

ENGLISH - LANGUAGE ARTS 7-9

INTRODUCTION

The study of English – Language Arts is critical to the development of appreciation for spoken and written language. Learners continue to enhance their appreciation for literary works and review all of the parts of speech

The General objectives for Grades 7 – 9 English – Language Arts are to provide for the development of skills which will enable learners to:

- 1. Communicate in English both orally and in written composition effectively.**
- 2. Listen attentively and with understanding (Comprehension).**
- 3. Read with speed, ease and comprehension through constant drills and exercise.**
- 4. Conduct research and analysis of literary works through constant exposure to different types of literary forms.**
- 5. Enhance digital skill through the use of digital technology.**
- 6. Lay the foundation of creativity and innovation utilizing imagination to bring something new into being.**
- 7. Develop organizational ability through prioritizing tasks, multi-tasking, being keen on details and being time conscious.**

A learner-centered approach is emphasized in this curriculum. This is based on the firm belief that learning becomes more permanent, meaningful and exciting when learners themselves take ownership of the learning process. Instructors are therefore urged to contrive those classroom strategies that engage learners actively in the teaching and learning process.

SEMESTER ONE

GRADE: 7

PERIOD: 1

SUBJECT: LANGUAGE ARTS

TOPIC: CONSTRUCTING SENTENCES /INTRODUCTION TO LITERATURE

LEARNING OUTCOMES	LEARNING OBJECTIVES:	CONTENT	ACTIVITIES	MATERIALS/ RESOURCES	COMPETENCIES ASSESSMENT
<p>Learners are able to construct different types of sentences, write friendly letters, read and analyze prose and poetry, as well as differentiate prose from poetry.</p>	<p>Upon completion of this topic, learners will:</p> <ol style="list-style-type: none"> 1. Construct sentences and punctuate them correctly. 2. Write and distinguish sentences according to kinds: (Declarative, Interrogative, Exclamatory, and Imperative) 3. Construct friendly letters 4. Discuss/narrate folk tales (traditional stories) 5. Read and discuss selected prose and poetry. 	<ul style="list-style-type: none"> • Constructing effective sentences. • Constructing sentence according to kinds. • Writing friendly letters to imaginary friends. • Identifying elements of literature and literary terms • Narrating/discussing folk tales. 6. Reading and discussing selected prose and poetry. 	<p>INCLUSIVE AND DIFFERENTIATED LEARNING</p> <p>Individual seat work or work in small mixed groups according to gender and learning styles</p> <ul style="list-style-type: none"> • Learners write various kinds of sentences about given topics with proper punctuations. • Learners write friendly letters to imaginary friends. • Learners discuss theme, plot, setting and characters. • Learners narrate and discuss folk tales. • Learners read and discuss selected short stories. • Learners read, identify and discuss poetic literary terms (simile, metaphor, rhyme etc.) 	<p>Primary Text : Grade 7 English, Pupil Book By Gabriel I H Williams, Helena Cooper, and Ophelia S Lewis</p> <p>Secondary Text: Gateway to English for JSS 1 (Pearson) by Ayo Banjo, et al</p> <p>The Lion and the Jewel (Wole Soyinka)</p> <p>Journey of the Magi (T.S.Elliot)</p> <p>www.poetryoutloud.org</p> <p>www.who.int</p> <p>www.drugabuse.gov</p> <p>www.grammarly.com</p>	<p><u>Expected Competencies</u></p> <ul style="list-style-type: none"> • Effective Communication Skills • Creativity and innovation skills <p>Assessment Strategies that will be used to measure competencies</p> <ul style="list-style-type: none"> • Classwork • Homework • Assignments • Quizzes

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SEMESTER ONE

GRADE: 7

PERIOD: II

SUBJECT: LANGUAGE ARTS

TOPIC: PARAGRAPH WRITING/LITERATURE AND READING COMPREHENSION

LEARNING OUTCOMES	LEARNING OBJECTIVES:	CONTENT	ACTIVITIES	MATERIALS/ RESOURCES	COMPETENCIES ASSESSMENT
Learners are able to construct sentences and paragraphs using grammar mechanics; read and analyze prose and poetry.	<p>Upon completion of these topics, learners will:</p> <ol style="list-style-type: none"> 1. Construct paragraphs using subject and verb agreement, capitalization, punctuations etc. 2. Develop vocabulary in paragraph writing using prefixes and suffixes 3. Discuss element of short stories (setting, theme, plot, characters. 4. Learners create simple short stories. 	<ol style="list-style-type: none"> 1. Writing paragraphs using proper grammar mechanics. 2. Writing kinds of paragraphs E.g.) descriptive, narrative etc. 3. Using prefixes and Suffixes to form words in paragraph writing 4. Elements of short stories; e.g. Setting, theme, plot, character, types of characters 	<p>INCLUSIVE AND DIFFERENTIATED LEARNING</p> <p>Individual seat work or work in small mixed groups according to gender and learning styles</p> <ol style="list-style-type: none"> 1. Learners write paragraphs using subject-verb agreement. 2. Learners write different kinds of paragraphs; e.g. descriptive, narrative, etc. 3. Divide the class into groups of five to discuss (a) challenges of school life (positives and negatives). Present findings orally and through written work. b) Read and analyze the poem “Books”(Abraham 	<p>Primary Text</p> <p>Grade 7 English, Pupil Book by Gabriel I H Williams, Helena Cooper, and Ophelia S Lewis</p> <p>Secondary Text</p> <p>Gateway to English for JSS1 (Pearson), Ayo Banjo, et al</p> <p>Caged Bird (Maya Angelo)</p> <p>A Mid-Summer Nights Dream (William Shakespeare)</p> <p>The Liberian Dream(Abraham P. Conneh)</p>	<p><u>Expected Competencies</u></p> <ul style="list-style-type: none"> • Effective communication skills • Analytical skills • Creativity and Innovation skills <p>Assessment Strategies that will be used to measure competencies</p> <ul style="list-style-type: none"> • Assignment • Individual work • Quizzes • Tests

