisor's Contract	8
OVERVIEW OF SCHOOL	
School History	10-11
School's Motto	12
School's Mission Statement	13
School's Vision Statement	14
Description of Classes Supervised	15-18
UNIT PLANS	
Unit Plan 1	19- 37
Unit Plan 2	38-54
Unit Plan 3	55-79
EVALUATION/REFLECTIONS/RESEARCH	
Integration of Faith	
Navigating the New Normal (A Novel Idea)	
Journal Entries	86-95
Supervisor's Evaluation	
Area of Research (Impact of Streaming on Students)	

Synthesis Paper
Reflection Paper
•
Conclusion
Appendices

# **Portfolio INTRODUCTION**

It was with fear and trepidation that I accepted a position to teach at the Ferncourt High School (FHS) in Claremont St. Ann. Fresh out of college, I regarded it as a call for celebration, gaining employment even prior to officially graduating. In addition, it was to evoke pride as FHS is my Alma Mater. While, to God's glory, I did exceptionally well at NCU and graduated Magna Cum Laude, I knew that teaching was not going to be a "walk-in-the-park". As time progressed, I learnt how to navigate the often-treacherous world of teaching teenagers but knew that it was imperative that I get formal teacher training. Eventually, I took the plunge to become a trained teacher.

The training to do this took me back to my alma mater, Northern Caribbean University (NCU). The journey was both enjoyable and tedious; frustrating and rewarding; nerve-racking and inspiring. This portfolio is an attempt at documenting the application of all that I learnt during this journey to academic/professional fulfillment in the form of six weeks of teaching practicum.

Being on teaching practice during the pandemic was very challenging; I often felt like a guinea pig under graded observation. The novelty of the whole situation was ever present as was the fact that while others were accepting their limitations and working through it in stages, I had to learn fast as it was not business as usual for me. Rather, it meant the difference between getting my PDGE now or in one year time.

As challenges are supposed to, I was able to successfully navigate. I must admit to being extremely grateful and appreciative of the fact that my training as a teacher came at time. I was forced to really endorse cooperative learning and to find novel ways to teach my students. Subsequently, I feel ready and equipped to move forward as a 21<sup>st</sup> century educator.

Conclusively, it is my desire that as you journey with me through the pages of this portfolio, you will be able to be as inspired as I was and transfixed by the imagery I aim to depict.

A God-inspired journey to all those who scroll through this portfolio.

# **ACKNOWLEDGEMENT**

It is with extreme humility that I express gratitude to the following persons whose guidance remains invaluable to my success:

**Dr. Carol Fider**- my motivator, mother figure and friend. Thank you for being an example of exactly what success in God looks like. You were always willing to give advice and guidance to me. You listened without judging and offered sincere prayer without prodding.

**Dr. Heather Sherwood**- a lecturer full of wisdom and passion. It is not what you taught me that stands out the most, but what you modelled while you taught. Thank you for being an example I can model.

*Mrs. Lucinda Peart*-a true example of consistency and thoroughness. Having met you and having become one of your students, I have developed a hunger for knowledge and a desire to be always my best. Your astuteness is second to none.

My children, *Rukeeme and Ryheeme Donegan*- so often you had to prepare our dinner while I toiled over work. Thank you for behaving and doing all that you could to help me focus. This milestone is for all three of us.

To all my co-workers and friends who have given me advice and suggestions; teachers like Mrs. Burey, Ms. Cross, Mrs. Reid. Thank you for your help along the journey.

Above all, thanks to God for the academic acumen necessary to complete this programme. The finances to pay the necessary fees, health to remain focused, and guidance throughout the process.

Thank you.

# PHILOSOPHY OF EDUCATION

Patricia Clarke, Teacher of English, believes that every Jamaican child has the potential to bring something unique and special to the world. Hence, as a teacher, I live to help every child who walks in my circle to develop his/her potential to be all he/she can be. In order to do this, I endeavor to assist students to discover who they are, so that they can express their own opinions and nurture their own ideas. I also endeavor to bring Christ-like teaching to my classes so that students will know and understand that ultimate knowledge comes only from God. Further, having realized that the world has been, and will continue to operate as one global village, I have a vision for Jamaica; one in which we are able to communicate with people beyond all boundaries with utmost respect and understanding of the differences between each other. Hence, developing world class verbal and written communicators is my life's mission.

In addition, I understand that every classroom presents a unique community of learners that varies not only in abilities but also in learning styles. Therefore, my role as a teacher is to give students the tools with which to cultivate their own gardens of knowledge. To accomplish this goal, I teach to the needs of each child by practicing equity over equality. I also work assiduously to make learning as relevant as possible to each child's life. Additionally, I also incorporate themes, projects, group work, individual work, and hands-on learning in order to make students active learners. My classroom is also a collaborative learning space. This is done in keeping with Jamaica's National Standard Curriculum (NSC), and the Caribbean Secondary Education Certificate (CSEC) expectations. I also engender an atmosphere where children see and foster the need to be helpful, caring, and active members of society.

*Thirdly*, I believe wholeheartedly that one's environment is paramount to one's ability to perform; hence, my classroom is a caring, safe, and equitable environment where each child can blossom and grow. I allow children to become responsible by giving them control over aspects of their learning experience such as class meetings, devotions, collection of books, and the upkeep of the classroom's environs. I also allow them to be a part of disciplinary and even teaching strategies and hold them accountable thereafter for any infringement made on agreed upon principles and expected behaviors. It is my hope that by doing this, I am helping them to become successful men and women of society; men and women who believe in themselves, love themselves, and respect themselves.

Lastly, teaching is lifelong learning. It is about learning new philosophies and new strategies; it is about learning from parents and community; learning from colleagues; and especially learning from children. Overtime, students have taught me the importance of having an open mind; they have taught me to accept the joys, the innocence, the moments of trials, and the diversity of ideas this world has to offer. As a result of this, I never forget to accept the challenges, and celebrate the successes of all the children I get the privilege to help mold in becoming the future that I want to enjoy in my goldens years. Above all, I do not miss an opportunity to remind every child to put and keep Christ at the center of all he/she does.

# NORTHERN CARIBBEAN UNIVERSITY **Department of Graduate Education & Leadership Postgraduate Diploma in Education Site Contract Form**

# INTERN'S INFORMATION

Name: Patricia Clarke

ID#: 33120383

Contact: (876) 319-0265/576-6006

Email Address: pclarke13@stu.ncu.edu.jm Degree: Post Graduate Diploma in Education

# SITE INFORMATION

Name of Agency: Ferncourt High School

Address of Organization: Beechamville, Claremont P.O., St. Ann

Name of Supervisor: Mrs. Marsha Grant Palmer

Title of Supervisor: Head of Department Telephone: 876 972-3221/876 806-7833

Email Address: ferncourt.high.san@moey.gov.jm

# **INTERNSHIP DATES**

Internship Commencement Date: October 5, 2020 Internship Conclusion Date: November 20, 2020

The above-mentioned intern will be facilitated each week, on the following days and for the respective times.

# **Days** -Time

Monday - 9:50-11:50

Tuesday -8:30-11:50

Wednesday – 8:30-10:30, 1:10-2:30

Thursday – 8:30-11:50, 1:10-2:30

Friday\* - 8:30-10:30, 1:10-2:30

I agree to be supervisor for the above mentioned and will ensure that all requirements are met.

Supervisor's Signature:

Walle Date: October 6, 2020.

\*Interns are not allowed to be actively engaged in internship activities after 4:30 pm on Fridays, in keeping with the standards of the Seventh-day Adventist Church which owns and operates NCU.

# FERNCOURT HIGH SCHOOL AN OVERVIEW

# SCHOOL'S HISTORY

Ferncourt High school was officially opened in 1938. Housed in a building previously belonging to Dr. Curphey, known as 'Cedars,' Ferncourt welcomed its first set of girls who all boarded on the school's compound.

An active member of the Anglican Church and the Scout Movement, it was no surprise that Mrs. Iris Simpson devised a curriculum that not only catered to the girls' intellectual development but one that would also prepare them to be socially and morally, upstanding citizens. To deliver this curriculum which included classical subjects such as French, Latin and music along with the fundamental social graces, the staff was recruited from all across Jamaica as well as overseas.

As the institution was privately owned, the acceptance of students was based primarily on the character and resources of the parents as well as the conduct and ability of the students.

The school later became a co-educational institution, and the population maintained a steady growth, and by 1959 the population had reached two hundred and sixty-six. In 1955, the government formally recognized the school which became a public entity in 1960. As the school continued to expand and the society began to change there were curriculum changes. Less emphasis was now placed on the classical subjects such as French and Latin and more emphasis on the technical subjects. Presently, Ferncourt incorporates traditional high school education with training in Industrial Arts and Practical Commercial Skills. Ferncourt High School is also one of the few traditional high schools in Jamaica that boasts a Technical Department, and it is the only government owned traditional high school in Region Three.

Mrs. Simpson held the position of Principal from its opening until 1961. When she retired, Mr. Weller took over the leadership of the school for a short while. He was followed by Mr. James Laing, Mr. Oswald Fisher, Mr. Byron Brown, Mr. O.R. Bell, Miss. V.J. Clarke, Revd. St. Aubyn Hay, Mrs. Sharon Kelly- Stair, Mrs. Ethyl Mullings, Revd. Claudette Johnson, Mrs. Veronica Archer and Revd. Lenworth Sterling who is one of the many fortunate who can say that Ferncourt High School is his Alma mater- their pride and joy. The current principal is Mr. Sheldon Thomas who took over the realm officially in October 2020 following the retirement of Revd. Lenworth Sterling who served the school for eleven years.

# **SCHOOL'S MOTTO**



Labor vincit - hard work conquers.

# **MISSION STATEMENT**



# **VISION STATEMENT**



# **DESCRIPTION OF CLASSES SUPERVISED**

# 11 e

According to the streaming done at FHS,11E would be considered the class that contains the second group of high performers. This means that the expectations from the class are very high, and they are also expected to be leaders.

Interestingly, the students are very weary of the expectations levied on them, and rebel passively. Some of the ways they rebel are: by shutting down when asked to engage in discussions; openly rebelling against high level teaching strategies while asking to be taught in the same manner as the lower streamed students; and showing up late for classes. Often the teacher has to encourage this class with Bible verses, testimonies, and motivational speeches to help them perform at their optimal level, not because they are expected to, but because they will eventually regret not doing their best in the future.

# STUDENT BREAKDOWN/ LEARNING STYLES

The class contains Twenty (20) females and Eight (8) males. Seventy percent of the class is visual/kinesthetic learners, and the other thirty percent is auditory learners.

# 11 O

According to the streaming used at the school, they are the second lowest streamed on the main campus. As a result of this, the classes' behaviour is very poor. The boys are openly vocal and

rude, while the girls speak about nothing but boys and looking good. This made it really hard to

Of all the classes that I have taught during the period, this was the most challenging class.

reach these students, and to deal with this, much of the time was spent motivating the class.

The class contains eleven (11) girls and twenty-one (21) boys with most of the boys being visual/kinesthetic learners. Due to this, the class is usually very noisy as the boys generally sign on for class late and they are at each other at times over the simplest of thing. The girls are usually passive and have to be called upon to participate in the class.

Another thing of note is that the boys had a serious problem with reading and spelling. This came out because online classes required students to communicate in writing often using the chat system in the Google Classroom. As a result of this, the teacher had many teachable moments with the class to candidly help them. A candid approach had to be taken because the boys are sensitive.

This class ranks fourth according to the school's ranking. They, however, are the best of the classes. The students are most co-operative and turn in most of their work. The teacher and the students developed a very good relationship that allowed the class to be more manageable than the others.

The class has twenty-one (21) boys and fifteen (15) girls. Approximately 60% of the class is kinesthetic learners, and they also like to work in groups.

This was the only grade 10 class involved in the teaching experience. Again, according to the streaming, this is the lowest streamed class. This made the teaching experience extremely difficult as up to the end of the practicum experience, only 50% of the class even joined the platform. A normal class sees only eight (8) students joining the class. The teacher had to send the work across different platforms to reach the students and actively pursue them by having them join other classes and reaching out to them via calls.

Based on the names given to the teacher, there are approximately 10 girls and 20 boys in this class. Since the teacher met only fifteen (15) members of the class, she did not get a chance to evaluate the class as a whole. Recommendation was made to the form teacher to have active motivational sessions with the students to improve their self-confidence and ultimately their performance in class. In addition to this, report was made to the guidance department because the teacher found out that most of the class also are from very poor socio-economic background.

# UNIT PLAN ONE WRITING THE CXC

# **SBA**

# **UNIT PLAN 1-INTRODUCTION**

This unit plan will take students through the writing of the CXC English SBA. It will include all the CXC grading component as well as the link to the Scope and Sequence Plan for the term. It must be noted that the scope and sequence also carry the plan for the other area of the curriculum intended to the covered over the same period. This is so because the SBA cannot be taught isolated but must be integrated alongside the curriculum. There will be five lesson plans which will use the five-step approach to lesson planning as required by the school. The components of the SBA and grade for each are as follows:

Components	Grades
Plan of Investigation	5 Marks
Participation Measure	5 Marks
Quality of Group Activity	10 Marks
Reflections (3)	5 Marks
Written Report	10 Marks
Oral Presentation	10 Marks
TOTAL	45 Marks

# SCOPE AND SEQUENCE/UNIT PLAN

Ferncourt High School Grade 11 English Language Term 1- 2020/2021 October – November 2020

The following policies must be adhered to for the duration of the school year. Please read each policy carefully.

# **Homework Policy**

Homework will be given as a measure of further enhancing students' understanding of concepts taught. As such, <u>ALL ASSIGNMENTS MUST</u> be done prior to the upcoming class or by the date stipulated by the teacher as may be the case occasionally. Inability to complete assignments after TWO (2) verbal warnings will result in parents being contacted and an alternative date given. If the student will be absent on the day when the homework is due, a picture of the homework or an email should be sent to the teacher. Additionally, the parents will be informed via text or direct phone call of the students' breach and student(s) will be logged. Furthermore, persistent breach will result in the students being reported to the Grade Coordinator or Principal.

# **Assessment/Coursework Policy**

In light of Covid-19, coursework pieces should be submitted on the due date stipulated by the teacher or as soon as you have completed them. If there are challenges in completing coursework pieces, then the teacher must be notified as soon as possible.

# **Coursework Makeup Policy/Retake Policy**

Students may be allowed to retake tests or engage in make-up activities only under specific circumstances. These circumstances include:

- 1. Absence from online class with a reasonable explanation and a letter from the parents.
- 2. Student's work displayed a form of effort to properly complete assessment but still gained a score below 30%.
- 3. Student completed the task but the work being submitted is a dismal presentation.

**NB.** Students who plagiarize (a prohibited behavior) their peers' work or are caught cheating (a prohibited behavior) will be reprimanded as stated in the school's policy- verbal warnings, then conference with parents and principal.

# **Class Participation Policy**

As a form of incentive in encouraging students' class participation, students who participate through asking relevant questions, assisting peers with work, answering questions, calling or texting teachers for clarity and actively engaging in other learning activities for at least 90% of classes per term will be allotted 5% towards their report. This also goes for students who completed the drop-off work and submitted it in a timely manner.

# Detailed accounting of how quarter/semester/yearly grade is to be computed.

The report at the end of each term will be calculated by using the **TWO (2)** grades placed on the Learning Management System per month and will be calculated as 40% of the total grade. The remaining 60% of the grade will be calculated from the final examination.

# **Types and Frequencies of Assessments**

**Summative Assessments:** 

This will be done in the following ways:

- **1. Monthly Test:** This will be given at the end of every month within a term and will be used for students' Report along with grades from formative assessment. **NB. Topics of the test will be based on content covered per month.**
- **2. End of Term Examination:** this will be done on all the topics covered throughout the term.

### **Formative Assessments:**

These will take the following format:

- 1. **Worksheets-** These will be given on various topics throughout the term.
- 2. **CXC Practice Papers-** These will be given on various topics throughout the term.
- 3. **SBA Guidelines** These will be given to cover the different areas of the CSEC English SBA
- 4. **Online Forums** This will be done using the Google Classroom question feature to allow students to engage in open discussions and learn from each other.
- 5. **Journaling-** This will be used by the students to self-evaluate their learning progress and to assist the teacher in evaluation of their learning progress.

NB. Formative assessment will be done on a class-by-class basis. Depending on results garnered, it may result in a form of summative assessment.

# **General Objective:**

To help students complete their School Based Assessment (SBA) and show proficiency in story writing.

# **Specific Objectives:** SBA

At the end of this unit, students should be able to:

- 1. Effectively write their Plans of Investigation.
- 2. Work with teacher and group members to show understanding of all SBA criteria by completing Participation Measure.
- 3. Effectively analyze their artifacts in order to write strong reflective pieces.
- 4. Critically analyze research materials in groups to write a thorough and comprehensive Written Report.
- 5. Work creatively to summarize SBA Portfolios in order to complete Oral Presentation requirement.

# **Specific Objectives: Story Writing**

At the end of this unit, students should be able to:

- 4. Review the different elements of a story through puzzles and quizzes.
- Demonstrate understanding of all the elements of a story through reviews (FB posts,
   Video Clips, Movies)
- 6. Identify the elements in a given story by responding to specific comprehension questions.
- 7. Apply the different elements to create effective stories (videos, story board, regular prose)
- 8. Critique stories of others using specific guidelines.
- 9. Justify story critique in order to make meaningful correction.

Time Period	Scope/Sequence	Assessment Plan	

STORY WRITING/ SBA			
October 20- 23/ October 26-30	10. 11. 12. <b>13.</b>	Plan of Investigation Participation Measure Reflections Written Report_	POI- 10 MARKS PM- 5 MARKS REFLECTION – 3 MARKS WR- 10 MARKS
	(eleme 14. 15.	ents) Characterization Setting	Critique of FB posts/ Video Clip Picture Board/ Comic Strip/ Photographs/ Videos  Quiz on setting and characterization.  (20 Marks)
November 2-6/ November 9-13	1.	Plan of Investigation Participation Measure Reflections Written Report will continue according to ed of the class)	POI- 10 MARKS  PM- 5 MARKS  REFLECTION – 5 MARKS  WR- 10 MARKS  Video/Movie Critique (25 marks)
	20. 21.	Plot Conflict_	Quiz on different types of conflict (10 marks)
November 16-20	<b>SBA</b> 22. 23.	Plan of Investigation Participation Measure	POI- 10 MARKS PM- 5 MARKS REFLECTION – 3 MARKS

	24. <b>25.</b>	Reflections Written Report_	WR- 10 MARKS
STORY WRITING		RY WRITING	
			Prose comprehension questions
	26. 27. 28.	Techniques used in story writing. Analyses of short story (ies) Writing short stories based on stimuli.	Group presentation of the different story elements (25 marks)  Short story (25 marks)  (Homework)

# **LESSON ONE**

**Teacher**: Patricia Clarke (Miss)

**Date:** October 26-30, 2020

**Subject**: English Language

**Grades**: 11 E, C, O

**Duration**: 3 x 40 Minutes

**Topic:** School Based Assessment

# **SPECIFIC OBJECTIVES:**

At the end of this lesson, students should be able to:

1. Identify the eight (8) components necessary for a complete SBA portfolio.

- 2. Differentiate between theme and topic.
- 3. Identify at least seven (7) themes appropriate for their SBA.
- 4. Decide on a theme and choose effective topics based on that theme.

# **Housekeeping**

Prior to the beginning of each class, the following will be done:

- 1. Teacher will do a 'Check In' to see to the emotional well-being of the class.
- 2. Teacher will then share routine with class to include:
- a. When the class will meet online for live sessions
- b. Rules for online class
  - 1. Try to log on on-time.
  - 2. Speak softly.

- 3. Try as best as possible to mitigate against background noise.
- 4. Try to use the Standard English when you speak.
- 5. Be respectful to classmates and teacher (Remember apology does not take away hurt)
- 6. Try as best as possible to complete tasks on-time.
- 3. Share weekly class affirmation

# <u>WORDS OF AFFIRMATION – IF GOD IS FOR ME, THEN NO ONE CAN BE AGAINST ME</u>

### **STEP 1:**

Teacher will begin class in Google Meets with a check in and prayer. She will also use this time to form the groups and give group responsibilities to students.

# Grouping

- 1. Groups will be assigned based on their SBA Topics
- 2. Each group will have the following persons:
  - 1. **A Reporter** Responsible for speaking in the behalf of the group
  - 2. **A Social Skills Monitor** Responsible for the emotional Well- Being and dynamics of the group
  - 3. **Recorder** Responsible to see to it that the members of the group is kept abreast of all that they are expected to do
  - 4. **Materials/Environment Monitor** This person must see to the gathering and maintenance of everything material e.g. seeing to it that resources for a group project are dealt with.

The groups will be allowed to change positions internally and report such changes during housekeeping the first class of each week

# STEP 2:

Teacher and student will then engage in a discussion about their understanding of the SBA. All queries and misconceptions will be dealt with. Academic conversation will be used, and the following guided questions will be used:

- 1. What is the English SBA about?
- 2. How many elements are included in the SBA?
- 3. Is the SBA done in groups?

# **STEP 3:**

Teacher will then walk students through the different components of the SBA in Google Meets in order to ensure that they can understand what is expected.

# **STEP 4:**

Students and teacher will then work together to differentiate between 'Theme' and 'Topic' as expected to be used for the SBA.

i.e. Theme- Broad subject under discussion.

Topic – The specific aspect of the subject that you will discuss?

E.g. Theme – Music

Topic – How loud music affects concentration?

# **STEP 5:**

Students and teacher will explore some general themes and topics. Students will also form/rejoin their groups to begin working on their SBA.

Homework: The class will be tasked to use the SBA guide to complete and submit the first draft of heir plan of investigation.

# **LESSON TWO**

**Teacher**: Patricia Clarke (Miss)

**Date**: November 2-6, 2020

**Subject**: English Language

**Grades**: 11 E, C, O

**Duration**: 3 x 40 Minutes

**Topic**: School Based Assessment

# **SPECIFIC OBJECTIVES:**

At the end of this lesson, students should be able to:

- 1. Understand the requirement for the SBA Participation Measure
- 2. Critically discuss the requirement for the Participation Measure
- 3. Apply the self-critique in order to complete the preliminary ratings for the Participation Measure.
- 4. Discuss and respond to selected questions to complete the group's Quality of Group Activity (In Groups)

# **Housekeeping**

Prior to the beginning of each class, the following will be done:

- 1. Teacher will do a 'Check In' to see to the emotional well-being of the class.
- 2. Teacher will then share routine with class to include:
- a. When the class will meet online for live sessions
- b. Rules for online class
  - 1. Try to log on on-time
  - 2. Speak softly
  - 3. Try as best as possible to mitigate against background noise
  - 4. Try to use the Standard English when you speak
  - 5. Be respectful to classmates and teacher (Remember apology does not take away hurt)
  - 6. Try as best as possible to complete tasks on-time

**WORDS OF AFFIRMATION – I CAN BECAUSE OF CHRIST** 

# **Step 1:**

The class will begin in Google Meets with the normal check in and dealing with housekeeping matters stemming from the previous class. After this is done, students and teachers will engage in a short discussion about steps 2 and 3 of their SBA portfolios. The following questions will be asked to guide the discussion:

- 1. What is the Participation Measure about?
- 2. Who should complete the PM?
- 3. How does it differ from the Quality of Group Activity?
- 4. Why do they think these two elements are important?

