

Al Jazeera Academy English Department: Programme of Study (11 Sept – Nov 2011)

<u>Year Group</u>	<u>Topics Covered</u>	<u>Knowledge and content</u>	<u>Key skills taught</u>	<u>Useful Websites / Resources</u>	<u>What will we test?</u>	<u>How can we help?</u>
Year 7 (Claudia)	<p><u>Vocabulary skills:</u> Identify metaphors and similes</p> <p><u>Literacy skills:</u> Understand and analyse forms, elements, and sounds of poetry. Reading to understand theme, setting, character.</p> <p><u>Writing Skills:</u> Writing to be organized, imaginative and clear. Using correct punctuation and grammar.</p>	<p>How can a poem tell a story –</p> <p>Elements of poetry: Similes; Metaphors; Alliteration; onomatopoeia, narrative poetry</p> <p>(See Literacy skills)</p>	Reading comprehension.	<p>Bridges to Literature</p> <p>Novels from library</p> <p>Room 13</p> <p>Poems</p>	<p>A Narrative poem A reading comprehension/ review</p>	<p>Ensure your child completes homework.</p> <p>Ensure your child is reading out loud every night.</p>
Year 8 8BG (Leslie)	<p>Reading to synthesize</p> <p>Writing to persuade</p> <p>Writing to explain characterization</p>	<p>Thinking about our environment:</p> <p>Why have gardens and parks?</p> <p>short story, poetry, non-fiction</p>	Reading material to draw out information in multiple types.	<p>Oxford International Bridges to Literature Internet articles on community gardens</p>	<p>A formal letter, A report on a group project, a short story</p>	<p>Listen to your child read, help with vocabulary work, and discuss content of articles</p>
Year 8 (Claudia)	<p><u>Vocabulary skills:</u> Identify metaphors and similes, increased use of imagery</p> <p><u>Literacy skills:</u> Understand and analyse forms, elements, and sounds of poetry. Reading to understand theme, setting, character.</p> <p><u>Writing Skills:</u> Writing to be organized, imaginative and clear. Using correct punctuation and grammar.</p>	<p>How can a poem tell a story –</p> <p>Elements of poetry: Similes; Metaphors; Onomatopoeia; Alliteration; Narrative poetry</p> <p>(See Literacy skills)</p>	Reading Comprehension	<p>Bridges to Literature</p> <p>Novel – to be announced week of October 16th</p> <p>Poems</p>	<p>Narrative poem A reading comprehension/ review</p>	<p>Ensure your child completes homework.</p> <p>Ensure your child is reading out loud every night.</p>
Year 9 (Claudia)	<p><u>Vocabulary skills:</u> Identify metaphors and similes, increased use of imagery to produce lively interesting responses</p> <p><u>Literacy skills:</u> Understand and</p>	<p>How can a poem tell a story –</p> <p>Elements of poetry: Similes; Metaphors; Alliteration; Narrative poetry</p>	Reading Comprehension	<p>Bridges to Literature</p> <p>Poems</p> <p>Novel – Frankenstein</p>	<p>Narrative poem Empathic writing to understand characterization</p>	<p>Ensure your child completes homework.</p> <p>Ensure your child is reading assigned text and independent</p>

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	analyse forms, elements, and sounds of poetry. Reading to understand theme, setting, character. Writing Skills: Writing to be organized, imaginative and clear. Using correct punctuation and grammar. Understand and use complex sentences.	(See Literacy skills)				reading. Encourage reading for pleasure.
Year 10 10 BY (Brian)	Reading beneath the surface. Identifying details. Reading comprehension and writing accuracy.	Looking at famous people and their lives. Short autobiography. Aristotle and his philosophy. Changing friendships. Dangerous situations.	Critical thinking will be the focus using multiple language materials.	Oxford international 3 Elements of literature. Edexcel IGCSE Anthology.	Writing journal. Comprehension both written and oral. Presentation on friendships. Group discussion on changing lives.	Encourage reading at every opportunity. Provide a quiet place alone for study and homework. Sign student planner on a regular basis.
Year Group	Topics Covered	Knowledge and Content	Resources	What will be assessed?	How can we help?	
Year 12 (AS level) General Paper (Aislinn)	5 Paragraph General Paper Format Thesis Statement Alignment of Discussion Points SAT Essay Preparation College Introductory Essay	Understand the key elements of the General Paper. Recognize the specific structure. Synthesize ideas in a general paper. Draw from various life experiences to provide support for arguments associated with the General Paper. Consider General Paper voice.	Multiple on-line grammar checkers and formatters. Past papers	Write an appropriate introduction. Verbalize discussion points for the paper.	Ensure students are finishing assignments, reading current events, and aligning their ideas in a paper.	
Year 13 Extended Essay (Aislinn)	Writing with research as a focus. Correct source alignment.	Understand the importance of reliable sources. Recognize the merit of writing a structured essay depends upon the topic chosen.	www.turnitin.com Various on-line grammar checkers and APA formatters. The Georgetown Library	Extended Essay	Ensure students turn in multiple drafts of their papers.	
Year Group	Topics Covered	Knowledge and content	Useful Websites / Resources	What will we test?		
Year 13 (Leslie)	Reading a range of texts to show understanding of time and culture. Writing imaginatively, with extended vocabulary and complex sentences. Listening to respond thoughtfully.	Where do all our stories come from? Novel study, folk tales, mythology, fables		"Shadow Spinner" Bridges to Literature 1,2,3	Oral folktale or myth	Supervise assigned reading. Listen to your child read, discuss what is happening