			<p>P. Conneh)</p> <p>4. Learners write autobiographies.</p> <p>5. Learners read prose and poetry identify and discuss the elements of short stories. Learners write simple short stories of their own.</p>	<p>www.poetryoutloud.org</p> <p>www.who.int</p> <p>www.drugabuse.gov</p> <p>www.grammarly.com</p> <p>www.dictionary.com</p> <p>www.myenglishpages.com</p> <p>www.khanacademy.org</p> <p>www.eslbuzz.com</p> <p>www.englishhints.com</p> <p>www.languagelearningbase.com</p>	
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SEMESTER ONE

GRADE: 7

PERIOD: III

SUBJECT: LANGUAGE ARTS

TOPIC: SENTENCE WRITING/INTRODUCTION TO LITERATURE

LEARNING OUTCOMES	LEARNING OBJECTIVES:	CONTENT	ACTIVITIES	MATERIALS/ RESOURCES	COMPETENCIES ASSESSMENT
<p>Learners are able to construct sentences using action and linking verbs as well as adjectives.</p> <p>Read and analyze Prose and Poetry, as well as develop skills in drama and plays.</p>	<p>Upon completion of this topic, learners will:</p> <ol style="list-style-type: none"> 1. Write Sentences using action and linking verbs 2. Develop sentences using different kind of adjectives. Eg. Predicate nominative 3. Identify, read and discuss prose and poetry characteristics. 4. Write plays and dramatize 	<ul style="list-style-type: none"> • Writing sentences using action and linking verbs. • Construct sentences using adjectives (a) that tells how, which one, what kind, and how many; • Write sentences using kinds of adjectives – e.g. predicate adjective, demonstrative adjective. etc. • Reading and discussing prose and poetry characteristics. • Writing and dramatizing plays 	<p>INCLUSIVE AND DIFFERENTIATED LEARNING</p> <p>Individual seat work or work in small mixed groups according to gender and learning styles</p> <ul style="list-style-type: none"> • Learners write sentences using linking and action verbs. • Divide learners into groups to generate sentences using linking and action verbs correctly. • Pair learners to write sentences using different kinds of adjectives that describe. Eg. Predicate nominative, demonstrative, etc. • Learners write sentences using different kinds of 	<p>Primary Text</p> <p>Grade 7 English Textbook by Gabriel I H Williams, Helena Cooper, Ophelia S Lewis</p> <p>Secondary Text</p> <p>Gateway to English for JSS1 (Pearson), Ayo Banjo, et al</p> <p>Caged Bird (Maya Angelo)</p> <p>A Mid-Summer Nights Dream (William Shakespeare)</p> <p>www.poetryoutloud.org</p> <p>www.who.int</p> <p>www.drugabuse.gov</p> <p>www.grammarly.com</p>	<p>Expected Competencies</p> <ul style="list-style-type: none"> • Effective communication skills • Analytical skills • Creativity and Innovation skills <p>Assessment Strategies that will be used to measure competencies</p> <ul style="list-style-type: none"> • Assignment • Individual work • Quizzes • Tests

			<p>adjectives. Eg. predicate nominative, demonstrative, descriptive</p> <ul style="list-style-type: none"> • Give learners list of nouns and pair them to write adjectives describing each noun. • Learners read and discuss prose, drama and plays and state their characteristics 	<p>www.dictionary.com</p> <p>www.myenglishpages.com</p> <p>www.khanacademy.org</p> <p>www.eslbuzz.com</p> <p>www.englishhints.com</p> <p>www.languagelearningbase.com</p>	
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SEMESTER TWO

GRADE: 7

PERIOD: IV

SUBJECT: LANGUAGE ARTS

TOPICS: PRINCIPAL PARTS OF VERBS, LITERATURE/READING COMPREHENSION

LEARNING OUTCOMES	LEARNING OBJECTIVES:	CONTENT	ACTIVITIES	MATERIALS/ RESOURCES	COMPETENCIES ASSESSMENT
<p>Learners are able to construct sentences using the principal parts of verbs, adverbs and adjectives.</p> <p>Read and analyze Prose and Poetry; and use dictionary and Thesaurus</p>	<p>Upon completion of this topic, learners will:</p> <ol style="list-style-type: none"> 1. Write effective sentences using principal parts of verbs. 2. Writes sentences avoiding the use of double comparison double negatives. 3. Read and discuss selected short stories. 4. Identify, read and analyze prose, and learn the use of dictionary and Thesaurus. 	<ol style="list-style-type: none"> 1. Writing sentences using adverbs and their kind 2. Writing sentences to avoid double comparison and double negatives 3. Constructing effective sentences using verbs tenses correctly. Eg. Present, past participles 4. Reading and discussing short stories (Selected short stories, prose as well as using dictionary and Thesaurus 	<p>INCLUSIVE AND DIFFERENTIATED LEARNING</p> <p>Individual seat work or work in small mixed groups according to gender and learning styles:</p> <ol style="list-style-type: none"> 1. Divide learners into small groups to write sentences and conjugate verbs using the present, past and past participles. 2. Learners write sentences using appropriate adverbs. 3. Learners write sentences to correct double comparisons and double negatives. 4. Learners read and discuss selected short stories, 5. Learners read/ discuss prose and its characteristics, and use dictionary and thesaurus to define unfamiliar words 	<p>Primary Text</p> <p>Grade 7 English Textbook by Gabriel I H Williams, Helena Cooper, Ophelia S Lewis</p> <p>Secondary Text</p> <p>Gateway to English For JSS 1 (Pearson) by Ayo Banjo, et al.</p> <p>Listen to the Story Teller- Critical Thinking Liberian Anthology(T. Michael Weah and Llord Aidoo)</p> <p>www.grammarly.com</p> <p>www.dictionary.com</p> <p>www.myenglishpages.com</p>	<p><u>Expected Competencies</u></p> <ul style="list-style-type: none"> • Effective communication skills • Analytical skills • Creativity and Innovation skills <p>Assessment Strategies that will be used to measure competencies</p> <ul style="list-style-type: none"> • Individual work • Quizzes • Tests

