*Tripoli Evangelical School*

Class: Grade 11                                                    Cycle: Secondary

Subject: English

| Domains | Lessons | Learning Outcomes and Competencies |
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| Reading Themes<br>- Technology<br>- Teens<br>- Human Rights<br>- Current Issues<br>- Natural Phenomena<br>- Family<br>- Environment<br>- Human Values<br>- Health Issues<br>- Immigration | Students will be able to:<br>• Identify elements of a story:<br>  - Tone/mood<br>  - Setting<br>  - Theme<br>  - Conflict/climax<br>  - Character<br>• Identify figures of speech:<br>- Personification<br>- Simile<br>- Metaphor<br>- Oxymoron<br>- Paradox<br>- Hyperbole<br>- Irony<br>• Identify thesis statement<br>• Credibility of an author<br>• Hooked sentences and paragraph relation | • Identifying elements of a story and verification<br>• Identifying figures of speech and verification<br>• Using figures of speech in writing and conversation<br>• Finding the thesis statement and explaining its function<br>• Differentiating different types of text<br>• Explaining the function of certain paragraphs and their position in the text<br>• Explaining and giving examples to support how paragraphs are linked or related thematically.<br>• Analyzing comprehension questions through linking key words to the text.<br>• Finding the main idea through understanding the text and finding major ideas that identify the main idea (thesis statement and topic sentences).<br>• Finding the main idea of the whole text.<br>• Finding the main idea of a paragraph.<br>• Identifying the tone of the writer in contrast to the mood it generates in readers.<br>• Filling in tables and graphic organizers with relevant information from the text. |

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| | <ul><li>Thematic relation</li><li>Types of text, introductions, conclusions and their functions</li></ul> | <ul><li>Paraphrasing a given text or paragraph using the correct structure and synonyms.</li><li>Summarizing texts or paragraphs and knowing that a summary is a third, in size, of the original text.</li><li>Writing a one-sentence summary of a paragraph by taking only the main idea and writing it in a well-structured sentence.</li><li>Describing a character from the text using relevant adjectives.</li><li>Describing inner and outer qualities of a character.</li><li>Identifying figures of speech from a text, paragraph, or sentence. (List of figures provided to students)</li><li>Identifying patterns of organization of whole texts, paragraphs, and sentences.</li><li> Ability to differentiate between facts or opinions based on related words.</li><li>Linking information from the text to correct false statements or say they are true.</li><li>Detecting irrational thinking or false lines of reasoning.</li><li>Identifying types of text based on the structure of ideas being used (expository, narrative, argumentative, etc.)</li><li>Placing a missing paragraph in the right place in the text based on information given before and after the paragraph.</li><li>Identifying the relationship between two or more paragraphs.</li><li>Identifying how two or more paragraphs are linked together, whether directly or indirectly.</li><li>Finding the meaning of words from their context and filling them in separate blanks.</li><li>Being able to identify what type of audience may be interested in the text and state why they would have this interest.</li><li>Identifying theme of a text.</li><li>Identifying setting, characters, rising action, climax, falling action, and resolution of a narrative text.</li></ul> |

| | | • Identifying elements of suspense and conflict. |
| | | • Identifying whether a paragraph is an introduction, body, or conclusion and prove so. |
| | | Identifying the type of introduction: general to specific, specific to general, anecdotal, or turnabout. |

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|---|---|---|
| Grammar | Students will learn to/about:<br><br>• Parallel structure<br>• Verb tenses<br>• Subject-verb agreement<br>• Dangling modifiers<br>• Redundancy<br>• Choice of diction<br>• Comma splice and run-ons<br>• Idiomatic expressions<br>• Use of prepositions<br>• Active-passive voice<br>• conditionals | • To correct sentences with verb tense mistakes<br>• To use tenses correctly<br>• To identify the part of speech of a given word and change from one part to another<br>• To have subject-verb agreement in their sentences<br>• To correct subject-verb agreement mistakes<br>• To identify a sentence as either active or passive<br>• To be able to use both active and passive structures correctly<br>• To change from active to passive or vice versa<br>• To correct active / passive mistakes<br>• To join 2 sentences using noun clauses<br>• To change from direct to indirect and vice versa<br>• To use conditional verbs and wishes correctly<br>• To change a given situation into a conditional or a wish sentence<br>• To change from 1 type to another |

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| | | • To use correct adjectives and adverbs in their sentences |
| | | • To combine 2 sentences using adjective or adverb clause |
| | | • To combine sentences using different strategies |
| | | • To use proper conjunctions |
| | | • To know when to use a gerund and/or infinitive |
| | | • To use proper punctuation marks within and at the end of their sentences |
| | | • To proofread a certain paragraph for spelling, capitalization, and punctuation mistakes |

| Domains | Lessons | Learning Outcomes and Competencies |
|---|---|---|
| Writing (Essays)<br>• Descriptive<br>• Expository<br>• Persuasive<br>• Summarizing a paragraph or part of a text<br>• Paraphrasing | • Basics of writing<br>• Main idea<br>• Thesis statement<br>• Topic sentence<br>• Paragraphs<br><br>• Types of appeal<br>• Emotional and logical appeals<br>• Reasoning and credibility<br><br>• Outlining and brainstorming<br>• Essay layout: introduction, body, and conclusion.<br>• Thesis statement | • Planning and brainstorming a topic.<br>• Using different graphic organizers as prewriting activities to help and jot down ideas.<br>• Writing general ideas about a topic to start an introductory paragraph.<br>• Writing a strong thesis statement that encompasses the main idea of the whole essay.<br>• Understanding different types of introduction and writing them.<br>• Making sure the thesis isn't too general nor too specific.<br>• Making sure a thesis isn't a question.<br>• Writing a topic sentence for a body paragraph that is directly related to the thesis.<br>• Gathering and writing supporting details that are directly related to the topic sentence. |

| | | • Topic sentence and supporting details | • Rephrasing and restating the thesis in the concluding paragraph. |
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| | | • Restatement of thesis in conclusion | • Summarizing main points of the body to include in the concluding paragraph. |
| | | • Summarizing main points | • Describing physical and mental attributes of a person separately. |
| | | • Gathering information and citations | • Describing a place using spatial order. |
| | | • Paraphrasing | • Classifying things in writing according to a specific order (most important to least important for example). |
| | | • Structure | • Defining ambiguous terms and words. |
| | | | • Stating facts and supporting them with examples from prior knowledge or from real life situations. |
| | | | • Using chain or block style for cause and effect essay. |
| | | | • Using chain or block style for comparison and contrast essay. |
| | | | • Using relevant vocabulary for specific types of essay. |
| | | | • Using time words for chronological order. |
| | | | • Using words related to space for spatial order. |
| | | | • Making sure an essay is unified by checking that the ideas follow a logical sequence under the main idea. |
| | | | • Logical arrangement of ideas and supporting sentences in a piece of writing to achieve coherence. |
| | | | • Editing and proofreading texts that contain mistakes in all of the above. |