# **Step 2:**

This discussion will then lead to the students and teacher looking at the rubric for the PM and the Quality of Group Activity.

# <u>Step 3:</u>

Students will then be given time (10 minutes) to contemplate their understanding and do the preliminary rating for the PM.

# <u>Step 4:</u>

Students have previously formed SBA WhatsApp groups; hence, the conversation will now move from Google Meets to the different WhatsApp groups in order to facilitate the group discussion for the Quality of Group Activity. (Teacher was placed in these groups and as such the discussion can be facilitated easily). Where a group discussion could not be facilitated, plans will be made to do this using 'Zoom Group Meetings' (invites will be sent to the respective groups by the teacher). This will be done to ensure that the group dynamic is still effective in completing relevant aspects of the SBA.

# **Step 5: (Culminating Activity)**

The recorder of each group will then work with the materials person to circulate the completed document to the group members for them to insert in the online portfolios they have been developing thus far. These will then be uploaded for critique.

# **LESSON THREE**

**Teacher**: Patricia Clarke (Miss)

**Date**: November 9-13, 2020

**Subject**: English Language

**Grades**: 11 E, C, O

**Duration**: 3x 40 Minutes

**Topic:** School Based Assessment

# **OBJECTIVES:**

At the end of this lesson, students should be able to:

1. Reflect on the different components of the SBA done to date.

- 2. Define Reflection.
- 3. Critically analyze a reflection based on a given rubric.
- 4. Use the information and critique to write their reflection 1 first draft.

# **Housekeeping**

Following a review of the first month of class, housekeeping for this week will see students engaged in the following:

- 1. Students will be reminded that there are at the final level of Secondary education and as such must put more effort into completing their work.
- 2. Students will be reminded that they can always use the class' WhatsApp group to seek clarity and make queries where necessary
- 3. SBAs must be done properly following the guidelines, i.e. done in stages
- 4. They must come to class on time and treat the live sessions as they would face-face classes.
- 5. All effort must be made to complete assignments in the time allotted as the teacher is getting too many late assignments.

# WEEK'S AFFIRMATION

# WHATEVER THE MIND CAN CONCEIVE AND BELIEVE, IT CAN ACHIEVE.

# <u>Step 1:</u>

The class will begin with the settling of housekeeping matters and checking in with students. It will continue with students reflecting on how far they have reached thus far. Groups will be allowed to identify themselves by the SBA theme, so using the Random Calling Cards as group will be selected to reflect on the three components of the SBA done thus far. The group's reporter will speak on the behalf of the group.

# The expected answer:

- 1. Plan of Investigation
- 2. Participation Measure
- 3. Quality of Group Activity

After the group responds, teacher will allow members of the class to make queries or clarify as they may deem necessary.

# <u>Step 2:</u>

After ensuring that the class is aware of the components thus far, teacher will then guide students to look at the next step in the SBA process. This will be the writing of the reflection. For this activity, the class will watch a short video clip then discuss the clip based on the following questions:

- 1. What is a reflection?
- 2. Why is it important to reflect on one's work?
- 3. What question is answered in the first reflection for the SBA?
- 4. List three things you should consider when writing your reflection.
- 5. How many paragraphs should your reflection have, and what should each paragraph cover?

# https://www.youtube.com/watch?v=rzU2GY6SxRg

In responding to the discussion, the class will operate as a group with teacher randomly selecting students based on their overall interaction in the class.

# <u>Step 3:</u>

Students will move on to work in groups of six (6) to edit a reflection in class and share their findings. Different groups will be given different reflections to facilitate differentiation and diverse views.

They will also be given the rubric to use and must justify their responses/grades. Groups will be allowed to work online using WhatsApp video/group calling. Twenty minutes will be given for this activity, and teacher will remain online to answer queries and will also check in on different group activities.

# <u>Step 4:</u>

Groups will rejoin the main class discussion and make presentation on their reflections. The rubric must be used as their basis for analysis along with the following guided questions:

- 1. What was the reflection about?
- 2. Was there evidence of research? If so, state
- 3. Did the researcher cite the source properly? Justify your answer
- 4. Was the reflective question answered? Put simply, did the researcher give a good analysis of the pieces?
- 5. What if anything would you change in this reflection? Justify your answer

The reporter for each group must speak on the behalf of the group and may choose to present the finding orally, in a table etc.

Clarity will be given where necessary.

# **Step 5: (Culminating Activity)**

Drawing from the resources shared and the class discussion, students will then be task to complete and upload the first draft of their SBA Reflection 1.

A skeleton of the Reflection will also be made available particularly for students of 11 O who are slower than the rest of the classes.

# **LESSON FOUR**

**Teacher**: Patricia Clarke (Miss)

**Date**: November 16-20, 2020

**Subject**: English Language

**Grades:** 11 E, C, O

**Duration**: 3x 40 Minutes

**Topic**: SBA

# **GENERAL OBJECTIVES:**

To help students complete the different aspects of their SBA.

# **SPECIFIC OBJECTIVES:**

At the end of this lesson, students should be able to:

- 1. Understand the art of reflection through self-reflecting.
- 2. Reflect on the requirements for the reflections using a KWL table.
- 3. Differentiate among the three reflections based on the discussion.
- 4. Apply the knowledge from the discussion to analyze a sample reflection.

# **Housekeeping**

Following a review of the first month of class, housekeeping for this week will see students engaged in the following:

- 1. Students will be reminded that there are at the final level of Secondary education and as such they must put more effort into completing their work.
- 2. Students will be reminded that they can always use the class' WhatsApp group to seek clarity and make queries where necessary.
- 3. SBAs must be done properly following the guidelines, ie. done in stages
- 4. They must come to class on time and treat the live sessions as they would face-face classes.
- 5. All effort must be made to complete assignments in the time allotted as the teacher is getting too many late assignments.

# **WEEK'S AFFIRMATION**

# WHATEVER THE MIND CAN CONCEIVE AND BELIEVE, IT CAN ACHIEVE.

# STEP 1:

Students and teacher will begin class with devotion and housekeeping. For devotion, the class will look at:

# **Isaiah 49:16**

Behold, I have engraved you on the palms of my hands; your walls are continually before me.

Teacher will use this to start a discussion with the class about their anxiety and their fears moving forward into the academic year. This will segue into sharing this week's affirmation with the class as teacher and students reflect on the goodness of God overtime.

The class will then deal with some housekeeping matters re SBA and journaling.

# **STEP 2:**

The class will then move on to form their groups and to reflect on the expectations for writing the reflections. A KWL table will be used for this. They will begin with doing the first two columns exploring what they already know and what they would want to know about writing the reflections.

What you Know	What you want to Know	What have you Learnt
1.Reflection 1 speaks to what you understand about the topic		
	2. In writing R2, should you analyse the tone for each piece?	
		3. Doing this SBA can build your vocabulary and writing skills.

# STEP 3:

Based on the expression of what they want to know, teacher will use the Random Calling Cards to select a group/person to address the class regarding answers for this aspect of the lesson. The floor will be open to allow persons with different views to share, and teacher will give feedback and clarity where necessary.

# STEP 4:

After completing this task, the students and teacher will return to the KWL table to complete the column outlining what they have learnt. The Random Calling Cards will again be used to complete select the group/person to do this task.

The class will be allowed to reflect on what was covered in the lesson, and to ask for clarity and/or make comments.

# **STEP 5:**

The lesson will culminate with students using the information shared to critique a Reflection two using the following guided questions:

- 1. What is the topic of this reflection? Was it clearly stated?
- 2. Is there evidence of the sources used to write this reflection?
- 3. Are the sources properly referenced?
- 4. What figures of speech/literary devices were highlight? Are they properly analyzed for effectiveness?
- 5. What other language structures of elements were highlighted? Is there clear evidence of these?
- 6. Give your overall feedback of the presentation.

The class will be given 5 minutes to look at this reflection after reading in class, then the Random Calling Card will be used to select students to answer. The floor will again be open to allow other members of the class to respond.

The class will end with students being implored to continue the discussion in their WhatsApp group and using the same questions with the rubric shared earlier to peer review each other's reflection, edit and submit for grading.

The class will also be encouraged to use their journals as a means of reflecting on a lesson and putting things into perspective.

#### **LESSON FIVE**

**Teacher**: Patricia Clarke (Miss)

**Date:** November 23-27, 2020

**Subject**: English Language

**Grades**: 11 E, C, O

**Duration**: 3x 40 Minutes

**Topic**: SBA

# **GENERAL OBJECTIVES:**

To help students complete the different aspects of their SBA.

# **SPECIFIC OBJECTIVES:**

- 1. Successfully review all the requirement for the SBA
- 2. Complete a group SBA checklist to ascertain where the group is as a whole.
- 3. Work in their groups to complete different components according to the group's progress.
- 4. Peer review within their groups to help each other become up-to date.
- 5. Compose and submit at least a partial portfolio (POI, PM, QGA, Reflections 1-2)

# **Housekeeping**

As the school becomes engaged in the first face-face class since the closure of schools in March, teacher will begin class with the following reminders:

- 1. Students will be reminded that there are at the final level of Secondary education and as such must put more effort into completing their work.
- 2. Students will be reminded that they can always use the class' WhatsApp group to seek clarity and make queries where necessary.
- 3. SBAs must be done properly following the guidelines, i.e., done in stages.
- 4. Students must come to class on time and treat the live sessions as they would face-face classes.
- 5. All effort must be made to complete assignments in the time allotted as the teacher is getting too many late assignments.

WORD OF AFFIRMATION – SUCCESS IS NOT FINAL, FAILURE IS NOT FATAL, IT IS
THE COURAGE TO CONTINUE THAT COUNTS - Winston Churchill

# **STEP 1:**

Teacher will be meeting students for the first face-face class; as a result, the class will begin with a general reminder of the following:

- 1. Expectations for mask wearing and distancing.
- 2. Expectations for work to ensure that the most is gained from the experience.

Prayer will be offered, and the affirmation/quote of the week shared.

# **STEP 2:**

Students will then be asked to sit, socially distanced, but within their groups. Teacher will provide students with an outline of the SBA as well as a groups SBA checklist. They will be tasked to use the outline and the checklist to ascertain where their group is, and what aspects will be worked on accordingly.

This will be done because, based on the current pace of work, teacher is aware that different groups are at different areas of the process. As a result, the class cannot be instructed as one unit; differentiated instruction will be necessary. This checklist will make it easier.

Name of Group Membe r	Topi c	Plan of Investigatio n	Participatio n Measure	Qualit y of Group Activit y	Reflectio n 1	Reflectio n 2	Reflectio n 3	Writte n Report	Oral Presentatio n

# **STEP 3:**

Teacher will move across the groups (ensuring social distance) and give instructions to help each student/group to work according to where they are in the SBA process. The SBA guide will be used.

# **STEP 4:**

Students will be encouraged to peer evaluate the different aspects for group members and offer feedback and suggestions.

These feedback and suggestions should be used to edit the different components before submission.

# **STEP 5- CULMINATING ACTIVITY:**

The lesson will culminate with students putting forward even a partial portfolio. The target is for all to have at least:

- 1. Plan of Investigation
- 2. Participating Question
- 3. Quality of Group Activity
- 4. Research Material
- 5. Reflections 1-2

THE SBA PROGRESS WILL CONTINUE POST PRACTICUM

# UNIT PLAN 2 STORY WRITING

# <u>UNIT INTRODUCTION</u>

This unit plan will cover the different aspects of story writing to include:

- 1. What is narrative writing?
- 2. Elements of a story
- 3. Thorough break down of the different elements (through presentation)
- 4. The analyses of different stories
- 5. The writing of their own stories

Students will be allowed to do group presentations as well as critique each other's work. At the end of this unit, the objectives as outlined in the scope and sequence should be met in order for this to be considered a success.

NOTE\* The scope and sequence for the grade is done in one at the school to cover the curriculum requirement and the SBA. Hence, one scope is submitted in unit 1 and covers unit 2 content.

# **LESSON ONE**

**Teacher**: Patricia Clarke (Miss)

**Date**: October 20-23, 2020

**Subject**: English Language

**Grades**: 11 E, C, O

**Duration**: 2 x 40 Minutes

**Topic**: Story Writing

# **SPECIFIC OBJECTIVES:**

At the end of this lesson, students should be able to:

- 1. Review the elements of a short story by completing a pop quiz. (10-15 questions)
- 2. Critique the responses to the pop quiz for clarity.
- 3. Critically analyze a short video clip to identify how the character(s) was/were portrayed.
- 4. Develop a character based on a given stimulus.

# **Housekeeping**

Prior to the beginning of each class, the following will be done:

- 1. Teacher will do a 'Check In' to see to the emotional well-being of the class.
- 2. Teacher will then share routine with class to include:
- a. When the class will meet online for live sessions
- b. Rules for online class
  - 1. Try to log on on-time
  - 2. Speak softly
  - 3. Try as best as possible to mitigate against background noise
  - 4. Try to use the Standard English when you speak
  - 5. Be respectful to classmates and teacher (Remember apology does not take away hurt)
  - 6. Try as best as possible to complete tasks on-time.
- 3. Share weekly class affirmation

**UBUNTU- I AM BECAUSE WE ARE** 

4. Grouping

- 1. Each group will have the following persons
  - 1. **A Reporter** Responsible for speaking in the behalf of the group
  - 2. **A Social Skills Monitor** Responsible for the emotional Well- Being and dynamics of the group
  - 3. **Recorder** Responsible to see to it that the members of the group is kept abreast of all that they are expected to do
  - 4. **Materials/Environment Monitor** This person must see to the gathering and maintenance of everything material e.g. seeing to it that resources for a group project is dealt with.

The groups will be allowed to change positions internally and report such changes during housekeeping the first class of each week

# **STEP 1:**

For this aspect of the lesson, students will be guided to reflect on the different elements of a story. They will do this by following this link to complete a crossword puzzle about short stories.

https://puzzel.org/en/crossword/play?p=-MJxinQcSQTnbJB0UYYR

The answers will be discussed in class.

# **STEP 2:**

After completing the puzzle students will look closer of the element of characterization. They will watch a short video clip titled, 'Jealousy'. They will be guided to take note of the different characters as they watch.

https://www.youtube.com/watch?v=EDTZnQCH220

# STEP 3:

After watching the video individually, the students will be given an opportunity to work in groups or teams to discuss the video in detail. The following guided questions will be used:

# **Discussion Questions:**

- 1. What do you think about the video as a whole?
- 2. Comment on the effectiveness of the character's dressing

- 3b. Do you think the dress code would be equally effective if the characters were Caucasians?
- 4. Comment on the use of language by the characters
- 5. Describe each character in your own words, consider:
  - a. Their thoughts
  - b. Their actions
- 3. What conclusion could you draw about Suzie's background based on her behaviour?
- 4. Do you think Suzie's friends should have known she is unhappy with their progress? Justify your answer.
- 5. What lessons can be learnt about friendship dynamics from the film?
- 6. Was Damion too oblivious of Suzie's advances? Justify your response.
- 7. Was Marie's reaction upon opening the door realistic? What would you do differently?
- 8. Choose one character and redevelop him/her. Justify your choice.

# **STEP 4:**

Approximately thirty minutes (30) will be given for this task. At the end of the time allotted, the answers will be discussed in class using the Random Calling Card.

# **STEP 5: (CULMINATING ACTIVITY)**

Students will culminate the week's activity by using one of the following story stimuli to create a character of choice. The questionnaire given under resources can be used as a guide.

# Story Stimuli

- 9. Home School Nightmare
- 10. Grandma's Corona Scare
- 11. Principal's End Game
- 12. Food Scarcity
- 13. Death by Boredom

The class may choose to work in groups and present their character description in Prose, Pictures, or Video Clip.

# **LESSON TWO**

**Teacher**: Patricia Clarke (Miss)

**Date**: October 26-30, 2020

**Subject**: English Language

**Grades**: 11 E, C, O

**Duration**: 2 x 40 Minutes

**Topic**: Story Writing

# **SPECIFIC OBJECTIVES:**

At the end of this lesson, students should be able to:

- 1. Define the setting as an element of story writing.
- 2. State at least three ways that one can create an effective setting.
- 3. Complete a fifteen-question quiz on characterization and setting.
- 4. Create a setting based on given stimuli.

# **Housekeeping**

Prior to the beginning of each class, the following will be done:

- 1. Teacher will do a 'Check In' to see to the emotional well-being of the class.
- 2. Teacher will then share routine with class to include:
- a. When the class will meet online for live sessions
- b. Rules for online class
  - 1. Try to log on on-time
  - 2. Speak softly
  - 3. Try as best as possible to mitigate against background noise
  - 4. Try to use the Standard English when you speak
  - 5. Be respectful to classmates and teacher (Remember apology does not take away hurt)
  - 6. Try as best as possible to complete tasks on-time
- 3. Share weekly class affirmation

WORDS OF AFFIRMATION – ALL CAN NEVER BE LOST AS LONG AS GOD REMAINS THE FOCUS

# **STEP 1:**

Class will begin with a check in and taking care of housekeeping matters. After dealing with this, the class will engage in a short discussion to recap last week's topic on characterization.

The following guided questions will be used:

- 1. What is characterization?
- 2. List three things that should be considered when developing a character for a story.
- 3. Why should characters be realistic?
- 4. Identify one character from the video clip given last week and comment on this character's development.
- 5. In any movie of choice, name a character and effectively state why this character was well-developed.

# **STEP 2:**

Students will be given two images to compare the setting. The class will engage in an academic conversation using the following guided questions:

- 1. Based on the picture, what type of family would you expect to live in the house?
- 2. Describe a typical day in each household.
- 3. What time (year and season) is depicted in the picture?
- 4. What type of story plot would best be described in each.

# **IMAGE 1**



# **IMAGE 2**



# **STEP 3:**

Following this discussion, the class will turn its attention to setting. They will be guided to their text (A Comprehensive English Course pg. 75) to note important points about story setting. Teacher will project this on the screen in Google Meets, and ask the recorder of one of the groups to read.

Students will be guided to take notes where necessary.

# **STEP 4:**

Students will then complete activity 1 or 2 from the text. The answers will be discussed in class. Random calling cards will be used to facilitate the discussion prior to opening the floor for general feedback.

# **STEP 5:**

Students will culminate the week's activity by:

- 1. Completing a quiz on characterization and setting
- 2. Working in groups to describe a setting based on the photographs used for discussion:

# **LESSON THREE**

**Teacher**: Patricia Clarke (Miss)

**Date:** November 2-6, 2020

**Subject**: English Language

**Grades**: 11 E, C, O

**Duration**: 2 x 40 Minutes

**Topic:** Story Writing (Presentations Day 1)

# **SPECIFIC OBJECTIVES:**

At the end of this lesson, students should be able to:

- 1. Understand the five (5) main elements of a story plot.
- 2. Understand the four (4) main techniques used in developing the plot.
- 3. Understand the five (5) main types of conflict.

# **Housekeeping**

Prior to the beginning of each class, the following will be done:

- 1. Teacher will do a 'Check In' to see to the emotional well-being of the class.
- 2. Teacher will then share routine with class to include:
- a. When the class will meet online for live sessions
- b. Rules for online class
  - 1. Try to log on on-time.
  - 2. Speak softly.
  - 3. Try as best as possible to mitigate against background noise.
  - 4. Try to use the Standard English when you speak.
  - 5. Be respectful to classmates and teacher (Remember apology does not take away hurt)
  - 6. Try as best as possible to complete tasks on-time.

WORDS OF AFFIRMATION – EVERY OBSTACLE IN LIFE CAN BE CONQUERED WITH THE RIGHT DOSE OF SELF-LOVE, SELF -CONFIDENCE, SELF – RESPECT.

# <u>Step 1:</u>

Class will begin in Google Meets with check in and guidance regarding how to share screen in order to do their group presentations. The different group members will all be reminded of their roles in the group to ensure the presentations are effectively done.

Eg.

Reporter – speak on the behalf of the group.

Materials person- see to preparation of the necessary tools etc. for group presentations.

# **Step 2:**

After this discussion, students will be given 10 minutes to ask for clarity and make any final edits/plans for the presentations.

# **Step 3:**

The presentations will begin with each group getting 10 minutes to do their presentations. They will be given the privilege to be presenters. The class will be encouraged to pay attention and make notes where necessary.

# STEP 4:

Teacher will clear up any misconception presented to ensure the class does not leave ill-informed. This will be done through a discussion at the end of the presentations.

# **STEP 5:**

The materials person for each group will be tasked to make the necessary corrections to the group's presentation and upload for final review and marking.

# **Rubric for Presentation:**

Content/ Use of Language – 10

Creativity/Presentation -8

Evidence of Groupwork – 7

Total - 25

# **LESSON FOUR**

**Teacher**: Patricia Clarke (Miss)

**Date**: November 9-13, 2020

**Subject**: English Language

**Grades**: 11 E, C, O

**Duration**: 2 x 40 Minutes

**Topic**: Story Writing (Presentations Day 2)

# **SPECIFIC OBJECTIVES:**

At the end of this lesson, students should be able to:

- 1. Understand the five (5) main types of conflict (conti.)
- 2. Understand how to use dialogue in a story.
- 3. Understand the different narrative styles (use of diction, use of persuasive techniques)
- 4. Critique each presentation using a five-questions approach.

# **Housekeeping**

Prior to the beginning of each class, the following will be done:

- 1. Teacher will do a 'Check In' to see to the emotional well-being of the class.
- 2. Teacher will then share routine with class to include:
- a. When the class will meet online for live sessions
- b. Rules for online class
  - 1. Try to log on on-time.
  - 2. Speak softly.
  - 3. Try as best as possible to mitigate against background noise.
  - 4. Try to use the Standard English when you speak.
  - 5. Be respectful to classmates and teacher (Remember apology does not take away hurt)
  - 6. Try as best as possible to complete tasks on-time.

# <u>Step 1:</u>

Class will begin with a review of the general devotion as well as with the usual emotional checkins. The students will be encouraged to remember that with God they will always have peace. The story of Jonah will be shared as a motivation.

The discussion will then segue into the day's activity with a short recap of what is expected for the group presentations on conflicts, use of dialogue, and the different story types.

Eg.

Reporter – speak on the behalf of the group.

Materials person- see to preparation of the necessary tools etc. for group presentations.

# **Step 2:**

After this discussion, students will be given 10 minutes to ask for clarity and make any final edits/plans for the presentations. This should include ensuring that the correct aspect of story writing is under investigation to mitigate against errors seen in the previous class' presentation.

# **Step 3:**

Each group will then be given the opportunity to present. Some of the areas to be covered are:

- 1. What is inter-personal conflict? (with examples)
- 2. What is conflict between man and nature? (with examples)
- 3. How should dialogue be introduced in a story? (step by step approach)
- 4. What is the importance of dialogue in a story?

# **STEP 4:**

The groups that presented in the previous week will be tasked to note and comment on the presentations. They must comment on the following:

- 1. Was the question under investigation appropriately answered?
- 2. Was the presentation organized? Justify response.
- 3. Was their evidence of group cohesiveness?
- 4. Identify four (4) main things covered in each presentation.
- **5.** Suggest/recommend one way the presentation could be better.