SEMESTER TWO

GRADE: 7

PERIOD: V

SUBJECT: LANGUAGE ARTS

TOPICS: PHRASES, DEGREES OF ADVERBS AND ADJECTIVES /LITERATURE AND READING COMPREHENSION

LEARNING OUTCOMES	LEARNING OBJECTIVES:	CONTENT	ACTIVITIES	MATERIALS/ RESOURCES	COMPETENCIES ASSESSMENT
<p>Learners are able to construct paragraphs using phrases and degrees of adverbs and adjectives; pronouns and antecedents, as well as regular and irregular verbs.</p> <p>Read and analyze prose and poetry.</p>	<p>Upon completion of this topic, learners will:</p> <ol style="list-style-type: none"> Construct paragraphs using regular verbs. Write paragraph using pronouns and their antecedents Use prepositional, adverbial and adjectival phrases effectively in paragraph writing. Read and analyze poetry. 	<ol style="list-style-type: none"> Construct descriptive paragraphs using regular and irregular verbs. Kinds of pronouns and their antecedents: E.g. Personal Pronouns, etc. Prepositional phrases (adverbial phrase; Adjectival Phrase). Using the degree of adjectives and adverbs in sentences to construct paragraphs 	<p>INCLUSIVE AND DIFFERENTIATED LEARNING</p> <p>Individual seat work or work in small mixed groups according to gender and learning styles.</p> <ol style="list-style-type: none"> Learners construct paragraphs using regular and irregular verbs in sentences. Group learners to read passages and identify different kinds of phrases. Learners develop sentences using the identified phrases from passages read. Learners write paragraphs using pronouns and antecedents in sentences 	<p>Primary Text</p> <p>Grade 7 English Textbook by Gabriel I H Williams, Helena Cooper, Ophelia S Lewis</p> <p>Secondary Text</p> <p>Gateway to English For JSS 1 (Pearson) by Ayo Banjo, et al.</p> <p>Listen to the Story Teller- Critical Thinking Liberian Anthology(T. Michael Weah and Llord Aidoo)</p> <p>www.drugabuse.gov</p> <p>www.grammarly.com</p> <p>www.dictionary.com</p>	<p>Expected Competencies</p> <ul style="list-style-type: none"> Effective communication skills Analytical skills Creativity and Innovation skills <p>Assessment Strategies that will be used to measure competencies</p> <ul style="list-style-type: none"> Project: Quizzes Test

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SEMESTER: TWO

GRADE: 7

PERIOD: VI

SUBJECT: LANGUAGE ARTS

TOPICS: SENTENCES PATTERNS AND BIOGRAPHIES/ LITERATURE AND READING COMPREHENSION

LEARNING OUTCOMES	LEARNING OBJECTIVES:	CONTENT	ACTIVITIES	MATERIALS/ RESOURCES	COMPETENCIES ASSESSMENT
<p>Learners are able to construct effective sentences using different patterns, as well as write biographies</p> <p>Read analyze prose and poetry.</p>	<p>Upon completion of these topics, learners will:</p> <ol style="list-style-type: none"> 1. Write effective sentences 2. Apply antonyms and synonyms in sentences 3. Develop/write biographies. 4. Read, interpret literary terms in passages. Eg. Simple, metaphor, euphemism 	<ol style="list-style-type: none"> 1. Constructing effective sentences using patterns 4 and 6 2. Writing sentences using synonyms and antonyms. 3. Writing biographies. 4. Reading and interpreting literary terms. Eg. Simple, metaphor, euphemism 	<p>INCLUSIVE AND DIFFERENTIATED LEARNING</p> <p>Individual seat work or work in small mixed groups according to gender and learning styles.</p> <ol style="list-style-type: none"> 1. Group learners to develop patterns 4 and 6 sentences; 2. Learners write correct sentences using antonyms and synonyms. 3. Identify outstanding Liberians and let learners write biographies of them 4. Learners write and read announcements to the class. 5. Learners read and interpret literary terms in prose and poetry. Eg. Simile, metaphor, personification, point of view, flashback, euphemism. 	<p>Primary Text:</p> <p>Grade 7 English Text book By Gabriel I H Williams, Helena Cooper, and Ophelia S Lewis</p> <p>Secondary Text:</p> <p>Gateway to English For JSS 1 (Pearson) by Ayo Banjo, et al.</p> <p>Links:</p> <p>www.youtube.com</p> <p>www.poetryoutloud.org</p> <p>www.who.int</p>	<p>Expected Competencies</p> <ul style="list-style-type: none"> • Develop effective communication skills • Analytical skills • Creativity and Innovation skills <p>Assessment Strategies that will be used measure competencies</p> <ul style="list-style-type: none"> • Assignment • Individual works • quizzes • tests

			<p>6. Learners read poem “Mother to Son” by Langston Hughes</p> <p>a) Analyze the poem</p> <p>b) Make connections to life citing textual evidence</p> <p>c) Summarize and present the poet’s biography</p>	<p>www.drugabuse.gov</p> <p>www.grammarly.com</p> <p>www.dictionary.com</p> <p>www.myenglishpages.com</p> <p>www.khanacademy.org</p> <p>www.eslbuzz.com</p> <p>www.englishhints.com</p> <p>www.languagelearningbase.com</p>	
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SEMESTER ONE