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			Film: "Arabian Nights"	Short story		
Drama (Brian) 7BG 7BY 8BG 8BY 9BG 9BY 11BG 7GG 7GY 8GG 8GY 9GG 9GY 11G	Learning how to change a concept into a live performance. Organisation of rehearsal. Script Quality	How to become your character using poise and assurance.		No Books used	Quality of the script. Organisation of rehearsal. Transferring rehearsal to live performance. Self assurance.	Under direction produce a title, set and characters. write script, rehearse and produce a live performance in group of 4/5
Year Group	Skills	Content	Books Used	What will we assess?	How can we help?	
8GG	Reading to synthesize, writing to inform, Non-fiction writing, Respond to non-fiction, Summarise a range of information, Explore and communicate ideas	Thinking about communities: How do we create bridges across cultures?	Oxford International 2 various news articles various poetry Holt Elements of Literature: First Course	A news article, Creative news article, Short Story using model of "The Dreamer"	Discuss novels and stories being read, Ensure they are reading outside of class every night, Ensure they are completing their homework	

Year Group	Skills	Content	Books Used	What will we assess	How can you help
10GE1 IGCSE	Reading to synthesize, Summarise a range of information, Explore and communicate ideas, Writing to be able to	Thinking about literary elements: How does a story come alive?	Holt Elements of Literature: Second and Third Course Novel, "Stargirl" Anthology – Language and Literature	Using all the literary elements in a short story – writing and visual, Characterization essay, Writing a commentary	Discuss novels and stories being read, Ensure they are reading outside of class every night, Ensure they are completing their homework

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	articulate experience and express what is thought, felt, and imagined, Identify key features, Show understanding of significant ideas, themes, events, and characters		IGCSE First Language English		
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Year Group	Skills	Content	Books Used	What will we assess	How can you help
11G MYP/ IGCSE	Reading to synthesize, Summarise a range of information, Explore and communicate ideas, Writing to be able to articulate experience and express what is thought, felt, and imagined, Identify key features, Show understanding of significant ideas, themes, events, and characters	Using poetry as a form of expression. Appreciation of the everyday.	Holt Elements of Literature: Fourth Course Various poems IGCSE First Language English	Writing an ode, writing a commentary, Writing a persuasive letter	Discuss novels and stories being read, Ensure they are reading outside of class every night, Ensure they are completing their homework

Year Group	Skills	Content	Books Used	What will we assess	How can you help
11B MYP/ IGCSE	Talk and listen with confidence in an increasing range of contexts and adapted to the purpose, Use of varying vocabulary, Show understanding of significant ideas, themes, events, and characters in response to a range of texts, Give personal responses to literary texts, Compare information from a variety of sources, Writing is organised, imaginative, and clear, Basic grammatical structure of sentences is usually correct	How important is your freedom?	"1984" "1984 Penguin Easy Reader" Various news articles "The Sniper" "Harrison Bergeron" "The Lottery"	Journal writing, Unit Test, Writing a commentary on Apple advert, Vocabulary work, Create a propaganda piece promoting freedoms, Propaganda presentation Comprehension quizzes	Discuss novels and stories being read, Ensure they are reading outside of class every night, Ensure they are completing their homework

GROUP	SKILLS	CONTENT	BOOKS USED	WHAT WILL WE ASSESS?	HOW CAN YOU HELP?
YEAR 7BY	Reading: To extract and interpret information, events, main points and ideas from texts. Writing: To write in an organized, imaginative and clear manner. Communicates meaning in narrative and non-narrative forms. Characterisation. Speaking and Listening: Begin to	Thinking about "Fear". What scares you the most? - Nonfiction - True Accounts - Informative Article - Interviews	Novel, "Room 13" "Bridges to Literature" Short stories Articles True Stories from Internet	A "scary" Short Story; An Informative Article; Role Play: An Interview.	Ensure your child reads every evening for at least 20 minutes. Listen to your child read and help with vocabulary and comprehension.