# **STEP 5:**

Following the critique, the materials person for each group will be tasked to make the necessary corrections to the group's presentation and upload for final review and marking.

# **Rubric for Presentation:**

Content/ Use of Language – 10

Creativity/Presentation-8

Evidence of Groupwork – 7

Total - 25

# LESSON FIVE

**Teacher**: Patricia Clarke (Miss)

**Date**: November 16-20, 2020

**Subject**: English Language

**Grades**: 11 E, C, O

**Duration**: 2 x 40 Minutes

**Topic**: Story Writing (Review Class)

# **SPECIFIC OBJECTIVES:**

At the end of this lesson, students should be able to:

- 1. Review the elements of a story by completing a puzzle.
- 2. Outline a short story based on a given stimulus.
- 3. Critique the outline of a short story for a member of the class based on information from the presentations done.
- 4. Use the critique and outline to write a short story.
- 5. Self/peer evaluate short story using eleven (11) questions guide.

# **HOUSEKEEPING**

As we complete one of the topics for CXC preparation, the students will be given the following guide/feedback:

- **1.** A reminder to pay attention in group presentations to ensure they are able to grasp as much as possible.
- 2. To ensure effort in placed in actively taking part of self/peer evaluations.
- 3. To ask questions for clarity as they are at the last leg of their high school journey.
- 4. To submit assignments to ensure their final reports look good for college.
- 5. To take care of themselves especially in light of the challenges we are facing.

<u>WORDS OF AFFIRMATION</u> - "I must not fear. Fear is the mind-killer. Fear is the little death that brings total obliteration. I will face my fear. I will permit it to pass over me and through me. And when it has gone past, I will turn the inner eye to see its path. Where the fear has gone there will be nothing. Only I will remain."

- Frank Herbert, Dune

#### STEP 1:

Class will begin with prayer and the following scripture will be shared about fear:

Isaiah 41:10 - Fear thou not; for I am with thee: be not dismayed; for I thy God: I will strengthen thee; yea, I will help thee; yea, I will uphold thee with the right hand of my righteousness.

This will be done as students are expressing anxiety over school. As a result, teacher sees it fit to encourage the class to trust over fear. Members of the class will be asked to share testimony of triumph. Teacher will also share her own story of triumph with the class.

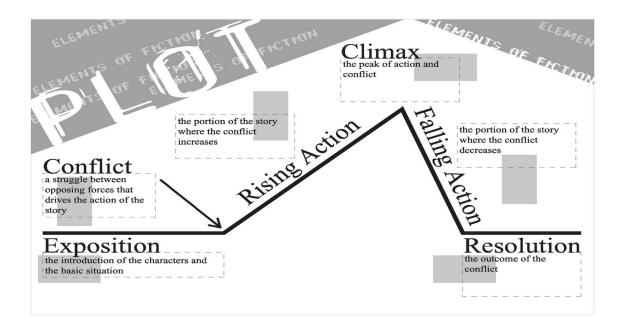
# **STEP 2:**

After encouraging and settling the class, and ensuring that students have some grasp and retainment of information shared over the weeks on the topic story writing, the teacher will have the students move on to complete a crossword puzzle that requires understanding of the content covered during the presentations.

https://crosswordhobbyist.com/850106/STORY-WRITING

# **STEP 3:**

Students will then be tasked to use the plot structure diagram to outline a story based on one of the following stimuli.



# **STORY TOPICS**

- 1. End your story with the following, 'It was the last thing anyone expected from him'.
- 2. Begin your story with the following, 'I remember it like it was yesterday...'
- 3. Write a story on the following topic, 'A day to remember...'
- 4. Write a story on the following picture stimuli:



Students will be encouraged to share their outline with a member of the class for peer evaluation.

# **STEP 4:**

Students will then use the critique and the outline to culminate the topic by writing their short stories. Stories should be between 400-450 words.

# **STEP 5: (Culminating Activity)**

The lesson will culminate with students being given a checklist to assist them in evaluating their stories before uploading them. These stories will be marked according to the CXC rubric.

# **Story Writing -Checklist**

In assessing the stories, the following checklist will be used:

- 1. Do you have an interesting title?
- 2. Did you start with an interesting setting, action, dialogue?
- 3. Do you have at least one paragraph that does nothing but describes either a character, or the setting?
- 4. Did you allow your characters to engage in dialogue?
- 5. Did your use any literary devices?
- 6. Do you have a very realistic plot?
- 7. Are your characters/setting fully developed and realistic?
- 8. Is there an unexpected twist to make your story memorable?
- 9. Does your story employ a very wide vocabulary?
- 10. Is it error free or almost error free?
- 11. Did you meet the required word limit?

# UNIT THREE EXPOSITORY WRITING GRADE 10

# **UNIT INTRODUCTION**

The objective of this unit is to have students understand the different areas of writing covered under expository writing. They will be expected to look at:

- 1. Letter of Complaint
- 2. Letter of Request
- 3. Email
- 4. Writing the Memo

During the teaching of this unit, the writing process will be enforced, and students will also get help with their grammar and mechanics as a function of writing the different pieces. In addition, since they are working online, they will be assessed using quizzes and other easily manipulated online tools such as Google forms. Ferncourt High School
English Language
Grade 10
Scope & Assessment Plan; School Year October 2020- December 2020
Teachers:

The following policies must be adhered to for the duration of the school year. Please read each policy carefully.

# **Homework Policy**

Homework will be given as a measure of further enhancing students' understanding of concepts taught. As such, **ALL ASSIGNMENTS MUST** be done prior to the upcoming class or by the date stipulated by the teacher as may be the case occasionally. Inability to complete assignments after TWO (2) verbal warnings will result in parents being contacted and an alternative date given. If the student will be absent on the day when the homework is due, a picture of the homework or an email should be sent to the teacher. Additionally, the parents will be informed via text or direct phone call of the students' breach and student(s) will be logged. Furthermore, persistent breach will result in the students being reported to the Grade Coordinator or Principal.

# **Assessment/Coursework Policy**

In light of Covid-19, coursework pieces should be submitted on the due date stipulated by the teacher or as soon as you have completed them. If there are challenges in completing coursework pieces, then the teacher must be notified as soon as possible.

# **Coursework Makeup Policy/Retake Policy**

Students may be allowed to retake tests or engage in make-up activities only under specific circumstances. These circumstances include:

- 1. Absence from online class with a reasonable explanation and a letter from the parents.
- 2. Student's work displayed a form of effort to properly complete assessment but still gained a score below 30%.
- 3. Student completed the task but the work being submitted is a dismal presentation.

NB. Students who plagiarize (a prohibited behavior) their peers' work or are caught cheating (a prohibited behavior) will be reprimanded as stated in the school's policy- verbal warnings, then conference with parents and principal.

# **Class Participation Policy**

As a form of incentive in encouraging students' class participation, students who participate through asking relevant questions, assisting peers with work, answering questions, calling or texting teachers for clarity and actively engaging in other learning activities for at least 90% of classes per term will be allotted 5% towards their report. This also goes for students who completed the drop-off work and submitted it in a timely manner.

Detailed accounting of how quarter/semester/yearly grade is to be computed

The report at the end of each term will be calculated by using the **TWO (2)** grades placed on the Learning Management System per month and will be calculated as 40% of the total grade. The remaining 60% of the grade will be calculated from the final examination.

# **Types and Frequencies of Assessments**

- 1. **Pre-Assessment:**
- 2. **Diagnostic Test-** This will be given at the beginning of the Christmas Term ascertain the extent of students' prior knowledge on the topics for the term. For the other terms, their performance in the End of Term Examination will be used.
- 3. **Summative Assessments:** this will be done in three 3 forms:
  - **2. Monthly Test:** This will be given at the end of every month within a term and will be used for students' Report along with grades from formative assessment. **NB. Topics of the test will be based on content covered per month.**
  - **3. End of Term Examination:** this will be done on all the topics covered throughout the term.

# **C. Formative Assessments:**

- **4. Worksheets-** These will be given on various topics throughout the term.
- **5. Online quizzes-** This will be given on various topics throughout the term.
- **6. Presentation** This will be issued as a pair or group task throughout the term in the form of a PowerPoint, drawings, brochure, newsletter, storyboard, dramatization, songs or poem.
- **7. Research project-** This will be given for at least one topic per term and issued as a group task.
- **8**. **Journaling-** This will be used by the students to self-evaluate their learning progress and to assist the teacher in evaluation of their learning progress.
- NB. Formative assessment will be done on a class-by-class basis. Depending on results garnered, it may result in a form of summative assessment.

MONTHS	SCOPE & SEQUENCE			ASSESSMENT		
	Exposi	tory Writing				
October	Letter	of Complaint	1.	https://quizizz.com/admin/		
Week 4	1	format/structure/content		<u>quiz/</u>		
Four (4) sessions	2.	Language features		5e6194d393eecd001b599973c/		
		Audience		<u>letter-of-complaint</u>		
	4.	Appropriate use punctuation	2.	https://quizizz.com/admin/		
		marks.		<u>quiz/</u>		
	5.	Logical division of		5eecd6c2af5a2001bc37c75/		
		continuous writing into		<u>letter-of-complaint</u>		
	1	coherent paragraphs	3.	Analyze samples of letters of		
		Adjustment of grammatical		complaint.		
		form for flexibility as	4.	Part One: (Informal)		

October Week 4 One (1) session	appropriate to audience, content and sentence function. <b>Resources:</b> https://www.brighthubeducation.co m/high-school-english-lessons/5448 7-letter-of-complaint-lesson-plan/ https://elc.polyu.edu.hk/cill/eiw/ complain_letter_constructors.aspx	dramatize an issue in their community or country.  Part Two: Use Google Docs to compose a formal letter of complaint for the issue in Part One. (Individual)  5. Use Google collaboration feature to edit grammatical errors in a letter of complaint.
November- Week One (1) Three (3) sessions	<ol> <li>Audience</li> <li>Appropriate use punctuation marks.</li> <li>Logical division of continuous writing into coherent paragraphs</li> <li>Adjustment of grammatical form for flexibility as appropriate to audience, content and sentence function.</li> <li>Resources:         <ul> <li>https://www.ieltsjacky.com/ielts-sample -letters.html</li> </ul> </li> <li>https://www.letters.org/request-letter/how-to-write-a-request-</li> </ol>	<ol> <li>Analyze samples of letters of request.</li> <li>Use Google Docs to compose individual letters of request.</li> <li>Use Google collaboration feature to edit grammatical errors in a letter of request.</li> </ol>
November Week Two (2) Three (3) sessions	Email Writing 1. format/structure/content 2. Language features 3. Audience 4. Importance of emails in the school and business environment Resources: https://www.teachingenglish.org.uk/article/email-writing	<ol> <li>Analyze samples of emails.</li> <li>Assess the content of an email based on given situations or scenarios.</li> <li>Compose an email utilizing all the features.</li> <li>Use the Google collaboration feature in Google Docs to reorganize samples of emails.</li> </ol>

	https://www.commonsense.org/		
	education/lesson-plans/email-		
	<u>etiquette</u>		
	https://www.tsl.texas.gov/sites/		
	default/files/public/tslac/ld/ld/		
	<u>LibrariesLiteracy/3-</u>		
	1%20Introduction%20to%20Email		
	%20Lesson%20Plan.pdf		
November	https://www.fluentu.com/blog/		
Week Two (2)	educator-english/esl-email-writing-		
Two (2) Sessions	<u>lesson-plan/</u>		
November	Memo	1.	This can be used as a form of
Week Three	1. Format/structure/content		mini diagnostic test to see what
Three (3) sessions			they know.
	3. Audience		https://study.com/academy/pra
	<b>4.</b> Importance of memos in the		ctice/quiz-worksheet-memo-
	business place	2.	form-purpose-content.html
	Resource:		Assess the content of a memo
	https://sites.google.com/site/		based on given situations or scenarios.
	wordprocessingwithoffice07/e-mail-	3.	Compose a memo utilizing all
	memo/day-2memo-1-memo-2	J.	the features.
		4.	Use the Google collaboration
			feature in Google Docs to
			reorganize samples of memos.
November			
Week Three			
Two (2) sessions			

# **LESSON ONE**

**Teacher**: Patricia Clarke (Miss)

**Date**: October 20-23, 2020

**Subject**: English Language

Grades: 10 U

**Duration**: 2 x 40 Minutes

**Topic:** Expository Writing

# **OBJECTIVES:**

At the end of this lesson, students should be able to:

- 1. Understand the different formats for formal letter writing.
- 2. Understand the structure of a letter of complaint.
- 3. Respond to six (6) comprehension questions after reading a letter of complaint.
- 4. Unscramble a letter of complaint based on given components.

# **Housekeeping**

Prior to the beginning of each class, the following will be done:

- 1. Teacher will do a 'Check In' to see to the emotional well-being of the class.
- 2. Teacher will then share routine with class to include:
- a. When the class will meet online for live sessions
- b. Rules for online class
  - 1. Try to log on on-time
  - 2. Speak softly
  - 3. Try as best as possible to mitigate against background noise
  - 4. Try to use the Standard English when you speak
  - 5. Be respectful to classmates and teacher (Remember apology does not take away hurt)
  - 6. Try as best as possible to complete tasks on-time
- 3. Share weekly class affirmation.

# WORDS OF AFFIRMATION – I CAN DO ALL THINGS THROUGH CHRIST WHO STRENGHTENS ME

# STEP 1:

Teacher will begin class in Google Meets with a check in and prayer. She will also use this time to form the groups and give group responsibilities to students.

# Grouping

- 1. Groups will be assigned based on their last name
- 2. Each group will have the following persons
  - 1. **A Reporter** Responsible for speaking in the behalf of the group
  - 2. **A Social Skills Monitor** Responsible for the emotional Well- Being and dynamics of the group
  - 3. **Recorder** Responsible to see to it that the members of the group is kept abreast of all that they are expected to do
  - 4. **Materials/Environment Monitor** This person must see to the gathering and maintenance of everything material e.g. seeing to it that resources for a group project is dealt with.

The groups will be allowed to change positions internally and report such changes during housekeeping the first class of each week

# STEP 2:

After this, teacher will introduce the topic by having an open discussion with students about what they would do in the following scenario's:

**Scenario 1**: You ordered a smart phone from Digicel Online, but when it arrived you noticed that the screen was cracked. What would you do and say?

**Scenario 2**: You went into the store to purchase a handbag; however, customer service representative was rude to you (claiming you don't look like someone who can afford the bag you want). What would you say and do?

**Scenario 3:** You bought an item, but you noticed that the expiry date had passed after opening the item. What would you do next?

Teacher will use the answers from the discussion to guide students to understand the following:

- 1. What is a letter of complaint?
- 2. Why write a letter of complaint?
- 3. What should be included in a letter of complaint?

# STEP 3:

Students will then be guided to the content uploaded to view the format of a formal letter, and note this in their notebooks.

#### **Formats**

- 1. Block Style
- 2. Semi-block Style
- 3. Modified

# STEP 4:

Students will then turn their attention to the text 'English for All' pg. 147 for a step-by-step instruction for writing the letter of complaint. Teacher will project an image of this using the shared screen option in Google Meets.

# **STEP 5:**

Students will culminate the week's activities by:

- 1. Reading a letter of complaint and responding to comprehension questions about the letter. (The letter will be taken from the text 'English For All)
- 2.Unscrambling a letter of complaint (working in pairs or groups)

#### **ADDENDUM**

# **Summary of Content**

In life, one may complain about various things especially when things such as appliance, equipment, and technological devices have been purchased and so the professional way to deal with these problems is to write a letter of complaint to address the problem and devise a solution to the problem. Scenarios and situations in which a letter of complaint is advisable may be:

- \*Poor service by the bus company in your area and possible ways for improvement
- \*Defective appliance purchased at a store.
- \*Non-delivery of items purchased.

These scenarios require a letter of complaint which has a formal and courteous tone. The elements of the business letter are the *Heading* which has the writer's address and the date; the *Inside Address* which includes the name and address of the recipient; the salutation which includes the greeting to the recipient and is followed by a colon, example: Dear Mr. Samuels: The *Subject*: A short sentence that tells you what the body of the letter will be about. The *Body* is the main part of the letter which includes and presents the writer's purpose and the information that supports it; the *Closing* begins with a capital letter and ends with a comma, example: Sincerely, Yours truly, and the *Signature* is the writer's name which is written below the closing. <u>Prentice-Hall Literature</u>

The tone of the letter of complaint is serious, polite, and formal, because although one is complaining about something, the business letter requires that a courteous and polite tone and language is communicated with respect to whom the letter is being written. The tone of complaint letters should not be aggressive or insulting, as this would annoy the reader and not encourage him/her to solve the problem. The complaint and all the inconvenience suffered by the complainant should be clearly and logically stated. It advisable that complainants refrain from abuses, threats, and insults because they only serve to embitter relationships. If allegations are made, they should be supported with proof or evidence. Also, if the nature of the complaint needs settlement through compensation, the cost should be indicated in the letter, A Comprehensive English Course CXC English A.

Letters of complaint usually include the following stages:

# **Background**

This section describes the situation; e.g. I am writing to inform you that the goods we ordered from your company have not been supplied correctly.

**Problem**; e.g. On 31 January 2013 we placed an order with your firm for 12,000 ultra super long-life batteries. The consignment arrived yesterday but contained only 1,200 batteries.

**Solution**; e.g. I am writing to ask you to please make up the shortfall immediately and to ensure that such errors do not happen again.

**Warning (optional)**; e.g. Otherwise, we may have to look elsewhere for our supplies.

I am afraid that if these conditions are not met, we may be forced to take legal action.

**Closing**; e.g. I look forward to hearing from you shortly.

**Reference:** How to Write Complaint Letters

http://www2.elc.polyu.edu.hk/CILL/eiw/complaint\_letter\_constructor.htm

Reasons persons may have to write a letter of complaint is to formally address problems which he or she may have or has experienced. It may also be written to clearly outline the inconvenience that such issues may have caused. Additionally, the letter of complaint is written as a means of allowing the recipient to know that such items, service among others are cause for complaint. Proof or evidence is needed if allegations are made in a bid to justify one's claim of the complaint. The recipient must have proof that such an incident or occurrence actually took place and so the proof is required. When writing your complaint, keep the following in mind:

- 1. If possible write it clearly and neatly.
- 2. Try to keep the message short, clear, and to the point.
- 3. Clearly set out the history of your case: the date of purchase and area of concern, who you spoke to, explain what the problem is.
- 4. Give a clear description of the goods/service so it is easily identifiable by the business: give the serial numbers, batch codes, and any other descriptions.
- 5. Say what you want the company to do to resolve your complaint.

**6**. Give the company a reasonable timescale to resolve the problem before you will consider other options.

# **LESSON TWO**

**Teacher**: Patricia Clarke (Miss)

**Date**: October 26-30, 2020

**Subject**: English Language

**Grades**: 10 U

**Duration**: 2 x 40 Minutes

**Topic:** Letter of Complaint

# **OBJECTIVES:**

At the end of this lesson, students should be able to:

- 1. Correctly organize a letter of complaint using the information shared in class.
- 2. Read a letter of complaint and answer ten (10) comprehensive questions.
- 3. Write a letter of complaint based on a selected stimulus.

# **Housekeeping**

Prior to the beginning of each class, the following will be done:

- 1. Teacher will do a 'Check In' to see to the emotional well-being of the class.
- 2. Teacher will then share routine with class to include:
- a. When the class will meet online for live sessions
- b. Rules for online class
  - 1. Try to log on on-time.
  - 2. Speak softly.
  - 3. Try as best as possible to mitigate against background noise.
  - 4. Try to use the Standard English when you speak.
  - 5. Be respectful to classmates and teacher (Remember apology does not take away hurt)
  - 6. Try as best as possible to complete tasks on-time.

Share weekly class affirmation.

AFFIRMATION - I can do whatever I focus my mind on.

# STEP 1:

In the previous week, students were given a letter of complaint to organize based on information shared in class. This week's lesson will begin with the normal housekeeping matters, prayer as well as a recap of how to effectively write a letter of complaint and why this is done.

Students will watch a short video clip to do this.

Note\*\*\*- Teacher realizes that this class needs a lot of scaffolding as the students are not very quick. In addition, patience is essential with them as they get frustrated when they are unable to get the point quickly and they shut down.

# Step 2:

Students will move on from this video recap to correct the unscramble done in class last week as a class discussion. In order to do this, the following guided questions will be used:

# **Discussion Question:**

- 1. Which writing format was used in the letter?
- 2. What is the letter about?
- 3. To whom is it addressed?

# Opening / greeting A complaint letter is a 'formal' letter. So our opening needs to be formal. If we don't know the name of the person we're writing to: To Whom It May Concern, Dear Amazon Customer Service Assistant, Dear Manager, If you know the name of the recipient: Dear Mr. Brown, Dear Sara McGee,

# **Step 3:**

The lesson will move on with students being allowed to make any queries or express any doubt they may have. This is aimed towards getting students comfortable with expressing themselves and summarizing information to show understanding.

# **Step 4:**

Students will move to read a letter of complaint and answer ten (10) comprehension questions to further cement their understanding of the topic.

#### **Step 5: (Culminating Activity)**

Students will culminate the week's activity by writing their own letters of complaint based on different stimuli.

Instruction- Choose **ONE** of the stimuli below and respond appropriately.

#### **Stimuli**

- 1. You bought a dress at a store and upon arriving home, you realize that the zipper is bad. Write a letter of complaint to the store manager Mrs. Brown-Daley
- 2. Write a letter of complaint to the Minister of Education about issues you and your classmates are experiencing with online learning.
- 3. Write a letter of complaint about the poor internet service your community has been receiving from Flow. Address your letter to the relevant personnel.
- 4. You went to a store and didn't remember your mask. The security guard attacked you about this and was very disrespectful in the process. Write a letter of complaint to his supervisor about incident.

#### **LESSON THREE**

**Teacher**: Patricia Clarke (Miss)

**Date**: November 2-6, 2020

**Subject**: English Language

**Grades**: 10 U

**Duration**: 2 x 40 Minutes

**Topic**: Letter of Complaint/Request

#### **SPECIFIC OBJECTIVES:**

At the end of this lesson, students should be able to:

- 1. Differentiate between Letter of Complaint and Letter of Request
- 2. List seven (7) reasons for writing a Letter of Request.
- 3. Critique a Letter of Request based on six (6) specific questions.
- 4. Work with a pair to write a letter of complaint or request based on a selected stimulus.

#### **Housekeeping**

Prior to the beginning of each class, the following will be done:

- 1. Teacher will do a 'Check In' to see to the emotional well-being of the class.
- 2. Teacher will then share routine with class to include:
- a. When class will meet online for live sessions
- b. Rules for online class
  - 1. Try to log on on-time.
  - 2. Speak softly.
  - 3. Try as best as possible to mitigate against background noise.
  - 4. Try to use the Standard English when you speak.
  - 5. Be respectful to classmates and teacher (Remember apology does not take away hurt)
  - 6. Try as best as possible to complete tasks on-time.

Share weekly class affirmation.