GRADE: 8

PERIOD: I

SUBJECT: LANGUAGE ARTS

TOPICS: COMPOSITION DEVELOPMENT

LEARNING OUTCOMES	LEARNING OBJECTIVES:	CONTENT	ACTIVITIES	MATERIALS/ RESOURCES	COMPETENCIES ASSESSMENT
<p>Learners are able to develop effective paragraphs using grammar mechanics; as well as demonstrate effective communication skills, read and analyze prose and poetry.</p>	<p>Upon completion of this topic, learners will:</p> <ol style="list-style-type: none"> 1. Classify and use parts of speech to develop composition sentences 2. Construct paragraphs using subject and predicate correctly. 3. Develop effective composition using topic sentences. 4. Identify/discuss the elements of short stories; e.g. setting, theme, plot etc. 	<p>COMPOSITION WRITING</p> <ul style="list-style-type: none"> • Writing a composition using parts of speech, • Parts of sentence • Elements of short stories, setting, theme, plot, characters, - • Types of characters. 	<p>INCLUSIVE AND DIFFERENTIATED LEARNING</p> <p>Individual seat work or work in small mixed groups according to gender and learning styles.</p> <ul style="list-style-type: none"> • Group learners to generate sentences using the parts of speech. • Learners complete sentences by supplying the subjects and predicates. • Learners read, identify and discuss the elements of a short story; e.g. Setting, Theme, Plot, Characters. 	<p>Primary Text</p> <p>Grade 8 English Pupils book by Gabriel I H Williams, Helena Cooper, and Ophelia S Lewis</p> <p>Secondary Text</p> <p>Gateway to English For JSS 1 (Pearson) by Ayo Banjo, et al.</p> <p>Listen to the Story Teller- Critical Thinking Liberian Anthology(T. Michael Weah and Llord Aidoo)</p> <p>Do not go Gentle into the Good Night(Dylan Thomas)</p> <p>A Mid-Summer Night Dream (William Shakespear)</p>	<p>Expected Competencies</p> <ul style="list-style-type: none"> • Effective communication skills • Analytical skills • Creativity and Innovation skills <p>Assessment Strategies that will be used to measure competencies:</p> <p>Learners write short stories on their own and read same to the class.</p> <ul style="list-style-type: none"> • Assignment • Individual work • Quizzes • Tests

SEMESTER ONE

GRADE: 8

PERIOD: II

SUBJECT: LANGUAGE ARTS

TOPIC: PARAGRAPH DEVELOPMENT/LITERATURE AND READING COMPREHENSION

LEARNING OUTCOMES	LEARNING OBJECTIVES:	CONTENT	ACTIVITIES	MATERIALS/ RESOURCES	COMPETENCIES ASSESSMENT
<p>Learners are able to develop skills using compound subject and compound predicate; direct and indirect objects; read and analyze prose and poetry.</p>	<p>Upon completion of this topic learners will:</p> <p>Demonstrate effective paragraph writing using verb conjugation in given sentences</p> <p>Develop paragraphs using compound subject and compound predicate</p> <p>Differentiate and use direct object and indirect objects in sentences/paragraphs.</p> <p>Develop paragraphs.</p> <p>Demonstrate oral communication skills through reading short stories/poems</p>	<p>PARAGRAPH DEVELOPMENT</p> <ol style="list-style-type: none"> 1. Paragraph development 2. Oral communication 3. Identifying and using direct and indirect objects in sentence/paragraph writing. 4. Identifying and using figures of speech in sentences 5. Using and interpreting figures of speech in a passage. E.g. hyperbole, onomatopoeia, irony, etc 	<p>INCLUSIVE AND DIFFERENTIATED LEARNING</p> <p>Individual seat work or work in small mixed groups according to gender and learning styles</p> <ol style="list-style-type: none"> 1. Learners write effective paragraphs using verb tenses 2. Learners work individually to write sentences/paragraphs using compound subject and predicates, direct and indirect objects. 3. Given topics, learners develop topic sentences and compose paragraphs with supporting details. 4. Pair learners to prepare and write announcements of any event or situation. 5. Pair learners to write a script of 	<p>Primary Text</p> <p>Grade 8 English Text book By Gabriel I H Williams, Helena Cooper, and Ophelia S Lewis</p> <p>Secondary Text:</p> <p>Gateway to English For JSS 1 (Pearson) by Ayo Banjo, et al</p> <p>www.poetryoutloud.org</p> <p>www.who.int</p> <p>www.drugabuse.gov</p> <p>www.grammarly.com</p> <p>www.dictionary.com</p> <p>www.myenglishpages.com</p> <p>www.khanacademy.org</p>	<p>Expected Competencies</p> <ul style="list-style-type: none"> • Effective communication skills • Analytical skills • Creativity and Innovation skills <p>Assessment Strategies that will be used to measure competencies</p> <ul style="list-style-type: none"> • Assignment • Individual work • Quizzes • Tests

			<p>an interview and role play.</p> <p>6. Learners identify figures of speech in passages.</p> <p>7. Learners develop advocacy messages regarding abstinence</p>	<p>www.eslbuzz.com</p> <p>www.englishhints.com</p> <p>www.languagelearningbase.com</p>	
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SEMESTER ONE

GRADE: 8

PERIOD: III

SUBJECT: LANGUAGE ARTS

TOPIC: DEVELOPING EFFECTIVE SENTENCE STRUCTURE/ LITERATURE AND READING COMPREHENSION.

LEARNING OUTCOMES	LEARNING OBJECTIVES:	CONTENT	ACTIVITIES	MATERIALS/ RESOURCES	COMPETENCIES ASSESSMENT
<p>Learners are able to construct effective sentences; read, analyze prose and poetry.</p>	<p>Upon completion of this topic, learners will:</p> <ol style="list-style-type: none"> 1. Construct effective sentences using predicate nominative and predicate adjective; 2. Demonstrate the use of pronouns ‘who and whom’ in sentences 3. Construct sentences using regular and irregular verbs. 4. Identify and use appositive and appositive phrases in sentences 5. Develop reports, notices, and plan outlines 6. Discuss the characteristics of poetry. 	<p>DEVELOPING EFFECTIVE SENTENCE WRITING</p> <ul style="list-style-type: none"> • Using Nominative and Predicate adjective in sentences • Using the pronouns-who and whom in sentences • Formulating sentences using appositive and its phrases • Developing report, notices and plan outlines 	<p>INCLUSIVE AND DIFFERENTIATED LEARNING</p> <p>Individual seat work or work in small mixed groups according to gender and learning styles.</p> <ul style="list-style-type: none"> • Learners work in groups to write sentences and identify predicate nominatives and adjectives, and make presentation. • Learners work in groups to write the pronouns ‘who and whom’ in sentences and present to class. • Learners formulate sentences using appositives and appositive phrases. <ol style="list-style-type: none"> 1. Divide learners into three groups to outline how to 	<p>Primary Text:</p> <p>Grade 8 English Text book By Gabriel I H Williams, Helena Cooper, and Ophelia S Lewis</p> <p>Secondary Text:</p> <p>Gateway to English For JSS 1 (Pearson) by Ayo Banjo, et al.</p> <p>The Liberian Dream(Abraham P. Conneh)</p> <p>www.poetryoutloud.org</p> <p>www.grammarly.com</p> <p>www.dictionary.com</p> <p>www.myenglishpages.com</p>	<p>Expected Competencies</p> <ul style="list-style-type: none"> • Effective communication skills • Analytical skills • Creativity and Innovation skills <p>Assessment Strategies that will be used to measure competencies</p> <p>Individual work: Learners write a poem on their own and read same in class.</p> <ul style="list-style-type: none"> • Quizzes • Home work • Test