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	show confidence in talking/listening.				
YEAR 9BG	<p>Reading: To show understanding of a range of texts by selecting significant ideas, themes, events and characters.</p> <p>Writing: To develop writing in a range of forms. Some sustained ideas that are developed in interesting ways</p> <p>Characterisation.</p> <p>Speaking and Listening: Through relevant comments and questions, show that they have listened carefully.</p>	<p>Theories of Friendship</p> <p>Poetry</p> <p>A Web site</p> <p>Fiction</p> <p>An interview</p>	<p>English – An International Approach.</p> <p>Poetry on “ Friends”</p> <p>Writing to an e-pal</p> <p>The Lion, the Witch and the Wardrobe</p>	<p>An e-pal profile</p> <p>Journal Entry</p> <p>A Poem</p>	<p>Ensure your child reads every evening for at least 20 minutes.</p> <p>Engage in conversations in English as often as possible. Encourage your child to write a draft before his/her final piece.</p>
Year10GE 2 IGCSE	<p>Reading: To be able to understand and arrange explicit meanings. To understand, explain and arrange implicit meanings and attitudes.</p> <p>Writing: To be able to articulate experience and express what is thought, felt and imagined.</p> <p>Speaking and Listening: To understand, order and present facts, ideas and opinions.</p>	<p>Does Money make us happy?</p> <p>Which countries are the wealthiest?</p> <p>How powerful is money?</p> <p>- Formal Letter</p> <p>- An Account</p> <p>- A Summary</p> <p>- Poetry</p>	<p>Oxford English – An International Approach</p> <p>Anthology – Language and Literature</p> <p>IGCSE First Language English</p>	<p>A formal letter</p> <p>A Summary</p> <p>Effect of language in A Poem</p>	<p>Ensure your child is reading and writing for a supervised time every evening regardless of whether there is set homework or not.</p>
Year 11GE MYP/IGCS E (Extended)	<p>Reading: To select, analyse and evaluate what is relevant to specific purposes – eg Summary Writing.</p> <p>To understand how writers achieve effects</p> <p>Writing: To understand and use a range of appropriate vocabulary.</p> <p>Speaking and Listening: To communicate clearly and as fluently as possible.</p>	<p>Seeing the world from a new perspective.</p> <p>Appreciation of the everyday</p> <p>- Poetry (investigating writer’s effects in particular)</p> <p>- Summary Writing (a formula)</p> <p>- Writing a formal/informal letter</p>	<p>IGCSE First Language English</p> <p>Cambridge First Language English Workbook</p> <p>Holt Elements of Literature: Fourth Course</p>	<p>A Summary</p> <p>Poetry – writing a commentary</p> <p>A Formal Letter</p>	<p>Monitor that homework/assignments are done and done by the deadline given.</p>

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Year 12B AS	Reading: Develop ability to read written material with understanding in a variety of forms and to comment on its effectiveness. Writing: Further develop ability to write clearly, accurately and effectively for a particular purpose or audience. Features of language.	Passages for Comments Vocabulary development Effects of Language Directed Writing	No test book available as yet! Past exam papers Novel: Seabiscuit – An American Legend	Commentary on style and language of a particular given passage. Directed Writing task.	Ensure homework is completed by the deadline and some time is also spent reading.
Year Group	Skills	Content	Resources	What will we assess	How can you help?
7GG	Reading to understand theme, characters and events. Writing to express imagination. Writing to sustain ideas. Speaking and listening confidently.	Understanding human struggle and hardship.	Oxford International 1, Elements of Literature 1. Novel – Underground to Canada Non-fiction internet articles	Creative writing – an empathic letter, Research and report on slavery, human rights	Listen to your child read, help with vocabulary work, discuss content of articles
9GG	Reading and discussing a range of texts to analyse and comment. Writing to sustain ideas, and to engage. Speaking to engage interest of the listener.	Understanding character, characterization, and the importance of reflecting on personal character and value system.	Novel, “Face” Poems” Erosion” and “The Road Not Taken” Personal reading choice	Empathic creative writing Novel annotations Various short analytical exercises with novel Essay and poem	Supervise assigned reading. Discuss what is happening in the novel. Have the student discuss assessment and tasks.
Year 11Boys 1	Reading across genres to understand and comment on theme, cultural understanding, language. Writing to analyse characterization. Writing to express feelings.	Area of Interaction: Health and Social Education “What happens when there’s a lot	Novel – “Stargirl” Film Study – Mississippi Burning Non-fiction: speeches, autobiography, and articles	Essay on the theme of prejudice Creative novel responses	Check planner for homework. Discuss the texts.

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		less of "us" and "them."? Understanding prejudice and those who fight it.			
Year Group	Skills	Content	Books Used	What will we assess	How can you help
7GY	Reading to understand theme and character. Writing to persuade. Writing to explain. Characterization Speaking and Listening: Talk confidently to explore and express ideas	Looking across genres to learn how we communicate, take care of each other and build communities - short stories, poetry, non-fiction	Oxford International 1, Bridge to Terabithia, Elements of Literature – First Course	An essay, A short story, a debate	Help your child keep up with the reading assignments, listen to your child read, help with vocabulary work, discuss content of articles and novel
IB DP	Critical analysis Oral commentary Visual literacy Reading a range of texts to show understanding of time and culture, and art as a political medium.	Play- Hedda Gabler by Ibsen Selection of prose	Prose by Archbishop Desmond Tutu, Isabel Allende and Aleksandr Solzhenitsyn- Elements of Literature, World Literature	Understanding of theme, characterization, writer's language and intent, demonstrating understanding through various media.	Ensure your son or daughter is practicing healthy study habits including nutrition, balance and a suitable amount of sleep. Ask them about the literature they are reading.