#### AFFIRMATION – I CAN, IF I BELIEVE

#### STEP 1:

Class will begin with prayer with the entire class adding a request. Teacher will give students different choices from which they must select and make one prayer request. She will begin and members of the class will continue until the prayer is complete:

#### **E.g.**

Lord, thank you for today, I pray that you help me to do my best today to reach my students...

A short discussion will follow to help students recognize that they make requests every day in their lives.

#### STEP 2:

The discussion will continue with students working in pairs of groups of four to complete the table below in order to see the difference between Letter of Complaint (done last week) and Letter of Request.

#### **LETTER OF COMPLAINT/ REQUEST (SIMILARITIES AND DIFFERENCES)**

Similarities	Differences
Both are formal letters	They are written for different purposes and use different diction

#### **STEP 3:**

Following this, students will move on to suggest at least seven (7) reasons for writing a letter of request.

#### <u>E.g.</u>

- 1. To ask information about a product or service
- 2. To request action on a particular matter
- 3. To ask for donations

- 4. To learn about an event or activity
- 5. To request information about courses of study
- 6. To obtain data
- 7. To organize an event or activity.

#### **STEP 4:**

Students will then move on to look at helpful language structures for writing the letter of request. *Source – (English for All (CSEC) pg. 143)* 

The class will then read the sample letter of request and discuss the content based on the following questions:

- 1. Which letter style was used?
- 2. Who is the sender of the letter?
- 3. Who is the receiver?
- 4. What was the request made?
- 5. Why was the request made?
- 6. Explain the purpose of each paragraph in the letter. Comment on the effectiveness

#### **STEP 5: (Culminating Activity)**

Having looked at two different types of letters, students will culminate the week's activity by writing ONE letter based on any of the stimuli below:

#### **Stimuli (Letter of Complaint)**

- 1. You bought a dress at a store and upon arriving home, you realize that the zipper is bad. Write a letter of complaint to the store manager Mrs. Brown-Daley
- 2.Write a letter of complaint to the Minister of Education about issues you and your classmates are experiencing with online learning.

#### Letter of Request

- 1. Write a letter to an uncle residing in England requesting him to send you three books which you need for your academic studies.
- 2. It is time to pay your tuition, but you do not have the money. Write a letter of request to a business entity seeking financial assistance.

Reference: Narinesingh, R. (2018). "English For All" Datazone Publishing Co. Ltd. Print.

#### LESSON FOUR

**Name:** Patricia Clarke (Ms.)

**Date:** November 9-13, 2020

Grade: 10U

**Time:** 2 x 40 minutes

**Subject:** English Language

**Topic**: Expository Writing-Email Writing

#### **GENERAL OBJECTIVE:**

At the end of the class, students should develop an understanding of the content and organization of email writing.

#### **SPECIFIC OBJECTIVES:**

By the end of the lesson, students should be able to:

- 1. Define the term "email".
- 2. Differentiate between Email and a Letter
- 3. Discuss the purpose of an email.
- 4. Discuss the structure of an email.
- 5. Differentiate between formal and informal email.
- 6. Compose an email based on a given scenario.

#### STEP 1:

Students will watch a humorous YouTube video "Nigerian Prince Emails with Good News". A discussion will then ensue with the following guided questions:

- 1. What is the video about?
- 2. What was the method used to convey the message of the passing Prince?
- 3. How do you use emails?

- 4. What is the tone of the email?
- 5. How does the grammar in email 1 differ from the grammar in email 2?

#### **STEP 2:**

Students will discuss the purpose of emails while in school (especially in the Covid pandemic) and businesses using a concept map that will be projected on the screen.

#### Some of the expected answers include:

- 1. To share information
- 2.To request information
- 3. To from business relationships
- 4. To communicate ideas

#### **STEP 3:**

Students will then use a table to do a comparison between an email and a letter.

Email	Letter

#### **STEP 4:**

They will then move on to discuss the differences between writing a formal and an informal email:

- 1. The different audience
- 2. The different tone
- 3. The structure

#### **STEP 5:** (Culminating Activity)

Students will write an email in response to any of the following stimuli using their Ministry of Education email address:

1. You are having issues with a group member in your SBA group. Write an email to your teacher communicating this issue.

- 2. You are experiencing difficulties with your internet connection. Write an email to your teacher seeking an extension for your assignment.
- 3. You are applying for university and you are in need of a letter of recommendation from your school. Write an email communicating this request.
- 4. You are the Head of the prefect body of your school and you have just gotten word from your principal that they will be having a senior dance. Write an email to communicate this information to your student body.

#### **ADDENDUM**

#### Content

An email is short for 'electronic mail'. Similar to a letter, it is sent via the internet to a recipient. An email address is required to receive email, and that address is unique to the user. Some people use internet-based applications and some use programmes on their computer to access and store emails.

The format for an email is:

- 1. **From:** (Who is sending the email- John@yahoo.com)
- 2. **To:** (Who you are sending the email to-live@gmail.com)
- 3. **Cc:** (Who you want to send a copy of the email to- mark@live.com)
- 4. **Bcc:** (You add someone you want to sent the email to but you do not want everyone to see who this person is)
- 5. **Subject:** (What the email is about- Requesting an English Class)
- 6. The body of the email

NB: Cc means carbon copy and Bcc means **blind carbon copy**. For emailing, you use Cc when you want to copy others publicly, and Bcc when you want to do it privately. Any recipients on the Bcc line of an email are not visible to others on the email.

#### Who is your audience?

People have different opinions about what email should look like, so it is always helpful to be aware of the expectations of your audience. For example, some people regard email as a rapid and informal form of communication—a way to say "hello" or to ask a quick question. However, others view email as simply a more convenient way to transmit a formal letter. Such people may consider an informal email rude or unprofessional.

A message like this one might be OK to send your friend, but not to your professor: Hey Joan,

Do you know what the assignment is about? Can U help me?

To ensure that your message has its intended effect, use the following questions to help you think about your audience and their needs:

- 1. Who is your audience? How often does your audience use email to communicate?
- 2. What is your audience's relationship to you—for example, is the reader your teacher? Your boss? A friend? A stranger? How well do you know them? How would you talk to them in a social situation?
- 3. What do you want your audience to think or assume about you? What kind of impression do you want to make?

#### **LESSON FIVE**

Name: Patricia Clarke (Ms.)

**Date:** November 16-20, 2020

Grade: 10U

**Time:** 2 x 40 minutes

**Subject:** English Language

**Topic**: Expository Writing-Email Writing

#### **GENERAL OBJECTIVE:**

At the end of the class, students should develop an understanding of the content and organization of email writing.

#### **SPECIFIC OBJECTIVES:**

By the end of the lesson, students should be able to:

- 1.Identify five elements of an email.
- 2. State three benefits of an email over writing a letter.
- 3. Complete four short quizzes that explore different aspects of email writing.
- 4. Discuss the different elements of email writing based on the information from the quizzes.

#### **Housekeeping**

Following a review of the first month of class, housekeeping for this week will see students engaged in the following:

- 1. They are expected to come to class on time daily.
- 2. They are to behave in a very respectful manner whenever they are at class.
- 3. They must submit their assignments on time.
- 4. They must sign the register each time they attend class.

### QUOTE FOR THE WEEK- "IT IS BETTER TO FAIL IN ORIGINALITY THAN TO **SUCCEED** IN IMITATION." ...

#### **STEP 1:**

The class will begin with prayer after which the students will be asked to repeat the week's words of affirmation/quote. A short discussion will ensue about the quote as teacher encourages students to be the best they can be.

#### **STEP 2:**

Class will then move on with students and teacher engaging in an academic discussion to review what was covered in the previous week's class. In doing this the following questions will be asked:

- 1. What does CC mean?
- 2. What is the BCC line used for when sending an email?
- 3. What is the purpose of the subject line?
- 4. List two major differences between a formal and an informal email

#### **STEP 3:**

After establishing this, teacher will go through some of the emails sent in the previous week's class and edit with the students for clarity. They will be given the opportunity to make the necessary corrections to their work.

#### STEP 4:

Students will then be given a series of quizzes as a means of cementing what they would have learnt about writing the email.

#### **Quizzes Links:**

https://quizizz.com/admin/quiz/5d83b85afbb22d001aacbd14 https://quizizz.com/admin/quiz/5c5900ed95034f001a293b0c https://quizizz.com/admin/quiz/5c6cca844b1f02001b864b5b https://quiziz.com/admin/quiz/5e52da5217bc4d001c5c67a2

#### **STEP 5: (Culminating Activity)**

The lesson will culminate with students and teacher discussing the answers for the quiz. Different students will be asked to work on different questions. The class will be engaged in Socratic Seminar for this discussion.

## INTEGRATION OF FAITH/CORE VAUE

#### HOW FAITH BECAME APART OF MY TEACHING

There is no success in anything done that does not include God. It is this in mind that I make effort to ensure that students know where I stand as a Christian educator. Some of the things done in this regard are:

- 1.Every week, I would share a quote/words of affirmation with the class. These ae never random but selected based on the nature of the class. For example, 10 U will get affirmations geared towards lifting their self- esteem as a class. This is done because as a class, they have a very low sense of self mostly because they are the lowest streamed grade 10. Evidence of this can be seen in the lesson plans.
- 2.Devotion is kept every morning with the students in order to start the week with God. At the beginning of each class, the students are led to a short devotion or at least to prayer. Teacher tries to have different members of the class engage in this process. She fondly remembers one such time when the student asked blurted out that has never prayed before, nor is he from a religious family. He was given the opportunity not to do it, but he chose to. The prayer was heartfelt, and it was awesome to know he had his first conversation with God in my class.
- 3.There is also devotion at the grade level where I am a form teacher. This takes place weekly Tuesdays Thursdays. Below are links evidence:

# SUPERVISOR'S EVALUATIONS

#### **EVALUATION ONE**

#### Response to Teaching Episode Video 1

Patricia Clarke Ferncourt High School

#### Commendable Points

- 1. Teacher began her class with prayer.
- 2. Teacher spoke clearly and audibly to students.
- 3. Teacher was quite confident in her delivery.
- Teacher seemed to have done some amount of preparation before the delivery of the lesson.
- 5. Teacher gave students a take-out-of-class assignment.
- 6. Teacher answered students' questions when they were asked.
- Teacher was quite accommodating to students who were late. She tried to get them to be on par with the others by providing clarity relative to the lesson and its focus.
- Teacher tried to get all the students involved in the lesson discourse by questioning them and indicating the quality of the response she needed.
- Teacher seemed quite passionate about her lesson and sought earnestly to deepen students' understanding of the concepts.

#### Supervisors' Observations and Concerns

- For "Integration of Faith and Learning," the lesson needed more than
  just a prayer. The focus could have been linked to some Biblical Account,
  scripturally or otherwise, and be used as reference points throughout
  the lesson. The Bible is replete with information on every aspect of life,
  hence this should have been explored.
- 2. Teacher could have employed the use of calling cards for the random identification of students for response to questions asked.
- Teacher's questioning technique did not follow any structure. Teacher needs to be mindful of this important aspect of the teaching-learning process.
- 4. Could students, have been organized in pairs even though they were involved in an online class? Could they have been asked to work on different sections of the document under discussion? Could they have

been asked to report on their findings and then a discussion followed for further clarity and understanding? Could a KWL Exercise be used at the beginning and end of this lesson? Could reflective journaling be used instead of...?

- Teacher needed to have been more creative in using Cooperative Learning Techniques as far as possible for more effective delivery and understanding of the lesson.
- 6. Teacher took a telephone call in the middle of her lesson. We believe this was quite distracting even though, she apologized to the students.

I agree with all of the above

Maryen

N. Mauzard November 3, 2020

Heather Smith-Sherwood

#### **EVALUATION TWO**

#### Response to Teaching Episode Video 2 Patricia Clarke Ferncourt High School

#### **Commendable Points**

- Teacher began her class with a Chain Prayer that involved students from the class. It was quite a beautiful way to get the students involved.
- Teacher spoke clearly, audibly and politely to students throughout the lesson.
- Teacher remained quite calm and confident throughout the delivery of the lesson.
- Teacher seemed to have done some amount of preparation before the delivery of the lesson.
- Teacher gave students a take-out-of-class assignment which was clear and detailed.
- 6. Teacher facilitated all the students' questions when they were asked.
- 7. Teacher tried to get all the students involved in the lesson discourse by questioning them and indicating the quality of the response she needed.
- Teacher seemed quite passionate about her lesson and sought earnestly to deepen students' understanding of the concepts: Writing a letter of Request as compared to a letter of Complaint.
- Teacher sought to use pair groups as a means of getting students to work together even though they were online.
- Students' responses from group assignment, were submitted through the responsibilities assigned to the members of the groups, ie: Reporter, Recorder, etc.
- Teacher allowed students to share in the lesson by reading information from her screen. Different students read different sections at intervals.
- Teacher's effort at ensuring her students understood what was being delivered is commendable.
- Teacher has done a fair job considering the limitations and other challenges.

#### Supervisors' Observations and Concerns

For "Integration of Faith and Learning," the lesson needed more than just that wonderful prayer. The focus could have been linked to some Biblical Account, scripturally or otherwise, and be used as reference points throughout the lesson. The Bible is replete with information on every aspect of life, hence this should have been explored.

Teacher's questioning technique needs to be addressed. Teacher needs to revisit this process and ensure it is properly administered.

Could a KWL Exercise or some other creative technique be used at the beginning and end of this lesson? I am certain if the teacher had explored this, she would have found many interesting and captivating ways to do same.

Teacher needed to have been more creative in using Cooperative Learning Techniques as far as possible for more effective delivery and understanding of the lesson.

Teacher needs to allow for more student with student engagement to discuss things before sharing with the class.

Teacher needs to get students involved in journal writing.

I agree

Heather Smith-Sherwood

November 19, 2020

Mayerel

#### **EVALUATION THREE**

#### Response to Teaching Episode Patricia Clarke Ferncourt High School

#### **Commendable Points**

- Teacher began her class with a beautiful reflection. Almost brought tears to my eyes. Having the students shar in the Exercise was quite good.
- 2. Teacher revisited the class rules at the beginning of the lesson.
- Teacher demonstrated much patience. She spoke clearly, audibly and politely to students.
- Teacher remained quite calm and confident even though it was an overwhelming exercise to teach students who obviously have no interest.
- Teacher seemed to have done some amount of preparation before the delivery of the lesson.
- 6. Teacher facilitated all the students' questions when they were asked.
- Teacher tried to get all the students involved in the lesson discourse by questioning them and ensuring the responses were on target. In addition, she used the KWL technique.
- 8. Teacher seemed quite passionate about her lesson and sought earnestly to deepen students' understanding of how to analyse a Reflection in the SBA.
- Teacher allowed students to share in the lesson by reading information from her screen.

#### Supervisors' Observations and Concerns

 Teacher's questioning technique needs to be addressed. Teacher needs to revisit this process and ensure it is properly administered.

N. Mauzard

December 3, 2020

Manyend

Heather Smith-Sherwood

## **JOURNAL ENTRIES**

#### JOURNAL ENTRY WEEK 1 OCTOBER 5-9, 2020

To say that teaching through the current pandemic carries with it a wave of uncertainties is an understatement. As I looked forward to the beginning of the new school year, I was anxious, excited, and curious all at the same time. On my first day, I went online for meetings and instructions. It was chaotic to say the least. The administrators tried their best to navigate the online platform, but the awkwardness that accompanies the "Novelty" of the situation was palpable. Teachers, parents, and students all expressed their frustration after over seven hundred students were online trying to get instruction from the school. I, for one, felt very topsy-turvy.

Soon I felt the frustration that the administrators were feeling as I was asked to deal with a specific set of students I would guide as form teacher. Having the shoe of leadership on, I realized it is not easy to see to the need of so many students at the same time. By day three, I was experiencing up to two hundred and fifty messages on my phone at any given time. This led to my phone crashing and forcing me to use my tablet for communication.

By day five, I devised a system where I communicated with all parents effectively and gave students instructions. It was not easy to accomplish as it entailed my spending hours combing through all two hundred and seventy grade seven files to get contact information for the students of my class and setting up a personalized WhatsApp group.

#### JOURNAL ENTRY 2 OCTOBER 12-14, 2020

This was a short week due to the Heroes Day mid-term break. The week was used for meetings and content preparation. It was also used to get the students their MOE email addresses so that they could have access to the Google Suite for online learning. This process was extremely tedious as privacy had to be maintained. As a result of this, students had to be called individually and given the instruction and requisite information. The process was very repetitive and monotonous; however, it was rewarding when the students were able to gain access to the platform.

It was during this time that timetables were issued as well. Upon receiving my timetable, I was extremely nervous, and it entailed my preparing students for CXC. This for me meant that I had no time to wait and must hit the floor running. I set out by first outlining the SBA and uploading for all the students to gain access. I also gave them samples and did paragraph scaffolding for the students to help them.

We had many meetings at the department level to decide on the way forward for the students. I was tasked with seeing to the scope and sequence and assessment plan, which was ok since I would need it for my portfolio. By the end of the week, it was done and submitted.

I must say that the experience was both rewarding and tiresome as I had to ensure that I see to the 4Cs as well as all the different language strands (reading, writing, listening, speaking). The week was fruitful in the end, and my scope was accepted by the Head of Department (HOD).

## JOURNAL ENTRY THREE OCTOBER 20-23

This week I was finally able to meet my students. The school does "streaming", and I was placed at the lowest stream for grade ten. On my first day in grade ten, no one showed up for my class. This was both sad and frightening. I reached to their form teacher and tried reaching them through other subject areas with little to no success. I was soon told that I should post their work and not anticipate them coming to class as they were known to be an absentee class having been at the lowest stream and grade nine as well. This was not acceptable to me; as a result I started calling on them one by one and sending motivating quotes in the classroom to help encourage them. By the end of the week, I moved from zero to eight students. It was not sufficient, but an improvement nonetheless.

Regarding my grade eleven classes, I was given the second and third lowest streamed classes as well as the second highest streamed. The students at the lowest stream (11 O) interestingly were at classes in the first week, as were the students in the third lowest (11C). The students of 11 E did not turn up for classes and had to be prompted. During the week, I found out that 11 C would be my controlled class. They were dull but they listened and were willing to take advice. Those in 11 0 needed significant help as they were mostly boys and could barely read. A lot of time had to be spent encouraging them and motivating them to believe in themselves.

At the end of the week, I was sufficiently scared into fighting for survival. This as, the students were all at a level way below where they needed to be, and the expectations were very high. Comfort was taken in the knowledge that God was still in control.

## Journal ENTRY 4 October 26-30, 2020

This is my first full week of teaching. Based on the feedback from the lesson planned I went in expecting a good week. However, I have had much challenge over the week. First, the students refused to participate in the class discussion. I had to pump them to use the chat and do group activities using their WhatsApp groups. In 10 U, I met one young man, Kyle Anderson, who encouraged me. While he is not a very brilliant young man, he is consistent. The way he tries to do all tasks is very encouraging. As a result, even though his classmates are not showing up for classes, I am inclined to continue to teach and record the classes so that they could listen at their convenience. I sincerely hope that they will use the recordings even when it is time for the exams.

As it relates to the grade 11 students, most of the week was spent trying to get them to begin looking seriously at their SBA. I tried to explain all the concepts as clearly as I possibly could, but I find that I have to be going over it often as students sign in at the oddest times. One boy was particularly annoying as he signed in late and announced that he was just waking up at approximately 10:00 AM when the class started at 8:30AM.

In my other classes, some of the students who I find particularly attentive are Donavon Williams, Kenardo Downie, and Adrian Walker. I had to single these young men out because their attitude towards learning is extremely good.

On Friday October 30, 2020, I had a very bad experience. A young man from the class was very rude to me. He insulted me online even referring to me as Patricia Clarke. While I believe that I

dealt with the situation professionally, I feel like ignoring him for at least three classes. The students in the class are adamant that he should apologize, but I feel like an apology alone will not work.

#### <u>Journal entry five</u> November 2-6, 2020

This week was my first attempt at getting summative assessment done. The students were asked to complete a number of quizzes and puzzles. While the puzzles seem quite easy, the students complained of the difficulties they were having, and many got a rather low grade. I realized that these students are not self-directed learners and so anything outside the norm is hard for them even if the information is the same. The problem for them is how it is presented.

Stemming from this realization, I have decided to endeavor to give the students similar activities for formative assessment as well as try and get them to a place where they can do transfer of knowledge.

The SBA preparation is progressing smoothly as for two of the three grade 11 classes. The students of 11 O need extra time to complete this task. I find that the boys are not all literate, and that they are frustrated whenever they are not able to understand a given concept. As a result of this, much patience is needed. I will continue to move with the faster groups and hopefully get a chance to spend time with the slower group in the end.

## JOURNAL ENTRY SIX NOVEMBER 9-13, 2020

This week was very exciting to me. I allowed the students to make presentations on the different elements of a story. I must admit that the presentations took some time, but the effort was worth it as the students were forced to be engaged.

Some of the PowerPoint presentations were really well-done and the execution on point. I must also point out that hearing the shy students present was very pleasing. I was also fascinated by the fact that some of the better presentations were done by the boys of 11 C. One group in particular stood out so much that I had to give them bonus points for their effort.

I look forward to the rest of the presentations next week.

In the case of 10 U, I am now up to twenty-two students of thirty. I must admit that only approximately ten of those students are actively involved in class, but I continue to motivate them through quotes and even sharing my personal story with them. I have a special love for this class because I know that only education can help them. I try my best to build them up, and will continue to do so.

## Journal ENTRY SEVEN NOVEMBER 16-20, 2020

In this my final week of this aspect of the programme, I must admit it has been a very interesting experience. I have not been able to have much contact with my colleagues due to the pandemic. Interestingly, while most teachers are complaining about teaching online, I must admit that I totally enjoyed the experience. I truly believe that I would welcome the opportunity to do this again in the future. The most challenging thing for me is marking online. I must admit it is tedious. However, the controlled nature of the sessions coupled with the ability to record for posterity, makes online teaching awesome for me. I try to project this to the students as benefits of the system, but most of them are unable to see through it. I believe that online learning will remain with us, and so it is imperative for students to get accustomed to same.

The rest of the presentations went well this week. Of the three classes, 11C boys still gave the best show of themselves. Overall, the presentations from the boys' groups all outshone those from the female groups. I pointed this out in class, and a female student suggested that I am biased towards boys. Many of the other girls in the class have a similar claim. I do not see myself as biased but must admit it is likely since I am a mother of two young men. I have an extreme passion for seeing boys excel. I know, however, that I must be equitable in my classroom and will therefore guard against such biases.

## REFLECTIVE PIECE

#### **GROWING THROUGH UNCERTAINTY**

Northern Caribbean University is one of the most prestigious universities in Jamaica. It is therefore a privilege for many to be a graduate. As a result of this, having already got one degree from the institution, I knew what was necessary to pass my teaching practice. I knew that it would be hard work and determination. The poem below outlines my thoughts on the issue:

Teachers are the professional kings and queens,

The kingdom builders and world leads

We hold the key.

The key to unlock world leaders,

Entrepreneur, Engineers, Inventors

Motivators, Investors, Scientists and more.

The penmanship of a nation's present and future.

That's the fraternity I was signing up for, with THE prestigious NCU seal.