		<ul style="list-style-type: none"> • Elements of poetry. 	<p>prepare report/notices.</p> <ol style="list-style-type: none"> 2. Learners work in pairs to write sentences using appositives and appositive phrase. 3. Assign learners to work in groups of fours to read a book and write a report. 4. Learners read a poem and identify and discuss: <ul style="list-style-type: none"> • Poet • Setting • Mood • Message/theme 5. Figurative Language 	<p>www.khanacademy.org</p> <p>www.eslbuzz.com</p> <p>www.englishhints.com</p> <p>www.languagelearningbase.com</p>	
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SEMESTER TWO

GRADE: 8

PERIOD: IV

SUBJECT: LANGUAGE ARTS

TOPIC: COMPOSITION /LITERATURE AND READING COMPREHENSION

LEARNING OUTCOMES	LEARNING OBJECTIVES:	CONTENT	ACTIVITIES	MATERIALS/ RESOURCES	COMPETENCIES ASSESSMENT
<p>Learners are able to develop effective composition on given topics; read, identify and interpret poetic elements</p>	<p>Upon completion of this topic, learners will:</p> <ol style="list-style-type: none"> 1. Develop a composition using verbal and verbal phrases 2. Demonstrate the use of pronouns and antecedents in sentences, as well as synonyms and antonyms 3. Develop composition on issues such as social norms, peer influences, decision making, etc. 4. Identify entry words, guide words, origin of words using a dictionary 5. Dramatize a Liberian or African play. 	<p>Composition :</p> <ul style="list-style-type: none"> • Using kinds of pronouns and their antecedents in composition • Verbal and verbal phrases: Gerunds Participles Infinitives • The use of dictionary: Entry words Guide words Origin of words • Dramatization: Liberian/African Play 	<p>INCLUSIVE AND DIFFERENTIATED LEARNING</p> <p>Individual seat work or work in small mixed groups according to gender and learning styles.</p> <ul style="list-style-type: none"> • Group learners to write sentences using demonstrative pronouns and their antecedents • Individual learners write sentences containing Gerund, Participle and Infinitive phrases • Learners work in a group to discuss the use of the dictionary and identify entry words, guide words, origin of words • Assign learners to write 	<p>Primary Text: Grade 8 English Text book By Gabriel I H Williams, Helena Cooper, and Ophelia S Lewis</p> <p>Secondary Text: Gateway to English For JSS 1 (Pearson) by Ayo Banjo, et al.</p> <p>Let Me Die Alone(John K. Kargbo)</p> <p>The Lion and the Jewel (Wole Soyinka)</p> <p>www.poetryoutloud.org</p> <p>www.who.int</p> <p>www.drugabuse.gov</p> <p>www.grammarly.com</p> <p>www.dictionary.com</p> <p>www.myenglishpages.com</p>	<p>Expected Competencies</p> <ul style="list-style-type: none"> • Effective communication skills • Analytical skills • Creativity and Innovation skills <p>Assessment Strategies that will be used to measure competencies</p> <ul style="list-style-type: none"> • Assignment: • Quizzes • Tests

			<p>on issues such as social norms, peer influences, decision making, etc.</p> <ul style="list-style-type: none">• Learners develop strategies to curb teenage conflicts and violence	<p>www.khanacademy.org</p> <p>www.eslbuzz.com</p> <p>www.englishhints.com</p> <p>www.languagelearningbase.com</p> <p>www.cdc.gov</p> <p>www.drughouse.gov</p>	
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SEMESTER TWO

Grade: 8

Period: V

SUBJECT: LANGUAGE ARTS

TOPIC: COMPOSITION/LITERATURE AND READING COMPREHENSION

LEARNING OUTCOMES	LEARNING OBJECTIVES:	CONTENT	ACTIVITIES	MATERIALS/ RESOURCES	COMPETENCIES ASSESSMENTS
<p>Learners are able to write sentences effectively using clauses as well as grammar mechanics; read and analyze prose and poetry.</p>	<p>Upon completion of this topic, learners will:</p> <ol style="list-style-type: none"> 1. Develop composition using degrees of adjectives and adverbs of comparison. 2. Identify and use independent and dependent clauses in sentences. 3. Apply punctuation marks correctly in sentences/paragraphs 4. Write letters of application 5. Write/present short speeches in class. 6. Read and discuss selected African Novels/poetry 	<p>COMPOSITION DEVELOPMENT</p> <ul style="list-style-type: none"> • Clauses: Dependent independent Subordinate Insubordinate • Punctuations: Apostrophe Quotations Semi-colon Colon • Speech writing and reading. • Reading and analyzing selected African Novels. 	<p>INCLUSIVE AND DIFFERENTIATED LEARNING:</p> <p>Individual seat work or work in small mixed groups according to gender and learning styles.</p> <ul style="list-style-type: none"> • Learners develop composition using dependent and independent clauses. • Group learners to write sentences and identify/discuss independent and subordinate clauses. • Assign learners to write and punctuate sentences at the appropriate places. • Group learners to discuss elements of poetry: 	<p>Primary Text Grade 8 English Text book By Gabriel I H Williams, Helena Cooper, and Ophelia S Lewis</p> <p>Secondary Text: Gateway to English For JSS 1 (Pearson) by Ayo Banjo, et al. Ebony Dust (Bai T. Moore)</p> <p>Black Woman (L.S.Senghor Africa’s Plea(Roland T. Dempster)</p> <p>Links: www.poetryoutloud.org www.who.int www.drugabuse.gov www.grammarly.com www.dictionary.com www.myenglishpages.com</p>	<p><u>Expected Competencies</u></p> <ul style="list-style-type: none"> • Effective communication skills • Analytical skills • Creativity and Innovation skills <p>Assessment Strategies that will be used to measure competencies</p> <ul style="list-style-type: none"> • Assignment • Quizzes • Tests