Ferncourt High School, my alma mater, was my choice to me,

To get that experience, cement that seal.

The journey was no joke, I got placed at the top of the yield,

To guide those exiting to begin their own dream.

This meant-

Narrative experts I had to build,

Expository writers I must help to unearth,

So those SBA could meet Barbados standard.

CXC sealed.

With samples penned through Godly guide,

Outlines compiled with the one-thirty they gave me firmly mind,

I toiled in prayer,

Explain with trimmer,

Mark with glimmer

Hope bursting from my steam.

I had only one dream

One-thirty passes

Mostly ones,

Some twos,

Few threes.

Fours and fives, those numbers just can't be.

Focused, stilled, filled with passion and humble greed.

Weeks one through six, plans done to specs,

Submitted with smile.

Responses awaited with nervous grins,

Sometimes a busted resolved,

as reconsider-

The response I see.

The pandemic I blame-

For face-face it would be quite ok.

But truth be told, I was just too tired that week.

Back to the drawing board another plan spurned out.

This time true to my one-thirty waiting online.

At the end of one month and two weeks

I must admit I have shed some leaves.

I shed uncertainty, fear, anxiety,

Intolerance, anger, and low self-esteem.

Now my barks are bare, welcoming new leaves-

Tolerance, acceptance, humility.

Self-confidence, understanding, and self-efficacy.

The journey continues,

New minds to mold

Now I armed with knowledge and maturity.

My one-thirty can be sure to get quality-

Leadership, guidance, and Godly instructions.

Though many of them I still haven't seen

Since Covid decided from home we will meet.

There have been many gaps and challenges along the way,

But I have learnt resilience.

Grown through the uncertainty.

With my two alma maters God's gift to me.

## **SYNTHESIS PAPER**

#### **TOPIC:**

Curriculum Change is Paramount for Successful use of Technology in the Classroom.

#### Introduction

Teaching is one of the oldest professions in the world. Overtime many strategies have been developed, tested and proven to work in the classroom. Subsequently, they have been passed down overtime through practice and through modelling. Hence, for centuries the classroom was teacher-centred environment with the teaching being the single authority and the possessor of all knowledge. Students in such setting were seen as empty vessels for teachers to pour knowledge into. Put simple, learners were passive and played no active role in the learning. With many public schools worldwide having large classrooms, many teachers also see this type of approach as most effective in order to reach all students (Mpho, 2016). This type of approach saw all learners being subjected to the same type and level of teaching, as well as being held to the same results. To many this made teaching equal since all students were being given the same attention and chance. Research in the effectiveness of this approach has been favourable thus encouraging its continued use. One such study suggested that teacher-centred/direct approach was preferred for both students and teachers and successful across all major subject areas (Adams, G. and Engelmann, S. (1996).

As time progresses, there began a campaign for inclusiveness in education. In the beginning this inclusiveness was in reference to students with disability, but soon took on a broader meaning to

include all type of learners within all settings to see to the different learning needs of students (Lewis et. all, 2004). In addition to the idea of inclusion, the psychology of constructivism also became a dominant force in education. It is a counter to objectivism which is the psychology behind teacher-centered approach and posit that learners must be active participants in their learning and that learning can only take place in the mind. Further it adapts a student-centered approach to learning where authority is shared between the teacher and the student; the teacher is no longer the central source of knowledge; and students construct their own learning (Olusegun, 2015). Constructivism in this setting drives the concept of cooperate learning where learning takes place as teamwork, and students can produce new things and construct new ideas. In such settings, the teacher takes a role as the facilitator and students can use their experiences and discover new things (Ramsook, 2018). The influence of technology in education has significantly impacted this type of learning as students today are born into this age of technology where they speak a language much different from what would have been the norm for centuries. With this technological wave running concurrently with the cementing of student-centeredness as the only acceptable approach to teaching, a deficit has emerged between teachers and students. This paradigm shift has been described as biggest single problem facing education today' (Prensky, 2001). Prensky explains the reason behind this as the issue of digital immigrant teachers facing digital native students. A digital Immigrant in this context is defined as anyone born before 1985, while the Digital Natives would be anyone born after this time (White and Le Cornu, 2011). This would place most teachers outside the technological wave thus presenting a situation in which they are viewed as inadequately equipped to teach 21st century learner who are no longer passive. This is particularly so since teachers are not only being asked to use technology in class, but to allow students to use technology to enhance their own learning. This

introduces a two-fowled change to both the role of the teacher, and the tools/methods used in teaching. Interestingly, the Covid 19 pandemic has forced this issue from a theoretical point of view to a practical by forcing students and teaching from across the globe online. As a young educator experiencing this paradigm shift, I realize that the issue of technology in the classroom isn't just a matter of teachers' lack of experience, but rather a lack of overall innovation in the education sector as a whole. This is so because, while we argue and point out teachers' deficit, the following question must be answered:

#### 1. Has curriculum changed enough or at all to fully support technology in education?

#### The Issue of Curriculum Design

One study suggests that technology makes learning more interactive thus increasing students' interest. It went on to posit that with the use of technology, transfer of knowledge becomes easy, convenient, and effective (Raja, R. & Nagasubramani, P. (2018). Another study posits that technology helps teacher to deliver lessons, coordinate group activities, access new information, and give timely feedback. Some of the tools cited in this regard include-Microsoft Office 365, Google for Education, and a suite of apps such as Showbie or Sparkjar (Picardo, 2018). However, a question that must be asked here is, 'while technology lends itself to classroom in such ways, has the curriculum been modified to afford coherence with these changes?' This question is imperative because the term curriculum refers to the **lessons and academic content** taught in a school or in a specific course or program and if a specific tool should be used to bring across such content effectively, then it must be a consideration in the process of development. Killen (2015) reiterated this by stating that curriculum design must evolve to effectively meet the need of students, teachers, and all other stakeholders. This change, he

opined, should reflect the new approaches to learning, new mindset of learners, new needs of learners and new ways to solve problems. Alismail, et al (2015) added to this argument by suggesting that a 21st century curriculum should blend knowledge, thinking, innovation skills, media, Information and Communication Technology (ICT) literacy, and real-life experience in the context of core academic subjects. From these, two conclusions can be drawn; first, curricula designed before the influence of technology cannot adequately support the needs of the 21st century learner. Another assumption that can be drawn is that teachers must play a key role in the development of these curricula. Thus, regardless of where a teacher is on the technological continuum, unless the curricula given is redesigned to meet these specifications the lesson will nonetheless lead to frustration on the part of the teacher as the learner. This frustration will then be seen as a gap between the learner's needs and the teacher's capacity to meet same need instead of a gap between the single most important instrument in the learning process- such being the curriculum.

#### **Conclusion**

It was a two-folded reality of fortune and misfortune for me to be gaining teacher training while the pandemic ranges. On the fortunate side, I get the opportunity to be trained in asynchronous learning/teaching, the use of Google Suite, Schoology, Edmudo etc. In these training, I was exposed to using technology to enhance learning. It was impressed upon me the need to still ensure cooperate learning, the inclusion of the 4 Cs (Creativity, Communication, Critical Thinking, and Collaboration). These training sessions were held by some of the most prestigious learning institutions; however, interesting the charge was given to us to be innovative to change the interpretation of the curriculum to meet these "new normal." This leads to the unfortunate area of my training at this time in that while I am faced with all these new strategies for teaching,

I was given the same curriculum to deliver. While we are told to manipulate and disseminate information of worth to these students, we were also told to remember they will still be sitting the same external exams using the curriculum developed for face-face instruction.

Essentially, as pointed out earlier, the time has come for curriculum to truly reflect the current educational paradigm. It is not enough to train a teacher to use technology; she must also be empowered with the content that makes the use of technology feasible. The only way to do this is for powerholders in the sector to begin the change the way they so things and invest in making the curriculum as student centered and they desire the classroom to be. Then and only then will the use of technology in education become a real asset to all stakeholders.

#### **Works Cited**

Adams, G., Engelmann, S. (1996). *Research on Direct Instruction: 20 Years Beyond DISTAR*. *Seattle, WA: Educational Achievement Systems*. Available at: https://eric.ed.gov/?id=ED413575. Accessed: July 10, 2020

Alismail. A.H. et al. (2015) *21st Century Standards and Curriculum: Current Research and Practice*. Journal of Education and Practice: {Vol.6, No.6} [Online]. Available at: https://files.eric.ed.gov/fulltext/EJ1083656.pdf. Accessed: July 18, 2020

Killen, C. (2015). *Using Technology to Improve Curriculum Design*. JISC Guide. Available at: https://www.jisc.ac.uk/guides/using-technology-to-improve-curriculum-design. Accessed: July, 19 2020

Lewis. A., Brahm, N. (2004). *Special Teaching for Special Children? Pedagogies for Inclusion. Inclusive Education*. Open University Press. Available at: https://www.researchgate.net/publication/234664037\_Special\_Teaching\_for\_Special\_Children\_Pedagogies\_for\_Inclusion\_Inclusive\_Education. Accessed: July 15, 2020

Mpho, O. M. (2016). *Teacher-centered dominated approaches: Their Implications for today's inclusive classrooms*. University of Botswana. Academic Journal. [Online] Available at: https://academicjournals.org/journal/IJPC/article-full-text-pdf/FC6961D56085. Accessed: June 15, 2020.

Olusegun, S. (2015). *Constructivism Learning Theory: A Paradigm for Teaching and Learning.* Journal of Research & Method in Education {Volume 5, Issue 6}. [Online]. Available at: https://pdfs.semanticscholar.org/. Accessed: July 14, 2020

Picardo, J. (2018). *Using Technology in the Classroom*. Journal of Chartered College of Teaching. Available at: https://impact.chartered.college/article/picardo-using-technology-in-classroom/. Accessed: July 19, 2020

Prensky, M. (2001). 'Digital Natives, Digital Immigrants', On the Horizon, 9(5), 1-6.

Prensky, M. (2014). The World Needs a New Curriculum © 2014 Marc Prensky.

Raja, R. & Nagasubramani, P. (2018). *Impact of Modern Technology in Education*. Journal of Applied and Advanced Research. Available at: https://www.researchgate.net/ Accessed: July 17, 2020.

Ramsook, L. (2018). *Cooperative Learning as a Constructivist Strategy In Tertiary Education.pg.* 149-160. Research Gate [Online]. Available at:

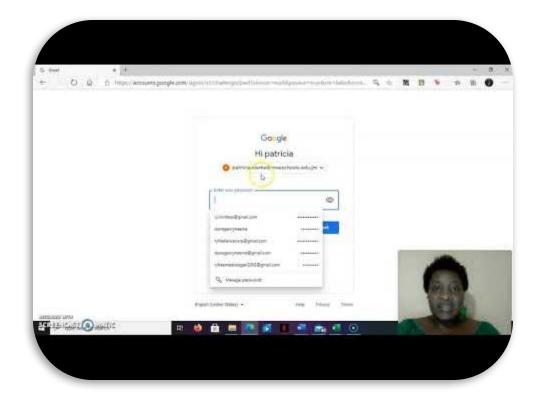
https://www.researchgate.net/publication/334429969\_COOPERATIVE\_LEARNING\_AS\_A\_C ONSTRUCTIVIST\_STRATEGY\_IN\_TERTIARY\_EDUCATION/citation/download Accessed: July 17, 2020

# NAVIGATING THE NEW NORMAL – A UNIQUE APPROACH

#### **INTRODUCTION**

As I look at the issue facing the students as they try to navigate the new online system, I came up with two ways to help. One for academic purposes and the other as a means of helping the students to get onto the platforms for engagement. Below are evidences of these:

1. In one of my training, I was taught how to do screen-casting. This may be defined as a **digital video recording of your computer screen** and usually includes audio narration. Screencasts are just one of many different types of instructional videos. I use this technology to teach my form students how to set up their MOE email address, while correcting any error they were making. Co-workers got a hold of the information and soon asked that it be shared to help their students as well. The videos are below:



1. A second issue that I noticed and thought it necessary to find a solution for was how difficult my lower stream students found the SBA process. This was particularly hard on them working online. In order to fix this, I decided to create skeleton paragraphs as a means of scaffolding the process for them. My senior teacher commended the effort and suggested I continue that path. The evidence is below:

#### Plan of Investigation Skeleton Outline

	, from which the researcher chose the topic				
As a student of English, the researcher expects	to				
The resources he/she is planning on using are:	aa				
,					
a					
He/she will use summarize the information					

#### SBA Reflection Skeleton

#### Reflection 1

The article was written by It stated that,
Evidence of this can be seen in the following
understands that/ this changed the researchers understanding of his/her topic by helping him /her
to understand that

## **RESEARCH**

### **INTEREST**

#### RESEARCH PROPOSAL

#### **CHAPTER ONE**

#### **RESEARCH TOPIC:**

What is the Impact of Streaming on Teachers and Students Placed at the end of the Streaming Pool at Ferncourt High School?

#### **ABSTRACT**

The aim of this Action Research is to examine the effect of streaming on low streamed students and teachers at the Ferncourt High School in the parish of St. Ann, Jamaica.

It will examine and present findings on the impact of streaming, as done in most high schools in Jamaica using Ferncourt High School as a case study. The researcher is deeply interesting in this because, through observation as a young educator she finds that even within the streams, at the higher levels, students tend to feel pressured to behave at the level according to their grouping. At the same time, the students at the lower level tend to feel out of place as they grapple with the idea that they are less than or beneath the others. Further, efforts to meet those at the lower level within the classroom tend to be met with hostility. This is usually because they still mingle with the other groups/streams and often can see that they are being treated differently. Although this difference is also an acknowledgement of both the capacity and capability of those affected. In the online classroom, this is no different, as the lower stream students finds it even more difficult to perform. As for the teacher, novel ways must be developed to meet those students at the lower level.

In order to collect the necessary information to validate or dispel this argument, the researcher will deploy both the qualitative and quantitative research methodologies. Questionnaires will be used to gather the information, with both open-ended and closed-ended questions. The findings

will be presented first to the principal, with the hope that the school's academic staff will be able to get the information for planning academic year 2020-2021.

#### **KEY WORDS**

Streaming, academic grouping, streaming practices, ability grouping

#### **BACKGROUND**

As a young educator, the research, entered the teaching profession to find a system where students are streamed according to ability. The first ill she recognized was that the students from second stream down, had a deep resentment for the top stream class dubbed, 'controlled group'. They consider those students to be privileged and the group to be a closed group (i.e. no one could gain a place in that group even if the grade is met). Secondly, she was timetabled to teach some of the lower streamed students, and she realized that the tasked to meet the need of 36 students all performer at a low level was an uphill task. This as they all needed the same attention, at the same time, for the same reason. Equally, the attention should be individualized. It was at this point that she started to, in dialogue with my colleagues; query the effectiveness of this method. She further became more aware as she uncovered, for example, research that suggests that streaming is seen as segregation with students at the top stream seen as better than students at the lower stream, and lower stream students represent the bulk of behavioural issues in schools (Azlin Norhaini Mansor1 et al, 2016).

#### **STATEMENT OF PROBLEM**

Streaming is a multi-faceted issue that affects all the stakeholders in the educational sector. It is overlooked by many while it continues to have a ripple effect, especially on the students and teachers involved at the lower level.

#### **PURPOSE OF STATEMENT**

With the multi-faceted issues surrounding streaming, the researcher believes that it must be properly investigated, purposefully assessed, and thoughtfully addressed to improve the experiences of teachers and students in the future.

#### **RESEARCH QUESTIONS**

This research should answer the following questions:

- 1. How does streaming affect students and teachers, particularly at the lower streams?
- 2. What can be done to combat these effects?
- 3. How can stakeholders come together to effective address the effects and implement the strategies for change?

#### **SIGNIFICANCE OF THE STUDY**

Due to globalization, the world is now effectively one village. People, regardless of time and place can now benefit from all advances in society. Simply put, it is necessary for everyone to be able to always co-exist. Furthermore, what happens during one's teenage development is critical to one's ability to cope as an adult (Psychology Today). Therefore, this study is important because, it could offer great insight into how students and teachers are affected by streaming. The knowledge could further be used to affect future change; thus, adding value to Jamaica's vision 2030- 'A place to live, raise families, and do businesses.'

#### **CHAPTER 2**

#### **SURVEY OF LITERATURE**

Many different types of research have been done already on the overall topic of streaming. Below is a list of sources the researcher found most compelling to the statement under investigation.

Davis, R. (2011). The Guardian: school colour codes pupils by ability. Retrieved from: <a href="http://www.theguardian.com/education/2011/jul/25/secondary-school-streaming">http://www.theguardian.com/education/2011/jul/25/secondary-school-streaming</a> (Accessed: 08 November 2019)

Kama, W. & Philipa, B. (2013) 'Teachers' Views on the Effects of Streaming According to 'Self-management' Criteria,' *Institute of Education, Massey University* 14 (2). pp.3-9 [Online] Available at: <a href="https://files.eric.ed.gov/fulltext/EJ1025642.pdf">https://files.eric.ed.gov/fulltext/EJ1025642.pdf</a> (Accessed: 11 November 2019).

Kamil, A. Y. (2019) 'Streaming students in school is a long-standing practice, but is it effective? Available at: <a href="https://studyinternational.com/news/streaming-students-in-school-is-a-long-standing-practice-but-is-it-effective/">https://studyinternational.com/news/streaming-students-in-school-is-a-long-standing-practice-but-is-it-effective/</a> (Accessed: 09 November 2019)

Matavire, M. et al. (2013) 'Streaming Practices and Implications in the Education System: A Survey of Mazowe District, Zimbabwe,' *Journal of Social Science for Policy Implications* 1(1).pp. 60-7 [Online]. Available at: <a href="https://www.aripd.org/jsspi/">www.aripd.org/jsspi/</a> (Accessed: 8 November 2019).

Mc Coy, S. & Smyth, E. (2014) 'Streaming in schools is bad for students,' *Economic and Social Research Institute ESRI*. Retrieved from: <a href="http://www.thejournal.ie/streaming-in-schools-is-bad-forstudents-esri-303960-Dec2011/">http://www.thejournal.ie/streaming-in-schools-is-bad-forstudents-esri-303960-Dec2011/</a> (Accessed: 05 November 2019).

Nkoma, E. (2013) 'Effects of streaming in P1 (former group A) primary schools in Mutare urban, Zimbabwe,' *IOSR Journal of Humanities and Social Science (IOSR-JHSS)*, 16 (20) pp.118-125 [Online]. Available at: <a href="www.iosrjournals.org/">www.iosrjournals.org/</a> (Accessed: 12 November 2019).

Salinitri, D. (2006) 'streaming in secondary schools: Effects on student self-efficacy from the perspectives of the students, teachers, administrators, and counselors, *Electronic Theses and* 

*Dissertations*, 7089. [ONLINE]. Available at: <a href="https://scholar.uwindsor.ca/etd/7089/">https://scholar.uwindsor.ca/etd/7089/</a> (Accessed: 10 November 2019).

Thrupp, M. (2017) 'Ability Grouping In New Zealand Primary Schools,' Available at: <a href="https://www.eera-ecer.de/ecer-programmes/conference/22/contribution/42725/">https://www.eera-ecer.de/ecer-programmes/conference/22/contribution/42725/</a> (Accessed: 04 November 2019).

Toscano, N. (2013) 'Teachers claim burnout at streaming school', Available at: <a href="http://www.theage.com.au/national/education/teachers-claim-burnout-at-streaming-school">http://www.theage.com.au/national/education/teachers-claim-burnout-at-streaming-school</a> (Accessed: 13 November 2019).

#### **CHAPTER 3**

#### **METHODOLOGY**

To carry out this research, the researcher will be using ten (10) questions questionnaires; with questions that will allow both qualitative and quantitative results. Two different questionnaires will be used:

- 1. A quantitative questionnaire (closed ended questions) to gather information from students who are affected by streaming.
- 2. A qualitative/quantitative questionnaire (with both open ended and closed ended questions) to gather information from teachers that can be analyzed to offer suggestions for change.

#### **RESEARCH APPROACH**

In order to gather information from students and teachers, the research would target, specifically, the three lowest streams at the grades ten and eleven; but within the stream, students will be randomly selected as well as teachers who teach these streams.

The grade ten and eleven classes are selected because of the higher possibility of maturity in their responses. In addition, they are at the peak of puberty, and so their emotional quotient could offer great insight.

Further, the teachers at this level would also be able to see the developmental changes as well as the implications of this practice on the students.

#### POPULATION AND SAMPLE SIZE

As it relates to population, at the Ferncourt High School where this action report will be carried out, there are approximately one thousand seven hundred students (1700) across two campuses. At the targeted grade, there are approximately three hundred (270) students, and at the lower grade 10/11 streams (labeled as 10/11 c o u rt), they are approximately one hundred and thirty students at both levels.

Therefore, for sample size, twenty (20) questionnaires will be used to gather the information from the students. For the teachers on the other hand, these classes are engaging in 7-9 subjects for the academic year; hence, (5) teachers will be surveyed.

#### DATA COLLECTION METHOD

The researcher will have a three-five minutes discussion with each class, after which five random students will be selected from each class to complete the questionnaire.

Regarding the teachers, the researcher will target five teachers, these will cover the core subjects (Mathematics and English) as well as two social sciences subjects (Social Studies and Religious Education), and a Skill/Practical area. These teachers will be selected because together they will be able to offer some scope to the research since they would effectively cover the **STREAM** disciplines (*Science*, *Technology*, *Reading*, *Engineering*, *Arts*, *and Mathematics*).

#### **VALIDITY**

The researcher believes that with five students from each ability group, she will be able to get a full picture of the situation. This because the streamed groups represent students with averages from 40-0% and so varying perspective will be ascertained.

#### **RELIABILITY**

To protect the integrity of the process, all participants will be given 10-15 minutes to answer all the questions. After answering the questions, the researcher will collect the information for analysis.

#### **IMPLEMENTATION STRATEGY**

It is the hope that at the end of this research some, if not all, of the findings will at least be considered for first a wider study of this issue within the school; and then to use the information to effective change our approach to the issue.

#### **DATA ANALYSIS**

#### Finding according to the students

In order to interpret the data collected to carry out this research, the researcher will:

- 1. Give the overall picture of the number and nature of all participants.
- 2. Specific questions will be analyzed using tables and charts.

#### Finding according to the teachers

- 1. Give an overall view of participating teachers (years of service, subject area)
- 2. Analysis the answers given to identify patterns and trends.

#### **CONCLUSION**

Conclusively, at the end of this research, the researcher hopes to shed some light on the effects of streaming on students particularly those at the lower level. She believes that it is imperative for this type of research to be done so that adjustments can be made to ensure the students placed in the lower stream classes are not totally left behind. Furthermore, it is an undeniable fact that we live in a mixed ability society and therefore, all students must be groomed to be able to fit in such scenarios.

## **CONCLUSION**

#### **Conclusion**

At the end of this journey, I have grown significantly as an educator. I have learnt tolerance as I wait on my students to complete given tasks; I have learnt patience by virtue of the new normal and I have learnt resilience as I try my best to carry out my duties. Over the six weeks of this experience, it has also been very intriguing. I had to teach online which was both new and exciting. Some of the things of interest that stood out for me are:

- 3. The fact that students are equally shy and reserved online as they were in the classroom. I find this intriguing because I thought being in the comfort of their home, they would be inclined to be more vocal.
- 4. I thought it intriguing that so many teachers lamented the dislike for online classes. I personally found that teaching online is more controlled, and the options to post the work as well as record the sessions a bonus for students.
- 5. In carrying out my research, I also found that I would love to do deeper research in curriculum development because I truly believe that it is the most important change element. For me, the time has come for curricula to really reflect the time we are living in. I also believe that teachers should drive this process.
- 6. I also believe I should complete the action research and present the findings to school regarding the impact of streaming on students and teachers. I say this because I sincerely believe that streaming is the reason behind the huge gap in performance at the school. For me, a preferred approach is the blended ability classroom that will allow stronger students to help pull up their classmates.

Essentially, this experience has made aware of the fact that teaching is a tedious and time-consuming responsibility, but also a rewarding one. I have also come to the realization that I want to be the type of educator that remains flexible to change, and practices equity in the classroom.

Most importantly, I realized unequivocally, that without God I will ultimately fail as an educator. This is so because the distractions that these students have to deal with, coupled with the high level of demand on us, it is only through God that the necessary skills to reach these students can be honed. No amount of training will suffice without acknowledgement of the need of God's help to execute what is taught.

#### **APPENDICES**

# Ferncourt High School Department of Modern Languages and English English Language CXC SBA OUTLINE Grade 11

The following are the requirements/components for the English SBA:

- 1. Plan of Investigation
- 2. Participation Measure
- 3. Quality of Group Activity
- 4. Copies of the artifacts chosen
- 5. Reflections 1-3
- 6. Written Report
- 7. Oral Presentation (Plan)
- 8. Reference Page

#### PLAN OF INVESTIGATION GUIDELINE

Your POI consists of two-three short paragraphs that outline the direction your portfolio will take. In the end, it should answer the following questions:

- 1. Why did you select the topic?
- 2. How will doing the SBA benefit you as a student of English?
- 3. What are the three pieces of materials/artifacts that will be used?
- 4. How will English Language skills be used to analyze the information garnered?

#### SCORING RUBRIC FOR PLAN OF INVESTIGATION

Name of Student:	Date:

AF	REAS	RATING SCALE				FINAL
		0	1	2	3	SCORE
1.	Reason for choosing the topic and selection of title	No reason and title given or obscure reason with inappropriate title	Reason given is vague or weak; appropriate title given	Appropriate reason and title given	Original and insightful reason and title given	/3
b	Expected benefits to you as a student of English	No benefits given	Benefits given are not clearly stated; few are attainable	Benefits are clearly expressed, but they are not all sound, most are attainable	Benefits are clearly expressed, sound and attainable	/3
C .	Proposal for collection and use of material	Material to be collected not stated	Material to be collected stated (type or nature of material) Limited list of sources given	Material to be collected stated (type or nature of material) Various sources for possible material internet etc)		/2
		Use of the English language skills to be used in analyzing the material not stated	Use of the English Language skills outlined, and an attempt made to indicate how they will be used.	Use of the English Language skills clearly outlined and clear indication of how they will be used provided.		/2
	TOTAL					

Total marks for Plan of Investigation = 10 marks Scale down to 5 marks Score awarded = <u>total score</u> = -----

Name of Teacher:	Time/Date:
	PARTICIPATION MEASURE

This measures your participation in your group, and how such helps the group to complete the SBA.

RATING CRITERIA	PRELIMINARY RATING	STUDENT'S RECORD OF TEACHER'S COMMENTS/SUGGESTIONS	FINAL RATING
	1. AGREE 1. UNCERTAIN -1 DISAGREE		1-AGREE 0- UNCERTAIN -1- DISAGREE
I know what I am expected to do			
It is easy to focus on what is taking place in my group In the group, I feel self-confidence, self-esteem, and self-efficacy I know how to manage how I behave in the group I always manage my tasks on time			
and thoroughly Total			

#### SCORING RUBRIC FOR QUALITY OF WITHIN – GROUP ACTIVITIES

This encourages deeper discussions with your group as you interface with the artifacts chosen within the group.

Name of group:	Date:

	RATING SCALE				
Facets of Process	0	1	2	3	Score
Communication	Plan of work not known by all group members.	The plan of work exists, and most group members have seen, read, and discussed it.	All members have seen, read and discussed the plan of work		/2
Collaboration	No awareness of what members of the group are doing.	Some awareness of what members of the group are doing.	Members seek out and are aware of what all members of the group are doing.		/2
Reflection	Group members show no evidence of reflecting on their work.	Group members engaged in reflection on work at the end of <i>some</i> of the activities or sessions.	Group members engaged in reflection on work at the end of <i>most</i> of the activities of sessions.	Group members engaged in reflection on work at the end of <i>all</i> the activities or sessions.	/3
Interaction	There is obvious misunderstanding among members. Group unable to resolve problems.	Members attempt to resolve issues and problems to ensure a comfortable relationship among group members.	Members are actively creating interaction with each other and displaying trust and respect.	Members respect and appreciate each other; and show empathy to all members.	/3
	•	Total	•	•	/10

Name of Teacher:	Time/ Date:	

#### REFLECTIONS

#### Reflection 1

Your first reflection answers the question, 'How the Sources Influence your Thinking on the Topic?'

Put simply, what did you learn from the three pieces of artifact you chose to complete your portfolio?

1.In answering this you should consider:

- 1. What do my artifacts say?
- 2. How do I feel about it?
- 3. Do I have a deeper understanding of my topic now?
- 4. Do I still believe in my hypothesis/ research topic?
- 5. What is my conclusion on this topic?
- 2.Begin with an introduction that successfully tells your reader what to expect in the essay. This could simply state:
- a. Your group's theme
- b. Your topic
- c. The type of resources you would have used
- d. What you have set out to do in the body of the essay

e.g.

The theme that my group members and I are investigating is 'Sports' from which I focus on the topic, 'What is the benefit of Sports to Education?" In carrying out the research, I have selected three pieces of artifacts: an article from the Jamaica Observer, a video clip from YouTube, and a pictorial representation from a popular sports website. This reflective piece will be focused on using these to answer the question, "How the Pieces Shaped my Thinking on the Topic?"

- 3. Begin each body paragraph with a topic sentence that successfully introduces the piece you are going to analyze. You may use the following strategy to help develop each paragraph:
- a. P- Make your point in your topic sentence
- b. E- give evidence from your source to back up your point
- c. A- analyzed the evidence and point it back to your topic

4. Write a conclusion that brings all the points together to conclusively prove your argument.

#### Reflection 2

- 1. This reflection answers the question, 'How was Language used in the Pieces?' You should therefore include:
  - a. The tone of the pieces
    - b. The mood that they evoke in the reader
    - c. Whether figures of speech were used
    - d. The diction that was used
    - e. The type of register that was used i.e. formal or informal
- 2. Begin with an introduction that successfully tells your reader what to expect in the essay.
- 3. Begin each body paragraph with a topic sentence that successfully introduces the piece you are going to analyze. You may use the following strategy to help develop each paragraph:
- a. P- Make your point in your topic sentence
- b. E- give evidence from your source to back up your point
- c. A- analyzed the evidence to point it back to your topic
- 3. Write a conclusion that brings all the points together to conclusively prove your argument.

#### Reflection 3

Your reflection three asks for you to retrospectively look at your journey over time. You are to answer the question, 'How Doing the SBA make you a Better Person?'

Since this is totally you, you are free to speak openly about:

- a. Working in groups
- 1. Depending on your group members
- 2. Classroom dynamics (etcetera)

#### SCORING RUBRIC FOR REFLECTION

The assessment of this component will be based on the following:

Theme factors: critical knowledge related to theme, how material shaped their thinking

**Language factors:** analysis of language, good organization **Process factors:** personal value, benefits clearly identified

Reflection on topic/issue/theme, use of language, process, and its effects

DESC	DESCRIPTORS				
Candi	date produces an excellent reflection comprising THREE entries	5 marks	/5		
1.	Discusses how the THREE pieces of material have affected the				
2.	candidate's thinking about the issue  Examines the use of language in the three pieces				
3.	Discusses the process and its effects on the candidate				
	date produces a very good refection which:	4	/4		
1.	Integrates the treatment of the issue in the three pieces	marks			
2.	Provides a very good examination of the use of language				
3.	Discusses the process and its effect				
	dates produces a good reflection which:	3	/3		
1.	Addresses the treatment of the issue in the three pieces	marks			
2.	Provides a good examination of the use of language				
3.	Gives little discussion of the process and its effects				
	date produces a limited reflection which:	2	/2		
1.	Provides a limited treatment of the issue in the three pieces	marks			
2.	Attempts to provide an examination of the use of language with				
3.	limited success				
	Gives very little or no discussion of the process and its effect date produces a weak reflection which:	1 mark	/1		
1.	Mentions the issue	1 IIIai K	/1		
2.	Very weak examination of the use of language OR none provided				
3.	No discussion of the process and its effect				
	•				
TOT	AL	5 marks	/5		

#### WRITTEN REPORT

The Written Report requires you to summarize the processes, procedures, and outcome of your research as a group. It requires a very similar approach to the reflections except you pool all artifacts as a group to carry out this.

The Written Report should have a total of six paragraphs:

- 1. An introductory paragraph that outlines what the essay will be about
- 2. Expression of the process
  - 1. The meetings of the group
  - 2. The discussions
  - 3. The selection of the three pieces/artifacts
- 3. Summary of the artifacts
- 4. Identify and comment on language use; literary devices/techniques.
  - 1. Figurative language
  - 2. Tone
  - 3. Mood
- 5. The group's views on the topic/articles selected.
- 6. Concluding paragraph (summary of all the paragraphs)

#### SCORING RUBRIC FOR WRITTEN REPORT

FACETS OF	RATING SCALE			
TASK	1	2	3	4
1.Content	Does not meet the required number of pieces.  Stimuli chosen are of little relevance or a week attempt is made to force relevance  Only one or two tasks attempted	The required number of stimuli has been selected but some of the issues are only implied.  Some tasks are noted but generally there seems to be inadequacy, and lack of clarity.  The report indicates an understanding of the tasks, but execution is insufficient	Contexts in/from which the stimuli are chosen are explicitly given  There is evidence of the procedures used in selecting the three stimuli  Some of the issues associated with the stimuli are not clearly stated (more information is needed)  There is indication of the tasks to be done but some aspects are left out.	Contexts in/from which the stimuli are chosen are explicitly given.  There is clear evidence of the procedure used in selecting the three stimuli.  Issues raised (in the stimuli) are clearly defined and fully explored.  All relevant tasks (processes, procedures) which should have been/ are to be, performed by group members and described in the reporting in the reporting are noted and defined.
2.Evidence of investigation	Weak responses to the tasks: (focus, summary, analysis) Issues are not clearly	Analysis focuses on some of the key issues.  Good evidence of research  Good handling of	Excellent response to the tasks: (focus, summary, analysis)  Analysis focuses on key issues	defined

	identified	1		
	identified	documentation	T: 1:	
	T 1 .	with the	Findings of	
	Inadequate	occasional error.	discussions and	
	evidence of		research of the	
	research.		relevance to the	
			stimulus material	
			are clearly stated.	
			All sources of the	
			various stimuli	
			are acknowledged	
			and documented.	
			Any comments on	
			the stimuli, apart	
			from students'	
			original	
			comments, are	
			appropriately	
			acknowledged	
			and documented.	
3.Language	The report:	The Report:	The report:	
use and				
Vocabulary	Good control of	Very good	Excellent use of	
	basic grammar,	control of	Standard English	
	vocabulary, and	language	in the appropriate	
	mechanics.	(grammar and	tone and register.	
	Competent	vocabulary) –		
	sentence	errors do not	The vocabulary	
	structure but	suggest lack of	shows excellent	
	lacking in	capacity	knowledge of and	
	maturity of		interaction with	
	expression.		the issues and	
			context.	

**Total marks for Written Report = 10 marks** 

Score Awarded =	 	

Name of student:				
Name of assessor:				
Time/Date of assessment: _		_/_		
	Time		Date	

#### **ORAL PRESENTATION**

As the last major component of the SBA, the Oral Presentation is a creative summary of your topic. The following questions will be given as a guide:

- 1. What genre will your oral presentation take? (Poetry, Prose, Drama)
- 2. If poetry, what kind of poem, and why did you choose that form?
- 3. If prose, what type of prose and why did you choose that form? (story, expository essay, argumentative essay)
- 4. If drama, what kind of drama, and why did you choose that form? (dramatic, monologue, open person skit)
- 5. What inspired you to choose this genre and topic?
- 6. How did the articles you researched help to add content to your poem, prose, or drama?
- 7. What language register was chosen, and why was it chosen? (formal or informal)
- 8. What will your oral presentation be about?

#### SCORING RUBRIC FOR ORAL PRESENTATION

FACETS OF	RATING SCALE							
TASKS	0	1	2	3	4			
1.Fluency of delivery	Jerky, halting	Choppy fragmentar y long pauses	Awkward but acceptable intonation; continuous. natural	Intelligibl e; clear; smooth. well- paced low				
2.Structure, comprehensibili ty, and development of topic	Connection with topic/issue unclear; incomprehensib le. Key issues not depicted; style of presentation does not always aid in depicting the key issues.	Connectio n with the topic/ issue unclear; very incoherent in parts; utterances incorrect	Limited comprehensi on lacks elaboration; slightly incoherent in parts; somewhat limited	Coherent; key issues well developed well expressed in many parts; very effective style	Clear organization of ideas; sustained treatment of topic/theme/ issues; style very effective and Impactful in communicatin g			
3.Language use and vocabulary	Lacks basic words; lacks specificity; very many errors in words and sentences	Ideas limited to inadequate words and jargon. Lacks specificity, limited range of grammar	Adequate style of presentation, basic sentences are used; control of basic grammatical structures; reliance on practical experiences	Accurate use of grammar, Effective use of grammar and vocabular y; High degree of fluency; rich vocabular				

Total mark	s for Oral	Present	tation = 1	10marks
Score awar	ded =	+	+	=

Name of assessor: Time/ Date of Assessment:		. /	
	Time	Date	

#### **Reference**

You must have a reference page that documents and gives credit to the sources you have used to complete your portfolio. This should be done using the APA Citation format.

#### **APA FORMAT**

#### **Citing Article**

Last name, F. M. (Year, Month Date). Title of page. Site name. URL

EG. Clarke. P. A. (2017, November 21). *How to Study English*. Purdue Owl. Retrieved from <a href="https://owl.purdue.edu/owl/research and citation/apa style/apa formatting and style guide/reference list electronic sources.html">https://owl.purdue.edu/owl/research and citation/apa style/apa formatting and style guide/reference list electronic sources.html</a>

#### Citing YouTube Video

Uploader. (Year, Month day). Title of the video [Video file]. Retrieved from URL Smith, B. (2017, July 19). CSS crash course for absolute beginners [Video file]. Retrieved from <a href="https://www.youtube.com/watch?v=yfoY53QXEnI">https://www.youtube.com/watch?v=yfoY53QXEnI</a>

#### <u>Citing Image or Picture</u>

Author last name, First initial. (Publication or creation date). *Title of image* [Type of media]. Name of publisher, museum, or university. Retrieved from URL

Stone, M. (2020, July 10). [Picture of fireflies at night in Congaree National Park] [Photograph]. National Geographic. Retrieved from <a href="https://www.nationalgeographic.com/animals/2020/06/synchronous-fireflies-rare-look-congaree-">https://www.nationalgeographic.com/animals/2020/06/synchronous-fireflies-rare-look-congaree-</a>

national-park/#/fireflies-congaree-1994.jpg

# Ferncourt High School Department of Modern Languages and English English Language Grade 10 U October 20, 2020 Topic: SBA Introduction

#### **Objectives**

- 1. To understand the eight components necessary for a complete SBA Portfolio.
- 2. To differentiate between the vocabulary words 'topic' and 'theme' as required for the SBA.
- 3. To understand the type of resources/artifacts that are required to complete the SBA
- 4. To identify the three (4) questions that must be answered for an effective Plan of Investigation.

#### **ACTIVITY 1**

- 1. Take note of the components of the SBA.
- 2. Differentiate between 'Topic and Theme'
- 3. Note some of the resources that can be used to complete the portfolios
- a. One Written Piece
- b. One Visual
- c. One Audio
- 4. Plan of Investigation Template

#### **ACTIVITY 2**

Working in groups, read the following Plan of Investigation and answer the questions that follow:

#### **Plan of Investigation**

The researcher chose the topic, "How does Child Abuse affect the lives of Children?" She chose this topic because it highlights victims of child abuse regardless of gender, age, ethnicity, socioeconomic statuses, sexuality or background. The researcher wants to explore on this topic because she cannot help but wonder about the effects Child Abuse has on children's lives. As a student of English this investigation will sharpen her critical thinking skills, broaden her vocabulary, sentence structures and communication skills, which can improve her overall expression as a student of English.

Finally, the three pieces of materials she intends on using are: an article from a newspaper, a recorded interview from an online source and a song. This investigation will help the researcher to become more insightful about the topic, more knowledgeable about the SBA and accurately carry out her oral presentation. She will use summarizing skills as well as organization of information for cohesiveness.

#### **Questions:**

- 1. What is the most likely theme for this portfolio? (2 marks)
- 2. State the topic of this portfolio and comment on its effectiveness. Justify your response.
- (3 marks)
- 3. What reasons were given for choosing this topic? Are they effective? Justify your response.
- (3 marks)
- 4. What benefits did this researcher hint on gaining/improving? Do you believe they are likely to be achieved? Justify your answer (3 marks)
- 5. What resources/artifacts will be used for this project? Are they likely to give the researcher enough information to carry out the research? (2 marks)
- 6. Did he/she successfully defend the use of English Language skills? Justify your answer. (3 marks)
- 7. Use the Rubric below to mark this Plan of Investigation (4 marks)

### English Language Department of Modern Languages and English Grade 11 Topic: Writing the SBA Reflection November 10, 2020

### Instruction

For your SBA, you will be required to use the resources/materials/artifacts to write your reflection.

The first reflection requires you to answer the question, "How the Pieces Influence your Thinking on the Topic?" Put simply, what have your learnt? What conclusion can you draw having done the research.

Please prepare for our next SBA class by watching the video below, using the guided questions to analyze its content.

### **Guided Questions:**

- 1. What is a reflection?
- 2. Why is it important to reflect on one's work?
- 3. What question is answered in the first reflection for the SBA?
- 4. List three things you should consider when writing your reflection.
- 5. How many paragraphs should your reflection have, and what should each paragraph cover?

### Video Link

https://www.youtube.com/watch?v=rzU2GY6SxRg

### **GROUP ACTIVITY**

Read the reflections below and analyze them using the attached rubric. Be ready to defend your position in class.

### **SAMPLE 1**

### How the data collected shaped my thinking on the topic

As stated earlier in my plan of investigation, **DRUGS** are one of our major problems in our country (Jamaica). Users take drugs in amounts and methods that are harmful to themselves and others. Drug abuse affects is practiced by people from all walks of life, in both rural and urban areas, the rich and the poor, females and males. Drug abuse has numerous negative consequences, especially to the addicts. It causes multiple illnesses, injuries and deaths and is also common our youths. Cocaine, marijuana, heroin, alcohol are commonly abused, drugs has both long term and short term effects to the consumers in my country.

In this essay the researcher will be using the three pieces of data collected to: examine the impacts of drug abuse on the country, and how this impact has shaped my thinking on the broad theme **DRUG ABUSE**.

Firstly, the article written by Michael Tucker who is the executive director of the National Council on Drug Abuse (NCDA) of the Jamaica Observer gave a very relevant and edifying information on this topic. This online article outlined some impacts of drugs on people especially to young persons. It's stated that the young brain should not be exposed to drugs, and that there are serious problems associated with drugs.

Drugs increases the amount of one or more than one substance to the exclusion of everything else. In this article it showed the issues arising from drug use by young people, it showed first

where drug use affects the development of the brain and the problems this may cause students to face difficulties in their school work. Students should not be taking up drugs, in truth or in fact no one should be taking up drugs. All these harmful effects that will be tormenting them for some time or for the rest of their lives will be disturbing to those around them.

A little further the pictures downloaded from the internet it showed: a group of young people doing all kinds of drugs. In the pictorial representation it shows that they find smoking or taking cocaine very pleasurable and it may not be the first time they're taking drugs. Many youths struggle to stay away from either: Marijuana, cigarette and cocaine. Whenever the chance is given for them to go and smoke or sniff its mostly always done in groups or at a little corner. Most times this leads up to them becoming a drug addict.

Last but not least, the audio was downloaded from Mp3 Juice website. In this interview it is said that some in Jamaica sees Marijuana has a soft drug. The interviewee tells his life story with different kinds of drug, such as crack. He says he's actually in love with crack, before he started with crack marijuana was his first kind of Drug. The interviewee describes his daily pleasures he experiences with crack, he describes that crack is like his girl.

In Jamaica it's stated that Ganja is called the season spiff most persons mixes the ganja with the white rum. The interviewee sells this for a living. He doesn't want to do anything else but to wake, sleep and smoke.

In concluding, the three pieces of materials that were combined together, there are enough evidence to show that the impact of Drug abuse is very dangerous to both young and old in our country. Having done this research, the researcher believes that her objective has met.

### **SAMPLE 2**

### **Reflection One**

The use of each piece of data indicates that it will show that am getting the grasp of what I am doing. The video indicates that I am trying to prove the importance of early childhood education and why it is important. This will also push my opinion and what I think about the topic straight to the point.

The newspaper article will talk about how the child is doing and why parents should allow a child to have an early stage of education. The article will clearly give proof as to what is taking place in the early childhood process.

The music clip will motivate parents to send their children to a basic level school. This will also indicate what children at the basic age have learnt. Some song like "ABCDEFG" and "TWINKLE, TWINKLE LITTLE STAR" are common songs infant have learnt at that stage. These three pieces will influence my thinking by opening up my understanding as to why early childhood education is important.

### SAMPLE 3

### **REFLECTION 1**

In this essay, the researcher will be using the three pieces of data alluded to, examine the "Benefits of music in education and how the data collected shaped her thinking on the topic chosen.

Each piece of data collected on the topic "Benefits of music in education" helped to shape her thinking to be more open about what music can do.

The video is about Ted x Sydney and his theory about the benefits of music in education, he informs the researcher about how music helps us in everyday life. He also teaches that without music, life would be boring and that people would have the power to change lives with music and to involve people in music and it should start with very young children. He believes that every child should have access to properly taught music. He also states that music is an oral art. The pictures are just simply depicting how music helps children to be happier and also to teach them about music.

The article is showing the importance of music in education and what you must implement in children for them to learn through music properly. The article states that, music classes have been the ugly ducklings of school curriculums—the last courses to be added, the first courses to be cut. They have always taken second place to traditional academic classes.

Music, however, has proved itself to be extremely beneficial time and time again, from the undeniable improvement in grades regarding traditional academic classes to the glowing remarks from music students everywhere.

### **SAMPLE 4**

### Reflection on how the materials I selected shaped my views on the topic.

What do you thick would happen if tourism in your island was obsolete? Tourism can best be defined as the temporary migration of people from a country of origin to another for various reasons which include business, recreational and or religious reasons, etc. In addition, tourism has many different effects on its existing society; hence, the researcher can clearly elaborate on how the materials he selected shaped his views on the topic.