			<p>Allegory</p> <p>Alliteration</p> <p>Symbolism</p> <ul style="list-style-type: none"> Learners read discuss and analyze selected African Novels. <p>Second Class Citizen (Buchi Emechita)</p>	<p>www.khanacademy.org</p> <p>www.eslbuzz.com</p> <p>www.englishhints.com</p> <p>www.languagelearningbase.com</p> <p>www.slideshare.net</p> <p>www.poetry.com</p>	
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SEMESTER: TWO

GRADE: 8
PERIOD: VI
TOPICS: COMPOSITION/ LITERATURE

LEARNING OUTCOMES	LEARNING OBJECTIVES:	CONTENT	ACTIVITIES	MATERIALS/ RESOURCES	COMPETENCIES ASSESSMENT
<p>Learners will be able to conduct research, analyze and form opinions to debate a given topic; read and analyze prose and poetry.</p>	<p>Upon completion of this topic, learners will:</p> <ol style="list-style-type: none"> 1. Conduct /write paragraphs using verbs, conjunction and interjections. 2. Read/discuss and analyze selected Liberian Prose/African Novels. 3. Conduct research, analyze and form opinions on topics for debates. 4. Read and analyze prose and poetry 	<p>COMPOSITION :</p> <ul style="list-style-type: none"> • Verb usage: Active and passive voice • Use of conjunctions and interjections • Uses of the Library • Reading and analyzing selected Liberian Poems. 	<p>INCLUSIVE AND DIFFERENTIATED LEARNING</p> <ul style="list-style-type: none"> • Individual seat work or work in small mixed groups according to gender and learning styles. • Learners work in groups to write paragraphs using conjunctions, interjections • Learners work in groups to conduct research on given topics and form opinions for class debates • Selected Liberian Poems. • Assign learners to research and report on effects of HIV/AIDS on adolescents. • Organize a debate on the impact of substance abuse on: <ul style="list-style-type: none"> • Adolescents • Society • Schools 	<p>Primary Text:</p> <p>Grade 8 English Text book</p> <p>By Gabriel I H Williams, Helena Cooper, and Ophelia S Lewis</p> <p>Secondary Text:</p> <p><i>Gateway to English For JSS I</i> (Pearson) by Ayo Banjo, et al.</p> <p>What Is Life (Abraham P. Conneh)</p> <p>Citizen ID Card (Lekpele Nyamalon)</p> <p>Links</p> <p>www.google.com</p> <p>www.drughouse.gov</p> <p>www.unaids.org</p>	<p><u>Expected Competencies</u></p> <ul style="list-style-type: none"> • Effective communication skills • Analytical skills • Creativity and Innovation skills • Research and problem solving skills <p>Assessment that will be used to measure competencies</p> <ul style="list-style-type: none"> • Individual work: • Quizzes • Tests • Links:

SEMESTER: ONE

GRADE: 9

PERIOD: I

TOPIC: COMPOSITION /LITERATURE AND READING COMPREHENSION

LEARNING OUTCOMES	LEARNING OBJECTIVES:	CONTENT	ACTIVITIES	MATERIALS/ RESOURCES	COMPETENCIES ASSESSMENT
<p>Learners will be able to conduct research, analyze data, and present findings orally and through written work.</p>	<p>Upon completion of this topic, learners will:</p> <ol style="list-style-type: none"> 1. Write sentences/paragraphs using punctuation marks correctly. 2. Develop composition using vocabulary (antonyms and synonyms). 3. Read a passage, identify and interpret the figures of speech. 4. Read and analyze prose and poetry 5. Write poetry utilizing figurative language 	<ul style="list-style-type: none"> • Composition: • Chronological order • Order of importance • Capitalization and punctuation marks: • Developing composition using proper capitalization and correct punctuations. • Transitive and intransitive verbs. • Vocabulary development • Differentiating figurative language. Eg. Allegory, symbolism, extended metaphor, Euphemism, etc. 	<p>INCLUSIVE AND DIFFERENTIATED LEARNING</p> <p>Individual seat work or work in small mixed groups according to gender and learning styles.</p> <ul style="list-style-type: none"> • Learners work in groups to conduct research, analyze data and present findings. • Learners work in groups to write essay on given topics. • Learners work in groups to discover synonyms and antonyms as content vocabulary to avoid repetition of words. • Group learners to create poems inclusive of figurative language 	<p>Primary Text:</p> <p>Grade 9 English Text book By Gabriel I H Williams, Helena Cooper, and Ophelia S Lewis</p> <p>Secondary Text:</p> <p>Gateway to English For JSS 1 (Pearson) by Ayo Banjo, et al.</p> <p>www.poetryoutloud.org</p> <p>www.grammarly.com</p> <p>www.dictionary.com</p> <p>www.myenglishpages.com</p> <p>www.khanacademy.org</p> <p>www.eslbuzz.com</p>	<p><u>Expected Competencies</u></p> <ul style="list-style-type: none"> • Effective communication skills • Analytical skills • Creativity and Innovation skills • Digital skills <p>Assessment Strategies that will be used to measure competencies:</p> <p>Individual work:</p> <p>Learners write a short story using figures of speech.</p> <ul style="list-style-type: none"> • Assignment • Quizzes • Test

			<ul style="list-style-type: none"> • Learners read and analyze the poem “IF”, by Rudyard Kipling to determine its central theme and make connections to themselves. • Africa’s Plea(Roland T. Dempster) to analyze the poet’s point of view and write their opinion of same • “Bats” (D.H. Lawrence) 	www.englishhints.com www.languagelearningbase.com	
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SEMESTER: ONE