Base on the data collected, reggae music has a very profound impact on tourism in Jamaica. The material selected for the researcher's research include an article, a visual piece and an audio-visual recording. Firstly, the article shaped my thinking by enlightening the fact that reggae music, which originated in Jamaica, is a leading contributor in the attracting of international visitors to the Caribbean. This is done through the promoting of songs by popular artists who are international icons. This is evident in the article 'Jamaica and Reggae tourism' - www.Caribbeanandco.com/Jamaica- reggae tourism/.

### STORY WRITING WORKSHEETS

Ferncourt High School Department of Modern Languages and English English Language Grade 11 E October 23, 2020

**Topic: Story Writing** 

### **Objectives:**

- 1. Review the elements of a short story by completing a pop quiz
- 2. Analyze a short video clip to identify how the character(s) was/were portrayed
- 3. Develop a character based on a given stimulus

### **ACTIVITY 1**

### Instruction:

Follow the link below to complete the puzzle on story setting. After completing the puzzle, please screenshot your result, copy to a word document and submit electronically i.e. in the classroom.

https://puzzel.org/en/crossword/play?p=-MJxinQcSQTnbJB0UYYR

### **ACTIVITY 2**

Watch the video They will watch a short video clip on the topic, 'Jealousy' and respond to the discussion questions in their groups. You may work in your groups to complete this task.

https://www.youtube.com/watch?v=EDTZnQCH220

### **Discussion Questions:**

- 1. What do you think about the video clip as a whole? (3 marks)
- 2. Comment on the effectiveness of the characters dressing (2 marks)
  - 3. Do you think the dress code would be equally effective if the characters were Caucasians? Justify your response (4 marks)
  - 4. Comment on the use of language by the characters? What does it say about them?

(3 marks)

- 5. Describe each main character (Suzie, Marie, Melody, Damion) in your own words, consider:
  - a. Their thoughts
  - b. Their actions (8 marks)
- 6. What conclusion could you draw about Suzie's background based on her behaviour? (2 marks)
- 1. Do you think Suzie's friends should have noticed her unhappiness based on her action? Justify your answer (4 marks)
- 1. What lessons can be learnt about friendship dynamics from the film? (3 marks)
- 1. Was Damion too oblivious of Suzie's advances? Justify your response (4 marks)
- 1. What does his depiction say about men? Was he stereotyped? (3 marks)
- 1. Was Marie's reaction upon opening the door realistic? What would you do differently? (4 marks)
- 1. Choose one character and redevelop him/her. Justify your choice (5 marks)

TOTAL - 45 Marks

### **ACTIVITY 3**

Use one of the following story stimuli to create a character of choice. The questionnaire given under resources can be used as a guide. Can be done in pairs or groups.

### Story Stimuli

- 1. Home School Nightmare
- 2. Grandma's Corona Scare
- 3. Principal's End Game
- 4. Food Scarcity
- 5. Death by Boredom

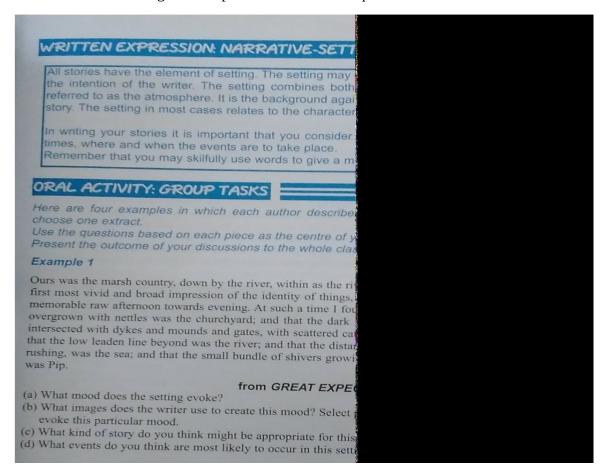
## ERNCOURT HIGH SCHOOL DEPARTMENT OF MODERN LANGUAGES AND ENGLISH ENGLISH LANGUAGE STORY WRITING OCTOBER 30, 2020 GRADE 11 E

### **INSTRUCTION:**

Complete and upload the two activities below:

### **ACTIVITY 1**

- 1. Read the information below and make notes as deemed important.
- 2. Read the setting at Example 1 and answer the questions that follow.



### **ACTIVITY 2**

Use ONE of the picture stimuli below an to describe a setting for a story. (70-120 words).

STORY SETTING STIMULI

### SAMPLE EXPOSITORY WORKSHEET

**Letter of Complaint Comprehension GRADED Activity.** 

Instruction: Read the letter of complaint then answer the questions that follow. PLEASE WRITE YOUR RESPONSES IN A SENTENCE.

5 Green Lane, Greenford, OH 44422.

April 11th, 1999

Mr. Charles
The Chairman
Greenford Council
Ohio.

Dear Mr. Charles

Re: The state of Greenford Park

I am writing to complain about the state of the dump, formerly known as Greenford, which can be seen from the front of my house.

I use the word "dump" deliberately as this, in truth, is what it has become. Are we as local residents, expected to suffer the misuse and probable ruination of this once useful, attractive amenity without expressing our feelings? For last month, I have noted the following thoughtless actions that have contributed to its present condition:

- 1. the casual dropping of litter in the form of cans, fast food packaging, etc.,
- 2. the deliberate dumping of an old mattress,
- 3. damage to the few remaining tress and wild plants from vehicles either crossing the area or parking on it,
- 4. the careless behaviour of dog owners who allow their pets to foul the area without any attempt to clear up the mess that remains, thus endangering public health.

Added to these obvious forms of pollution, there is the noise "music- making" devices in the fine weather, which have contributed to the disappearance of the rabbits, badgers, and other species from this once beautiful un-spoilt wild area.

In these days of conservation and "green" awareness, I should have thought that our council might leap at the chance to create an area that would promote the preservation of plants and wildlife. Is there any possibility for a Town Hall meeting to be arranged so this issue can be fixed? I believe if proper signage is done, a perimeter fencing erected and laws be put in place, then this beautiful park can be what it used to be.

Looking forward to a favorable response.

Yours faithfully, Mr. I. M. Wild.

### **QUESTIONS**

1. What is the writer's reason for writing? In which paragraph does he first state his reasons?

	(1 marks)
2.	Why does Mr. Wild use quotation marks around the world "music –making"?
3.	(1 mark) How does the write suggest that he is writing on behalf of everyone living in Greenford?
	Tiow does the write suggest that he is writing on behalf of everyone fiving in Greenford:
4.	How does the writer make clear his four main complaints? What are they? Please summarize the points.
5.	(5 marks) Why does Mr. Wild use words such as casual, deliberate, thoughtless, and careless?
6.	The writer is trying to persuade the council to do something. Which word or phrases suggest this?
7.	(2 marks) Is this just a <b>letter of complaint</b> , or does it make suggestions for improvements? If so, what are they?
	(3 marks)
8.	A rhetorical question is used to make people think, and an answer is not usually expected. Can you find the rhetorical question in this letter and write it here?
9.	
<b>9.</b>	Do you think this letter will be successful? Why do you think this?
	(2 marks)
10.	Give another type of pollution, apart from land pollution that mentioned in the letter. Give ONE (1) reason to support your response.
	(2 marks)

### **GROUP WORKSHEET**

**Subject: English Language** 

Date:		
Group Members	:	
1.		
2.		
3.		

### Instruction: Rearrange the following letter of complaint to its correct format

Dear Mr. Wright:

Additionally, if an amicable solution cannot be met, I am afraid that I will have to take my business elsewhere and proceed to take legal actions against your company.

Belle-Aire Meadows Runaway Bay P.O. St. Ann

Manager

Appliance Traders Limited

On the 22<sup>nd</sup> of January you delivered a consignment included 30 boxes of electronic hand mixers and delivered and check by your employee Phillip Alston who discovered that of the 30 boxes, 9 were broken. This could be due to mishandling by your staff members.

### Re: Broken electronic hand mixers- receipt number 5168, delivery note 115

Yours faithfully

August 21, 2020

This letter serves to inform you that the electronic hand held mixers delivered are broken; hence, they are unable to perform their task.

**Ruth Patty** 

Your company has been my main supplier of electronics for the past 2 years and I am confident that you will rectify the problem.

I have already paid for the product as evidenced by my receipt number 5168. I am therefore requesting that your either refund the payment or replace the damaged items as soon as possible. I will be as flexible as I can so as to reach a suitable agreement. I would also suggest that

thorough checking of the products be done at least three (3) times before sending things out the customers.

Mr. Dennis Brown

Ocean Drive

Ocho Rios P.O.

St. Ann

English Language

Department of Modern Languages and English

Ferncourt High School

### Grade 10 u

### Letter Writing – Culminating Activity November 12, 2020

### Instruction

Use the information shared in class over the past weeks to respond to **ONE** of the following stimuli.

### **Stimuli (Letter of Complaint)**

- 1. You bought a dress at a store and upon arriving home, you realize that the zipper is bad. Write a letter of complaint to the store manager Mrs. Brown-Daley
- 2.Write a letter of complaint to the Minister of Education about issues you and your classmates are experiencing with online learning.

### **Letter of Request**

- 1.Write a letter to an uncle residing in England requesting him to send you three books which you need for your academic studies.
- 2.It is time to pay your tuition, but you do not have the money. Write a letter of request to a business entity seeking financial assistance.

### Sample of students' work

Sancia Riley

November 12, 2020

**English Language** 

Title: A day to remember

I didn't expect the day to be like this I am always extra careful, but not today. Just as I collected my delicious strawberry sundae ice cream filled with crunchy oreo, chocolate sprinkles and whipped cream and was turning around to leave the shop, I collided into this; tall, handsome, dark skin gentleman and fell with my ice cream. "Are you hurt?" he asked, "no, I am okay" I replied as I admired him. I was so shocked, and not because my ice cream fell but because of the person who was helping me off the ground. "Can I get you another ice cream?" he asked while he took me up off the floor, "sure, no problem" I answered. "My name is Rushane, and you are?" he asked while he starred in my eyes. "I am Tanaania" I responded. "Wow! thats a very unique name, nice to meet you Tanaania" he said as he ordered my ice cream. He walked me to my car, "I guess this is where we part" he stated. "Yes indeed, it was a pleasure meeting you Rushane and thank you for helping me out" I said. "No problem, you seem like a nice person may I have your contact?" he asked. I looked at him with surprise because I didn't expect someone this handsome would want my personal contact. Months later, we were still communicating until he told me to meet him at a hotel resort, he didn't told me what for and I had no idea as to what it was so I went. I reached and knocked the door, he opened it but the lights were off, it was a bit creepy and I started wondering what he was up to. He turned on the lights, the room was perfectly decorated with lights and roses all around and soft music playing, I started to feel special and realized that he was really into me. "Wow! this is all for me?" I asked. He went down on his knees and took out a ring box out his pocket, tears ran out of my eyes instantly, I didnt know what we had would've reached this point. "If you say yes, I promise to love you forever"

he said with tears in his eyes. "Of course I'll marry you" I said in a trembling voice. It was the best day in my entire life.

Grade - 19/25

Student was particularly guided to revisit the information on how to insert dialogue in a story.

Theme: HEALTH

Topic: "How do mental issues affect teenagers in Jamaica?"

The selected topic for my English SBA is "how mental illness affect teenagers" because as a

victim of mental illness, I've been affected by it and so I want to know how it affect other

teenagers. As a student of English Language this SBA will benefit me linguistically, it will help

me to develop critical thinking and analyzing skills which will provide me with better

understandings of the SBA. These skills will help me obtain quality information and to also

assess the effectiveness of figurative language. Collecting data I will acquire a news report video,

article and a song from YouTube.

4.5/5 – Student must use capital letter for the main words in the title.

English Language

Kenardo Downie

11 E

162

### **REFLECTION 1**

The topic of this portfolio is "THE IMPACT OF SPORTS ON THE QUALITY OF ONE'S LIFE"- no need for all caps. And to have a wider understanding of his topic beyond the physical qualities of sports the researcher has selected three pieces of informative material to influence his thinking and to give him and his reader a better understanding of sports beyond the physical aspect. His three pieces will be an article, a picture, and a video.

The article was written by "Health Direct, 2017" was selected by the researcher because of the illustrative information presented in the article. From the researcher's ken, the article implies that sports can help to improve a child's social skills that will be needed in their future but not many children would feel comfortable with their classmates, but sports develop an environment where they would feel welcomed and comfortable in with teammates can trust to develop on socializing more. This was stated in the article "It also gives children a sense of belonging. It helps them make new friends and builds their social circle outside school" The article also mentioned that a child's involvement in sports can impact their self-confidence by the motivation from the team members or by an inspirational speech lectured to the child by the coach, or even by accomplishments or improvements made by the child can influence a better attitude and selfbelief. "The support of the team, a kind word from a coach, or achieving their personal best will all help children to feel better about themselves" Also in this article, it was mentioned parents should encourage their children to try, applaud their efforts even at times when they lose, the researcher favors this to be related to his topic because this impacts the relationship between the parents and the child. Children would be open and comfortable talking with their parents. "To keep your child interested and enjoying sport, make it a positive experience for them. Focus on having fun, having a go, and being active, rather than winning or losing." After reading this article the researcher was well educated on what the impacts of sports are on children and now beginning to have better knowledge on his topic on a wider scale.

Furthermore, the picture selected by the researcher exhibits the brain holding a weightlifting dumbbell and sweat dripping from the brain. The researcher interpreted this image to understand what it meant and realized that the brain would be the athlete's mind and the dumbbell represents weightlifting which is a sport. This picture depicts participating in sports can help to work on the mental health of athletes, so being involved in sporting activities does not only strengthen the body but the mind as well.

Also, with the video selected, it summed up the information stated in the previous two sources but also added a little more as well. From the video it explained how sports can be a hobby for family and friends to sit down and enjoy watching and just having a good time, doesn't have to be something that you have to be involved in physically. In the video, a clip showed a group of friends sitting down on a couch and enjoying a game together.

	a	r	1	۵
\ .I	a	ı	ĸ	┖

Grade 3.5/5 – The summary on the article could be more concise. Also there needs to be more analysis than repetition of the facts from the sources.

Aindra Grandison

11c

English SBA

Reflection 2

In the first piece of source that was explored by the researcher, "Influence of Culture on Fashion", the author used Standard English. The article was understandable and clearly stated. The author gave examples in descriptive forms to give further explanation on what nowadays society choose to wear. The author also describes some clothing styles from various cultures that people wear today.

In the video "Different culture influence on dressing, John Zhoa", Standard English was evident. The information was clearly stated. The video was very insightful as it gave a deeper understanding of clothes been worn today. The video went on to show comparisons between some clothing worn today that can be seen in movies that are in the fashion industry today and also persons from different countries who brought their cultural clothing to other countries and others adapted to it.

In the last piece of source which was a picture where five females are shown wearing dresses made of African material. It shows how the fashion industry takes cultural clothing and make them trendy. These styles of dresses can be worn by people who love wearing cultural clothing but also likes being in fashion.

Grade – 2/5 – the student did not give enough evidence to back up her claims.

English Language
Josse Walters

11 C

### **REFLECTION 3**

Doing this research, the researcher had problems in writing some of the reflections which kinder-creole made it hard for her. The main reason was that she didn't understand how to write it. In addition, she was a little behind time.

As it relates to her unpunctuality towards the group, the researcher soon found out that she wasn't doing her best and that the members of the group were having a hard time. On the day for the reflection one the researcher was still not finish writing, when she told her group members, they were all there to help. From this offset, the group member took this into consideration and showed the researcher a way to work together like a family. Soon her unpunctuality was replaced by punctuality by the help of her group members. It was a good experience for her.

In addition, since her group members were so helpful and easy to work with, the researcher found out that her group members were people who cared to help each other and not only themselves and that they were critical thinkers and would be willing to help their members under any circumstances. Due to this the researcher was more comfortable and didn't have any more problems in completing her reflections. In fact, they were able to teach a few things like teamwork is coming together for a beginning keeping together for progress and working together for success. This experience in this regard was never let your good be enough.

Grade 4/5 – While this student needs to improve her use of English, and expression, her reflection was a very good regarding the task at hand.

5 Rennie Road, Buckfield , Ocho Ríos St.Ann , P.O Jamaica

November 19, 2020

Mr. John 1 Chapel Hill Haswell BOURNEMOUTH 9H1 1AA

Dear Uncle Clyde,

It has been a while since we communicated. Hope all is well. Last time we spoke we talked about school and my studies, since the one year past I have been having a lot of problems. I wanted to do CXC this year, but mom said that she can't afford to buy my necessary textbooks, it's been really hard to cope without them and I can't go any longer. So, I would appreciate it if you would assist me in getting some of the necessary notebooks for this academic year. I understand if it's on short notice and you can't get all of it. I would warm my heart if you could assist me.

Thanks for taking the time to read my letter to Uncle Clyde. The books will be much appreciated, have a wonderful day.

Yours Sincerely, C. Atkinson

Grade 16/20

The main problem with this letter is the fact that it should have been an informal letter of request since the recipient is an Uncle and the request a personal.

Ferncourt High School
Department of Modern Languages and English

### English Language Activity Sheet Grade 10 U November 6, 2020

### Letter of Complaint Comprehension GRADED Activity.

Instruction: Read the letter of complaint then answer the questions that follow. PLEASE WRITE YOUR RESPONSES IN A SENTENCE.

5 Green Lane, Greenford, OH 44422.

April 11<sup>th</sup>, 1999

Mr. Charles The Chairman Greenford Council Ohio.

Dear Mr. Charles

Re: The state of Greenford Park

I am writing to complain about the state of the dump, formerly known as Greenford, which can be seen from the front of my house.

I use the word "dump" deliberately as this, in truth, is what it has become. Are we as local residents, expected to suffer the misuse and probable ruination of this once useful, attractive amenity without expressing our feelings? For last month, I have noted the following thoughtless actions that have contributed to its present condition:

- 1. the casual dropping of litter in the form of cans, fast food packaging, etc.,
- 2. the deliberate dumping of an old mattress,
- 3. damage to the few remaining tress and wild plants from vehicles either crossing the area or parking on it,
- 4. the careless behaviour of dog owners who allow their pets to foul the area without any attempt to clear up the mess that remains, thus endangering public health.

Added to these obvious forms of pollution, there is the noise "music- making" devices in the fine weather, which have contributed to the disappearance of the rabbits, badgers, and other species from this once beautiful un-spoilt wild area.

In these days of conservation and "green" awareness, I should have thought that our council might leap at the chance to create an area that would promote the preservation of plants and wildlife. Is there any possibility for a Town Hall meeting to be arranged so this issue can be fixed? I believe if proper signage is done, a perimeter fencing erected and laws be put in place, then this beautiful park can be what it used to be.

Looking forward to a favorable response.

Yours faithfully, Mr. I. M. Wild.

### **QUESTIONS**

1. What is the writer's reason for writing? In which paragraph does he first state his reasons?

\_The writer wrote this letter to complain about the stay of the dump. He stated this in paragraph one. (1 marks)

- 2. Why does Mr. Wild use quotation marks around the world "music –making"? He uses them to better explain an acknowledge the problems. (1 mark)
- 3. How does the write suggest that he is writing on behalf of everyone living in Greenford? (1 mark)
- 4. How does the writer make clear his four main complaints? What are they? Please summarize the points. He makes his four points clear by pointing them out individual. Theses are the careless behavior of dog owners, The casual dumping of cans etc, the damage being done by drivers parking on the area and deliberate dumping of old materials. (5 marks)
- 5. Why does Mr. Wild use words such as casual, deliberate, thoughtless, and careless? He uses these words to express how they the people or acting towards use and caring for the dump. (2 marks)
- 6. The writer is trying to persuade the council to do something. Which word or phrases suggest this? Looking forward to favorable response. (2 marks)
- 7. Is this just a **letter of complaint**, or does it make suggestions for improvements? If so, what are they? This is a letter of complaint. (3 marks)
- 8. A rhetorical question is used to make people think, and an answer is not usually expected. Can you find the rhetorical question in this letter and write it here? Is there any possibility for a Town Hall Meeting to be arranged so this issue can be fixed? .(1 mark)

- 9. Do you think this letter will be successful? Why do you think this? Yes, because it was wrote clearly to show the recipient what it's for. (2 marks)
- 10. Give another type of pollution, apart from land pollution that mentioned in the letter. Give ONE (1) reason to support your response. Air pollution my reason for this answer is the fact that trucks, factories and other facilities all pollute the air with toxic smoke and gas which are harmful to the people.

# ENGLISH SBA: A SAMPLE

DONE BY: PATRICIA CLARKE

### **TABLE OF CONTENT**

THEME	3
RESEARCH QUESTION	4
PLAN OF INVESTIGATION	5
PARTICIPATION MEASURE	6
QUALITY OF GROUP ACTIVITY	7
RESEARCH MATERIAL	8- 10
REFLECTIONS	
1.HOW EACH RESEARCH PIECE SHAPED MY THINKING	11-12
2.HOW LANGUAGE WAS USED IN THE PIECES	13
3. HOW DOING THE RESEARCH MADE ME A BETTER PERSON	.14-15
WRITTEN REPORT	16
ORAL PRESENTATION	17-18
MISCELLANOUS INFORMATION	
STEPS TO CONDUCTING A RESEARCH	20-21
HOW TO VALIDATE A SOURCE	22-23
HOW TO WORK IN A GROUP	24-25
HOW TO IDENTIFY THE TONE OF A WRITING	26-27
WORKS CITED	28



"Has Christianity grown since its arrival in Jamaica?"



Jamaica is a Christian country boasting more churches per square mile than any other country; hence, the researcher chose the topic, "Has Christianity grown since its arrival in Jamaica?" This topic was chosen to deepen her knowledge of the religious aspect under investigation. In doing this research, she expects to; improve her research and critical thinking skills, heighten her vocabulary, and become a more rounded writer. Further, to gather the

information necessary, three pieces of data will be used; a video clip, a newspaper article from the Jamaica Gleaner, and a pictorial representation of the topic. The researcher will critically analyze the information and write concise reflections using new vocabulary she has encountered as well write and deliver a creative presentation on the topic.



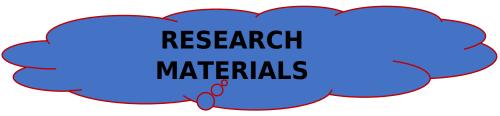
RATING	PRELIMINARY	STUDENT'S RECORD OF	FINAL
CRITERIA	RATING	TEACHER'S	RATING
		COMMENTS/SUGGESTIONS	
	1- AGREE		1-AGREE
	0- UNCERTAIN		0-
	-1 DISAGREE		UNCERTAIN
T1 1 .			-1-DISAGREE
I know what	1		1
I am			
expected to			
do	_		
It is easy to	1		1
focus on			
what is			
taking place			
in my group			
In the group,	0	Share concerns with group	0
I feel self-		members and analyze feedback.	
confidence,			
self-esteem,			
and self-			
efficacy			
I know how	1		1
to manage			
how I			

behave in the			
group			
I always	-1	Try to set a schedule and ask the	1
manage my		group leader to help you to keep	
tasks on time		deadlines.	
and			
thoroughly			
	Total	3/5	4/5



	RATING SCALE				Final
Facets of Process	0	1	2	3	Score
Communication	Plan of work not known by all group members.	The plan of work exists, and most group members have seen, read and discussed it.	All members have seen, read and discussed the plan of work		2/2
Collaboration	No awareness of what members of the group are doing.	Some awareness of what members of the group are doing.	Members seek out and are aware of what all members of the group are doing.		2/2
Reflection	Group members show no evidence of reflecting on their work.	Group members engaged in reflection on work at the end of some of the activities or	Group members engaged in reflection on work at the end of <i>most</i> of the activities of	Group members engaged in reflection on work at the end of <i>all</i> of the activities or sessions.	2/3

		sessions.	sessions.		
Interaction	There is obvious	Members	Members	Members	3/3
	misunderstandin	attempt to	are actively	respect and	
	g among	resolve issues	creating	appreciate	
	members. Group	and problems	interaction	each other;	
	unable to resolve	to ensure a	with each	and show	
	problems.	comfortable	other and	empathy to	
		relationship	displaying	all members.	
		among group	trust and		
		members.	respect.		
Total					9/10



### Article

### 500 years of Christianity in Jamaica

MICHAEL BURKE

Thursday, April 26, 2016

Jamaica is celebrating 50 years of political Independence this year. The year 2012 marks 500 years of consistent Christianity in Jamaica and the Roman Catholic Church will commemorate this milestone. While Christopher Columbus first came to Jamaica in 1494, the first European settlers from Spain arrived in Jamaica in 1509. They were all baptized Roman Catholics as Catholicism is almost synonymous with Spain, with 99 per cent of its population being baptized Roman Catholics.

And in the year 1512 a group of Franciscan priests arrived in Jamaica. While Mass might have been said by a priest on the island before 1512 (Columbus had a priest on one of his vessels), consistent Christianity in Jamaica began in the year 1512. With the coming of the English and the banning of Roman Catholicism, the Church of England provided Christianity for the aristocracy. In later years, other churches came. So, there was a continuation of Christianity in 1655, albeit in a different form.

The Catholic Church in St Jago de la Vega (now known as Spanish Town) was burnt to the ground and the church bell was melted to make bullets. There were years of fighting and the Maroons joined with the Spaniards. The first clergyman to be martyred in Jamaica was Roman Catholic Priest Father Francis de Barona who encouraged resistance to the Spanish resistance to the English invasion. He was killed on the banks of the Black River in St. Elizabeth.

It is true that the English bondsmen who came here as prisoners stayed for the most part in the Caribbean and became the pirates who made Port Royal their headquarters. It is true that the English governors encouraged piracy for one main reason; they were the only defense against the Spanish who wanted to re-capture Jamaica. It is also true that the Roman Catholic Church, because of its history in Jamaica, is today less than three per cent of the Jamaican population.

It has often been said that piracy ended with the capture of Henry Morgan, his subsequent imprisonment in the Tower of London and his return as the governor of Jamaica. True, Morgan sold land cheaply to the ex-pirates and they became the so-called aristocrats. But many of them continued their piracy and the brutal form of slavery that our ancestors had to undergo was because of the stealing of people from Africa and their subsequent ill treatment.

One manifestation of the continuation of piracy after Morgan's death was the presence in Jamaica of slaves from a Spanish colony in Africa. The slaves were on a boat en route to Cuba to be sold when pirates intercepted the boat and carried them to Castle Mines in St Mary (about a mile above Preston Hill). The slaves refused to join any church other than the Roman Catholic Church. While there could not be mass because there were no priests, the doctrine was passed down verbally to their descendants by way of secret meetings.

In the Spanish Empire, the Encomienda System was basically a set of rules governing slavery in the Spanish Empire. One rule in the system was the teaching of Christianity (read Roman Catholicism). And it was that strongly implanted Catholicism by way of the Encomienda System which made the Spanish slaves in Castle Mines in St Mary, and later Preston Hill about a mile away into resisting any attempt to de-Roman Catholicize them.

After the Roman Catholic Church was restored, the Castle Mines ex-slaves asked permission to see the priest who said Mass for an Irish overseer on the Quebec Estate in St Mary. They discovered that he was truly a priest of the church that their parents and grandparents had told them about. And that is how Mass came to be said in Castle Mines and later in Preston Hill where a church was eventually built.

Sometime in the 19th century when the republicans overthrew the king in Spain, a renegade priest (Father Manuel y Loydi who took the alias of Santa Cruz) fought the war on behalf of the king. He was captured, imprisoned and sentenced to be shot to death at dawn, but he escaped and went to France and then to England. Father Loydi was sent to Jamaica where he built the St Francis Xavier Roman Catholic Church in Preston Hill for the descendants of the Castle Mines slaves. The wooden church was blown down in the hurricane of 1919 and subsequently rebuilt.

I have suggested that Preston Hill be turned into an international pilgrimage site. There is a steering committee in place that is looking into the possibilities before going further. It is my hope and prayer that the people in Preston Hill will be able to provide bedroom and breakfast as well as sell souvenirs to the pilgrim tourists. So 2012 is the 500th anniversary of continuous Christianity in Jamaica, the 75th anniversary of Jamaica Welfare (now Social Development Commission), the 70th anniversary of both the Credit Union League and the Council for Voluntary Social Services, plus the 50th anniversary of Jamaica's political Independence.

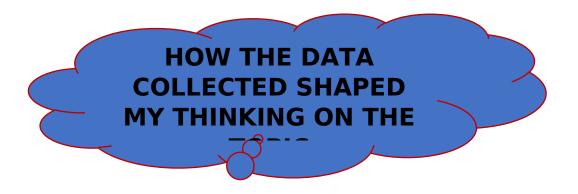
### <u>Picture</u>



Worship session at the NCU during week of Prayer 2017

### **VIDEO CLIP**

https://www.youtube.com/watch?v=-4chKHc-KcU



As posited earlier, Jamaica is a country of many churches. Based on this fact, it is reasonable to assume that Christianity is embedded in the culture of the Jamaican people. In this essay, the researcher will, using the three pieces of data alluded to, examine the growth Christianity has enjoyed since becoming a part of the Jamaican identity.

First, the article written by Michael Burke of the Jamaica Observer gave a very detailed and enlightening history on the topic. From the article, the researcher was able to gather that Christianity came to Jamaica officially in 1512 from Spain through Roman Catholicism. The article went on to point out that since then, there have been many changes in the form of Christianity; for example, the banning of Roman Catholicism by the English and the unset of the Protestants. It also posited that over the centuries, despite the constant fights and changes including slavery, Christianity remained an integral part of Jamaica with many other denominations adding to the Christian experience (**Burke, 2016**). Base on this, one can conclude that Christianity has enjoyed a very steady growth in Jamaica. Considering that Jamaica has

fought slavery, colonization, and many other threatening phenomena during this period, serves as evidence to this reality.

Further, the second piece of material, statistical data from a YouTube video clip, supports the idea that Christianity has grown immensely since its origin in Jamaican. This as the statistical evidence suggests that over 64% of Jamaicans are Christians; with 13% of remaining respondents not being affiliated with any religion, it is clear that the foundation of Christianity in Jamaica has not been seriously challenged over the centuries. In addition, a further breakdown of the statistical data showed that there are many denominations now present across the country (www.youtube.com). This serves as further proof of the growth of Christianity in that, during the 16th and 17th century when England ruled, the Roman Catholic church was not allowed to coexist along with the Protestants who took over. Also, bearing in mind that Jamaica is heavily influenced by many other ethnic groups, yet still maintains a significantly large Christian majority is another evidence of its growth. In simplicity, these figures unequivocally support the notion that Christianity has grown since its introduction to Jamaica.

Lastly, it is widely believed that a picture is worth a thousand words. In this regard, the third piece of data is a pictorial that showed people worshipping together (www.ncu.edu.jm). It also showed this group to be very diverse, in that there were people from different status in life. When one looks at this and consider the fact that when the Christianity first came to Jamaica, it was for the aristocrats only, it serves as more proof that Christianity has grown over time.

In concluding, when one considers the three pieces of data together, there is enough proof that Christianity, a religion that came to Jamaica more than 500 years ago solely

for the powerful to use for their own delight, has grown significantly. Three undeniable and notable ways are; Christianity is now available to people regardless of race and ethnicity, many denominations are now openly existing across the entire country, and worship is now open and free. Having done the analysis, the researcher believes that her goal of religious enquiry was met.



Language is a means of communication that is unique to humans. When one considers language, one must consider aspect such as, diction or word choice, tone or the writers attitude to the subject matter, and mood which refers to the emotion provoked in the reader by the piece.

Regarding the newspaper article, the author uses religious jargon which suggests that time was spent in doing research; it also suggests an understanding of the subject matter.

Some of these include; clergyman, martyred, Protestant, de- Roman Catholicize, and Mass. In addition, other word choices suggest that the article was written from a historical point of view; examples, reference to the Encomienda System, and piracy. These lend themselves to the tone of the article which is informative, as well as the mood which can be considered as one of intrigue/interest. On the other hand, the video clip uses plain or simple language to present the statistical data. The tone however, was also informative and the mood trustful. As it relates to the picture, it provokes a feeling of admiration. This conclusion is drawn from the fact that the

service was held at the school during the school term, thus giving students, lecturers, staff workers, as well as members of the community an opportunity to worship together.

Essentially, in the data collected for this project, language was used to depict interest, respect, admiration, knowledge, and a deep appreciation for a very important aspect of the Jamaican culture. The formal registry was present in all the pieces with all it conventions.



Prior to doing this research, the researcher had problems that made it hard for others to work with her. Three main ones were; she did not like working in groups, she considered herself to be more intellectual than her classmates and subsequently, she believes that she should be the leader of any group she was a part of. In addition, she was very intolerant and would not care about how she made others feel whenever they were not doing things her way.

As it relates to her hatred for group work, the researcher quickly grew close to the persons who choose her as a group member. On the day in question, she was ready to be her 'old self' when members of the class asked that she joins them since we expressed an interest in the same theme. From the offset, the group members showed her a different way of working by taking all members feeling into consideration and helping each other like family. Soon, her

adamancy to micro manage was replaced by appreciation for the suggestion of others and working together. It was a new experience for her that she enjoyed thoroughly.

In addition, since her group members were so easy to work with, she soon finds her group to be a reservoir of interesting ideas, critical thinkers, and members willing to go the extra mile to help each other achieve the common goal. Due to this, she was able to relax and learn from my members; something she thought would never happen. In fact, they were able to teach her things that far surpassed the simple necessities for successfully completing our SBAs. For example, she learnt the importance of honesty, loyalty, and respect for all. The experience in this regard was more eye-opening than she thought possible.

Lastly, not only was she happy to work with her group, she was the first to vote for another member to be the leader of the group. She was so humbled when they all told her that in asking her to join the group, they were willing to work with her as the group leader knowing her tendencies. This made her vow never to over impose herself on any team she was a part of again. The leader, with whom she worked, rotated the position and gave all members of the group a chance to lead. This was new to her and the impact it had on all members was like nothing she ever experienced in classes before.

Suffice it all to say that while she cannot say the process was without hitches, the researcher can truly say that the few issues the group had were dim when compared to the positive impact doing this research had on her as a person. She is now poised to be a better leader; armed with the knowledge that working in a group can be an experience filled with benefits if one is open to the challenge. She has also become a more approachable person, and has been doing better in groups across other subject areas.

In closing, upon hearing that she had to do a research for English, the researcher foresaw doom and ended up a grateful and humbled person ready to take on more educational challenges.



Students in the act of research can find the process tedious. In this regard, this SBA took time, but was also very edifying. To start the process, our group did a SWAT analysis in which we considered the strengths and weaknesses of the team. This allowed us to plan smartly; for example, one member of the group guided the data collection process because she was very good at using the internet. In addition, we learnt many things that can be transferred to other aspects of our life; for example, the researcher learnt how to overcome procrastination base on advice given during the Participation Measure of the assignment.

As regards to the data collected, one member who investigated the role of the church in solving some of our problems, found that people look to the church when nothing else seems to work. This is based on the overwhelming number of responses to a petition for Jamaica to declare a day of fasting for the social ills of the country (www.opm.gov.com). In addition, it was also discovered that even criminals often seek refuge from the church. This from an article that spoke about fugitive Christopher 'Dudus' Coke who turned himself in with the help of a well-known clergyman (www.economist.com).

The outcome of this SBA can be said to be very positive. As a group, we investigated the growth of Christianity, the role of the church, and the benefits of being a part of a congregation. In the end, we were able to conclude that the church has its roots in Jamaica stemming more than 500 years, and people from all status in life look to the church for refuge. The group also learnt that being a member of a church, even if not active is something desired by many. It was an eye-opening experience.



In order to complete the requirement for this SBA, an oral presentation has to be done. This could be done using different types of register for example, formality (Standard English) or informality (Jamaican Creole). The researcher was also given the choice of genre i.e., drama, poetry, and story. In completing this task, the researcher chose to us formal registry and the genre of poetry. She chose formality to showcase her growth in using the language, and poetry because she has experience writing poems. This acrostic poem was written using the word Christianity. The poem embodies what the researcher has learnt during the process of doing the SBA.

# **Christianity 404**

Christianity is one of many religions that

**H**ave been in Jamaica for over 500 years ago

**R**ightly partaking in our rich history.

It is a religion that has God as its center, and

**S**ince its arrival in Jamaica, it has changed, transformed and grown.

 ${f T}$ ime has cemented it in our culture; an undeniable part of our identity

In many ways, it is the most consistent aspect of our history

**A** part we must interface, whether at home or work or school or play.

New religions have come to Jamaican like Buddhism and Muslim, but none can measure up to Christianity, its

Incredible, intense and indestructible.

 ${f T}$  hank you to those who brought it to our shore though to conquer was their intent

**Y**ou can never deny its influence, importance nor its potency.

CHRISTIANITY IS JAMAICA'S RELIGION:

IN US--

WITH US--

from the beginning

and will remain to the very end.

# Miscellaneous



The following steps outline a simple and effective strategy for writing a research paper. Depending on your familiarity with the topic and the challenges you encounter along the way, you may need to rearrange these steps.

# **Step 1: Identify and develop your topic**

Selecting a topic can be the most challenging part of a research assignment. Since this is the very first step in writing a paper, it is vital that it be done correctly.

# Step 2: Do a preliminary search for information

Before beginning your research in earnest, do a preliminary search to determine whether there is enough information out there for your needs and to set the context of your research.

#### **Step 3: Locate materials**

With the direction of your research now clear to you, you can begin locating material on your topic using books, encyclopedias, or online search engines.

# **Step 4: Evaluate your sources**

You are expected to provide credible, truthful, and reliable information and you have every right to expect that the sources you use are providing the same. However, this is not always the case hence the need to validate your source especially when using the Internet.

# **Step 5: Make notes**

Consult the resources you have chosen and note the information that will be useful in your paper. Be sure to document all the sources you consult, even if you there is a chance you may not use that source. The author, title, publisher, URL, and other information will be needed later for citation.

# Step 6: Write your paper

Begin by organizing the information you have collected. The next step is the rough draft, wherein you get your ideas on paper in an unfinished fashion. After this, you will revise the draft as many times as you think necessary to create a final product to turn in to your teacher.

# **Step 7: Cite your sources properly**

Give credit where credit is due; cite your sources. Citing or documenting the sources used in your research serves two purposes: it gives proper credit to the authors of the materials used, and it allows those who are reading your work to duplicate your research and locate the sources that you have listed as references. The MLA and the APA Styles are two popular citation formats. Failure to cite your sources properly is plagiarism. Plagiarism is avoidable!

# Step 8: Proofread

The final step in the process is to proofread the paper you have created. Read through the text and check for any errors in spelling, grammar, and punctuation. Make sure the sources you are cited properly, and the message you want to convey is clearly stated.



In doing academic research, it is important that you use credible sources. According to <a href="https://www.owl.english.purdue.edu">www.owl.english.purdue.edu</a>, some of the ways one can decide on the credibility of a source are;

- Read the preface -What does the author want to accomplish? Is your topic covered in enough depth to be helpful?
- Check for a list of references or other citations that look as if they will lead you to related material that would be good sources.
- ❖ Determine the intended audience. Are you the intended audience? Consider the tone, style, level of information, and assumptions the author makes about the reader. Are they appropriate for your needs?
- Try to determine if the content of the source is fact, opinion, or propaganda. If you think the source is offering facts, are the sources for those facts clearly indicated?
- ❖ Do you think there's enough evidence offered?
- Is the language objective or emotional?
- Check for accuracy.
- How timely is the source? Is the source twenty years out of date? Some information becomes dated when new research is available, but other older sources of information can be quite sound fifty or a hundred years later.
- ❖ Do some cross-checking. Can you find some of the same information given elsewhere?
- Is the author or organization credible?
- ❖ Are arguments very one-sided with no acknowledgement of other viewpoints?

Only use a source if the answers to these questions are satisfactory. If the answers are not satisfactory, consider a different source of information. Always remember there are many possible sources out there.



Working together in a group can be a great experience or a terrible one. Which way it goes depends, to a large extent, on the quality of the communication among group members and the respect they show for each other. Below are ten guidelines for making your group work successful.

#### 1. Work hard.

For all activities, do your share and a little bit more. Be responsible, and then add a little extra to bring the standards of the group up and make its success more likely.

#### 2. Be inclusive.

Bring every member of the group in on discussions, decision making, and activities. Give everyone a chance to speak, listen to them, and give serious consideration to what they are saying. Cooperate.

#### 3. Take turns.

Don't be the leader all the time. Don't be a follower all the time. Don't talk too much--listen to others. Don't just listen to others—share your opinions too.

#### 4. Be Pleasant

Avoid personal criticism. Make sure you understand what someone is saying before you weigh in with your opinion about it. Give them the benefit of the doubt.

# 5. **Be timely.**

Show up promptly for meetings. Meet all deadlines. When you are late, you waste people's time and make them mad. People depend on you. Get it done on time.

# 6. Don't be an enabler.

If you've got somebody who isn't doing their work, hold them responsible as a group. Everyone needs to do their part.

# 7. Stay focused on the task. Make your meetings count.

Don't drift into irrelevant subjects. Be mindful about what you need to accomplish.

# 8. Improve the mood of the group.

Be positive. Be fun. Be appreciative of other people. Be full of good ideas. Do your part to make the environment a good one.

#### 9. Don't cast blame unfairly.

If there is a problem in the group, begin by asking what you have done (or not done) to contribute to that problem—and what you might do to fix it. If there is conflict, try to work it out through respectful talk with each other (not e-mail, a horrible conflict medium). Try to understand the other person's point of view as you discuss the issue (<a href="www.speaking.pitt.edu">www.speaking.pitt.edu</a>).

# 10. Know your group members.

The best way to do this is by doing a SWOT analysis. This refers to looking at the strength, weaknesses, opportunities and threats of the group. For example, if doing a project that requires practical and theoretical skills, one would do good to know which team member is good at gathering information and which is better at working with his/her hand. In doing this, one will be able to delegate responsibility where it will be must effective. One will also be able to consider what is likely to interfere with a group activity, such as availability of members at a certain time, and how to avoid these interferences/ threats.



# What is tone?

According to <a href="www.writerswrite.co.za">www.writerswrite.co.za</a>, tone refers to an author's use of words and writing style to convey his or her attitude towards a topic. Tone is often defined as what the author feels about the subject. What the reader feels is known as the mood.

Tone is conveyed through diction (choice and use of words and phrases), viewpoint, syntax (grammar; how you put words and phrases together), and level of formality. It is the way you express yourself in speech or writing.

# How do you find the correct tone?

You can usually find a tone by asking these three questions:

- ❖ Why did the writer write this?
- ❖ Who is the intended audience?
- ❖ What does he/she want the reader to learn, understand, or think about?

Tone	Meaning
Accusatory	suggesting someone has done something wrong, complaining
Admiring	approving; think highly of; respectful; praising
Aggressive	hostile; determined; forceful; argumentative
Ambivalent	having mixed feelings; uncertain; in a dilemma; undecided
Amused	entertained; diverted; pleased
Angry	incensed or enraged; threatening or menacing
Arrogant	pompous; disdainful; overbearing; condescending; vain; scoffing
Assertive	self-confident; strong-willed; authoritative; insistent
Bitter	angry; acrimonious; antagonistic; spiteful; nasty
Concerned	worried; anxious; apprehensive
Critical	finding fault; disapproving; scathing; criticizing
Cruel	causing pain and suffering; unkind; spiteful; severe
Curious	wanting to find out more; inquisitive; questioning

Direct	straightforward; honest
Disappointed	discouraged; unhappy because something has gone wrong
Encouraging	optimistic; supportive
Enthusiastic	excited; energetic
Formal	respectful; stilted; factual; following accepted styles/rules
Informative	instructive; factual; educational
Inspirational	encouraging; reassuring
Ironic	the opposite of what is meant
Judgmental	critical; finding fault; disparaging
Loving	affectionate; showing intense, deep concern
Narcissistic	self-admiring; selfish; boastful; self-pitying
Negative	unhappy, pessimistic
Objective	without prejudice; without discrimination; fair; based on fact
Sarcastic	scornful; mocking; ridiculing
Sincere	honest; truthful; earnest
Skeptical	disbelieving; unconvinced; doubting
Subjective	prejudiced; biased
Tolerant	open-minded; charitable; patient; sympathetic; lenient
Worried	anxious; stressed; fearful

#### **Works Cited**

Burke, Michael. "500 Years of Christianity in Jamaica." <u>www.jamaicaobserver.com</u>. April 26, 2012. Dec. 28, 2017. WEB

Thert, Thrupe. "What are the main Religions in Jamaica." Online Video Clip. *YouTube*. YouTube, Nov. 17, 2017. Dec. 30, 2017. WEB

David. "Chapel Worship". www.news.ncu.edu.jm. Jan. 2017. Dec. 30, 2017. WEB

The Economist. "Mr. Coke turns himself in." <a href="www.economist.com">www.economist.com</a>. June 23, 2010. Dec. 29, 2017. WEB

Office of the Prime Minister. "Government Endorses National Day of Prayer, Fasting and Repentance to be Held this Saturday." <a href="https://www.opm.gov.jm">www.opm.gov.jm</a>. Nov. 30, 2017. Dec. 31, 2017. WEB

North Hennepin Community College. "Basic Steps in the Research Process." <a href="https://www.nhcc.edu.com">www.nhcc.edu.com</a>. N.d. Dec. 31, 2017. WEB

Driscoll, Dana Lynch. "How to Validate a Source." <a href="www.owl.english.purdue.edu">www.owl.english.purdue.edu</a>. Feb. 02, 2013. Jan. 2, 2018. WEB

Amanda, Patterson. "155 Words to Describe an Author's Tone." <a href="www.writerswrite.co.za">www.writerswrite.co.za</a>. June 27, 2014. Jan. 2, 2018. WEB

University of Pittsburg. "Tips for working in Groups." <a href="www.speaking.pitt.edu">www.speaking.pitt.edu</a>. Aug. 21, 2008. Jan. 3, 2018. WEB