GRADE: 9

PERIOD: II

TOPIC: COMPOSITION/ LITERATURE AND READING COMPREHENSION

LEARNING OUTCOMES	LEARNING OBJECTIVES:	CONTENT	ACTIVITIES	MATERIALS/RESOURCES	COMPETENCIES ASSESSMENT
<p>Learners are able to conduct research on the differences between biography and auto-biography and present findings orally and written work.</p> <p>Read and analyze prose and poetry</p>	<p>Upon completion of this topic, learners will:</p> <ol style="list-style-type: none"> 1. Demonstrate the differences between biography and auto-biography. 2. Write autobiographies 3. Research and write biographies of renowned personalities. 4. Read and analyze prose and poetry. 	<ul style="list-style-type: none"> • Composition • Differentiating biography and autobiography • Conducting research to write biographies on various personalities. • Reading and analyzing prose and poetry. 	<p>INCLUSIVE AND DIFFERENTIATED LEARNING</p> <p>Individual seat work or work in small mixed groups according to gender and learning styles.</p> <ul style="list-style-type: none"> • Learners work in groups to conduct research and find the differences between biography and autobiography. • Group learners to conduct research on various personalities, write their biographies and present findings. • Learners work in groups to read and analyze prose and poetry to discover literary devices (theme, symbolism, etc), shades of meanings (explicit and implicit) in a work. • Africa’s Plea(Roland T. Dempster) • “Bats” (D.H. Lawrence) 	<p>Primary Text</p> <p>Grade 9 English Pupils Book Authors: Gabriel I H Williams, Helena Cooper, Ophelia S Lewis</p> <p>Secondary Text:</p> <p>Gateway to English For JSS 1 (Pearson) Ayo Banjo, et al.</p> <p>New Second Class Citizen(Buchi Emecheta</p> <p>Unexpected Joy At Dawn (Alex Agyei Agyire)</p> <p>Invisible Man(Ralph Ellison)</p> <p>Wuthering Heights(Emily Bronte)</p> <p>www.poetryoutloud.org</p> <p>www.grammarly.com</p> <p>www.dictionary.com</p> <p>www.myenglishpages.com</p> <p>www.khanacademy.org</p> <p>www.eslbuzz.com</p> <p>www.englishhints.com</p> <p>www.languagelearningbase.com</p>	<p><u>Expected Competencies</u></p> <ul style="list-style-type: none"> • Effective communication skills • Analytical skills • Creativity and Innovation skills • Digital Skills <p>Assessment that will be used to measure competencies</p> <ul style="list-style-type: none"> • Assignment • Quizzes • Test

SEMESTER ONE

GRADE: 9

PERIOD: III

TOPIC: COMPOSITION /LITERATURE AND READING COMPREHENSION

LEARNING OUTCOMES	LEARNING OBJECTIVES:	CONTENT	ACTIVITIES	MATERIALS/ RESOURCES	COMPETENCIES ASSESSMENT
<p>Learners will be able to write business and friendly letters, applications, inquiries, place orders and requests, etc.</p> <p>Read, discuss and analyze prose and poetry.</p> <p>Formulate and express opinions on given topics and provide supporting details and evidence</p>	<p>Upon completion of this topic, learners will:</p> <ol style="list-style-type: none"> 1. Compose various kinds of letters. Write inquiries, request, and place orders. 2. Read and analyze prose and poetry 3. Express and defend opinions. 	<p>COMPOSITION DEVELOPMENT</p> <ol style="list-style-type: none"> 1. Composing various kinds of letters: <ol style="list-style-type: none"> a. Business b. Friendly c. Application 2. Writing inquiries and request. 3. Characteristics of prose 4. Reading and analyzing prose and poetry 5. Expressing and defending opinions 	<p>INCLUSIVE AND DIFFERENTIATED LEARNING</p> <ul style="list-style-type: none"> • Individual seat work or work in small mixed groups according to gender and learning styles. • Learners work in groups to compose various kinds of letters. • .Group Learners to research given topics, form and defend opinions with supporting details. • Learners work in groups to read poems, analyze and determine the central theme and identify literary devices. 	<p>Primary Text</p> <p>Grade 9 English pupils book by Gabriel I H Williams, Helena Cooper, and Ophelia S Lewis</p> <p>Secondary Text:</p> <p>Gateway to English For JSS 1 (Pearson) by Ayo Banjo, et al.</p> <p>A Government Driver on His Retirement(Onu Chibuike)</p> <p>The Definition of Love(Andrew Marvell)</p> <p>Octopus at Ducor(Lekpele M. Nyamalon)</p> <p>Links:</p> <p>www.poetryoutloud.org</p> <p>www.grammarly.com</p> <p>www.dictionary.com</p>	<p>Expected Competencies</p> <ul style="list-style-type: none"> • Effective communication skills • Analytical skills • Creativity and Innovation skills • Digital skills <p>Assessment Strategies that will be used to measure competencies</p> <ul style="list-style-type: none"> • Assignment • Quizzes • Tests

			<ul style="list-style-type: none">• Learners formulate or articulate opinions about teenage pregnancies	www.myenglishpages.com www.khanacademy.org www.eslbuzz.com www.englishhints.com www.languagelearningbase.com	
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SEMESTER: TWO

GRADE: 9

PERIOD: IV

TOPIC: COMPOSITION DEVELOPMENT/LITERATURE AND READING COMPREHENSION

LEARNING OUTCOMES	LEARNING OBJECTIVES:	CONTENT	ACTIVITIES	MATERIALS/ RESOURCES	COMPETENCIES ASSESSMENT
<p>Learners will be able to compose various kinds of articles (descriptive, persuasive argumentative, informative etc.);</p> <p>Demonstrate the use of the library</p> <p>Read and analyze prose and poetry.</p>	<p>Upon completion of this topic, learner will:</p> <ol style="list-style-type: none"> 1. Compose various kinds of writings; 2. Demonstrate skills in the use of the library. 3. Discuss the characteristics of prose and poetry 	<p>COMPOSITION DEVELOPMENT</p> <ol style="list-style-type: none"> 1 Kinds of writings: <ul style="list-style-type: none"> Descriptive Expository Persuasive Informative Argumentative 2 Using the library: <ul style="list-style-type: none"> Arrangements Reference materials 3 Reading and analyzing prose and poetry. 	<p>INCLUSIVE AND DIFFERENTIATED LEARNING</p> <p>Individual seat work or work in small mixed groups according to gender and learning styles.</p> <p>Group learners to research the topics teenage pregnancy, substance abuse and the impact on adolescent girls, using the various kinds of writings.</p> <p>Group learners to research and report on how to get information from the library.</p> <p>Learners work in groups to create poems and read other works, analyze them to determine central theme as well as identify literary devices.</p> <p>Learners research vector borne diseases and the impacts on health care</p>	<p>Primary Text Grade 9 English Text book By Gabriel I H Williams, Helena Cooper, Ophelia S Lewis</p> <p>Secondary Text: Gateway to English For JSS 1 (Pearson) by Ayo Banjo, et al.</p> <p>Black Woman (Leopoard S. Senghor)</p> <p>Wuthering Heights (Emily Bronte)</p> <p>Links: www.poetryoutloud.org www.who.int</p>	<p>Expected Competencies</p> <ul style="list-style-type: none"> Effective communication skills Analytical skills Creativity and Innovation skills Digital Skills <p>Assessment Strategies that will be used to measure competencies</p> <ul style="list-style-type: none"> Assignment Project Individual work Group work Individual work:

				<p>www.drugabuse.gov www.grammarly.com www.dictionary.com www.myenglishpages.com www.khanacademy.org www.eslbuzz.com www.englishhints.com www.languagelearningbase.com</p>	<ul style="list-style-type: none">• Learners develop various kinds of paragraphs
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SEMESTER: TWO

GRADE: 9

PERIOD: V

TOPIC: COMPOSITION /LITERATURE AND READING COMPREHENSION

LEARNING OUTCOMES	LEARNING OBJECTIVES:	CONTENT	ACTIVITIES	MATERIALS/RESOURCES	COMPETENCIES ASSESSMENT
<p>Learners are able to formulate sentences applying dependent and independent clauses;</p> <p>Compare and contrast characters, distinguish the literary devices and differentiate genres of literature.</p>	<p>Upon completion of this topic, learners will:</p> <ol style="list-style-type: none"> 1. Develop sentences using dependent and independent clauses; 2. Compare and contrast characters, distinguish literary devices and differentiate genres in literature. 3. Differentiate genres in literature as pertaining to drama. 4. Dramatize a short story 	<p>Composition</p> <ul style="list-style-type: none"> • Writing composition using parts of speech. • Dependent and independent clauses. • Developing and dramatizing short stories. • Reading selected African Drama. 	<p>INCLUSIVE AND DIFFERENTIATED LEARNING</p> <p>Individual seat work or work in small mixed groups according to gender and learning styles.</p> <ul style="list-style-type: none"> • Learners work in groups to develop composition using dependent and independent clauses. • Group learners to read and dramatize short story. • Analyze a play and determine whether it is a comedy, satire or a tragedy • Learners develop composition on other emerging issues such as; Planning and decision making in a family, Stigma and discrimination related to HIV/AIDS, TB, and 	<p>Primary Text</p> <p>Grade 9 English Pupils book by Gabriel I H Williams, Helena Cooper, and Ophelia S Lewis</p> <p>Secondary Text:</p> <p>Gateway to English For JSS 1 (Pearson) by Ayo Banjo, et al.</p> <p>Fences(August Wilson)</p> <p>Let Me Die Alone (John K. Kargbo)</p> <p>www.who.int</p> <p>www.drugabuse.gov</p> <p>www.grammarly.com</p> <p>www.dictionary.com</p> <p>www.myenglishpages.com</p> <p>www.khanacademy.org</p>	<p><u>Expected Competencies</u></p> <ul style="list-style-type: none"> • Effective communication skills • Analytical skills • Creativity and Innovation skills • Digital Skills <p>Assessment Strategies that will be used to measure competencies;</p> <ul style="list-style-type: none"> • Assignment • Project-composition • Writing on selected topics • Quizzes

			<p>substance/drug abuse among others.</p> <ul style="list-style-type: none"> Learners discuss figures of speech in passages and incorporate figures of speech in speech and writing 	<p>www.eslbuzz.com</p> <p>www.englishhints.com</p> <p>www.languagelearningbase.com</p> <p>www.cdc.gov</p> <p>www.drughouse.gov</p>	<ul style="list-style-type: none"> Tests
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SEMESTER: TWO

GRADE: 9
PERIOD: VI
TOPIC: COMPOSITION /LITERATURE READING COMPREHENSION

LEARNING OUTCOMES	LEARNING OBJECTIVE	CONTENT	ACTIVITIES	MATERIALS/ RESOURCES	COMPETENCIES ASSESSMENT
<p>Learners are able to formulate composition using the parts of speech, kinds of writings, as well as read and analyze prose and poetry.</p>	<p>Upon completion of this topic, learners will:</p> <ol style="list-style-type: none"> 1. Write sentences/ paragraphs using the parts of speech 2. Compose articles, letters, and others using the various kinds of writings and grammar mechanics. 3. Develop and defend a points of view in composition 4. Read selected African Drama 5. Read and analyze prose and poetry. Play. 	<p>COMPOSITION</p> <p>Parts of speech</p> <p>Writing the various kinds of letters; writing articles, orders, inquiries, etc. and using grammar mechanics correctly.</p> <p>Developing and defending points of view.</p> <p>Reading and analyzing prose and poetry and identifying literary devices</p>	<p>INCLUSIVE AND DIFFERENTIATED LEARNING</p> <p>Individual seat work or work in small mixed groups according to gender and learning styles.</p> <ul style="list-style-type: none"> • Learners work in groups to develop composition on social topics such as Teenage pregnancy, Drug and substance abuse, etc. • Divide learners into groups to develop create poems, short stories and discuss the different genres. • Learners develop a drama and act it out. 	<p>Primary Text</p> <p>Grade 9 English Pupils Book By Gabriel I H Williams, Helena Cooper, and Ophelia S Lewis</p> <p>Secondary Text:</p> <p>Gateway to English For JSS 1 (Pearson) by Ayo Banjo, et al.</p> <p>Links:</p> <p>www.poetryoutloud.org</p> <p>www.who.int</p> <p>www.drugabuse.gov</p> <p>www.grammarly.com</p>	<p><u>Expected Competencies</u></p> <ul style="list-style-type: none"> • Effective communication skills • Analytical skills • Creativity and Innovation skills • Digital skills <p>Assessment Strategies that will be used to measure competencies</p> <ul style="list-style-type: none"> • Assignment • Seatwork • Quizzes • Test