

DEPARTMENT OF EDUCATION
CURRICULUM AND INSTRUCTION DIVISION
PACING GUIDE REVISION - JUNKANOO INTEGRATION

SUBJECT: English Language - Language Arts

GRADE: 7

Pacing Guide Week #	Topic (As displayed on the Pacing Guide)	Objectives (As outlined in the Curriculum)	Integration Strategy (Activities)	Resources
<p>Week 1 January 6-10, 2025</p> <p>Majority Rule Day Holiday 10</p>	<p>Comprehension – Figurative Language (Simile, Metaphor Personification)</p> <p>Narrative Writing</p>	<p>Define, identify, differentiate the terms simile, metaphor, personification</p> <p>Revise narrative piece to include figures of speech: simile, metaphor,</p>	<p>Read short sentences passages about Junkanoo. Identify examples of the devices and discuss how they made the description or narration more vivid.</p> <p>Share with students a narrative about Junkanoo that includes simile, metaphor, and personification. Have them identify the examples of each type of figurative device</p> <p>Edit a written narrative to include at least one example of each figurative device: simile, metaphor, personification</p>	<p>Comprehension – Figurative Language (Simile, Metaphor Personification)</p> <p>Narrative Writing sample essay</p>

		<p>personification and enhance the quality</p>	<p>Show a short video of a Junkanoo parade or display vivid images of the event. Discuss the visual and auditory elements of Junkanoo with the class. Ask students to write three sentences: one using a simile, one using a metaphor, and one using personification to describe the parade.</p> <p>Students can write Junkanoo themed or related narrative paragraphs or essays and revise to include examples of each figurative device.</p> <p>Students can write a simile, metaphor, personification to complete a pre-written paragraph</p>	
<p>Week 2 January 13-17, 2025</p>	<p>Comprehension – Listening/Aural Note Taking Listening Strategies Interpreting Questions Understanding Task and Key Words Specific Details</p>	<p>Explain paper development and purpose</p> <p>Point out strategies for listening Apply listening strategies and make appropriate notes</p> <p>Identify, define and use key words</p>	<p>Play a recording of a narrative about the history or traditions of Junkanoo. After listening, have students retell the story in their own words, either verbally or in writing. Ask specific questions to guide their retelling, such as "Who are the main characters?" or "What is the conflict?" Why was the story told?</p> <p>Create a set of comprehension questions based on a narrative</p>	<p>Comprehension – Listening/Aural Note Taking Listening Strategies Interpreting Questions Understanding Task and Key Words Specific Details</p>

		Examine aural/written passage for narrative details, tone, writer's purpose	recording about Junkanoo and have students answer the questions.	
Week 3 January 20-24, 2025	<p>Informal Letter</p> <ul style="list-style-type: none"> • Format • Style • Tone • Types of Informal Letters <p>Grammar and Usage</p> <ul style="list-style-type: none"> • Pronouns • Point of View 	<p>Explain the purpose and importance of informal letters.</p> <p>List and describe various types of informal letters. Identify and label the parts of the informal letter.</p> <p>Determine and use the appropriate tone</p> <p>Write a three paragraph-long friendly letter using the appropriate format, style, tone</p> <p>Categorize pronouns as singular and plural.</p>	<p>Start with a short video clip or slideshow showcasing Junkanoo celebrations, featuring music, costumes, and parades.</p> <p>Analyze the descriptive elements of the video (sensory language: see, hear, touch)</p> <p>Construct a plan for a descriptive informal letter from the perspective of a Junkanoo spectator or participant.</p> <p>Identify singular and plural nouns in a passage/article about Junkanoo. Categorize the pronouns into singular and plural.</p>	<p>https://www.youtube.com/watch?v=N-CtIVexZfU&ab_channel=ChaseCornish (clips can be used)</p>

	<p>LITERATURE- POETRY</p> <p>Elements of Poetry Speaker Stanzas Rhyme Scheme Repetition</p>	<p>Replace nouns with pronouns.</p> <p>Identify the correct pronoun: number/person</p> <p>Recognize and analyze sound devices- alliteration, assonance, onomatopoeia, rhyme, meter, rhythm</p> <p>Identify the speaker in a poem</p> <p>Identify poetic forma based on syllabication and structure</p>	<p>Revise sentences about Junkanoo to replace nouns with pronouns</p> <p>Read a newspaper article about Junkanoo and modify by substituting nouns with the appropriate pronouns.</p> <p>Analyze a poem about Junkanoo for elements of poetry (speaker, stanzas, rhyme scheme, repetition)</p>	<p>Newspaper articles about Junkanoo</p> <p>“Junkanoo” by Dennis Dames https://poetrypoem.com/cgi-bin/index.pl?sitename=zephyr&displaypoem=t&item=poetry&poemnumber=1351150</p> <p>Boxing Day Morning by Hallnika Bodie Bain</p>
<p>Week 4 January 27-31, 2025</p>	<p>ENGLISH LANGUAGE</p> <p>Comprehension – Listening/Aural/W ritten</p>	<p>Identify, define and use key words</p>	<p>Analyze/interpret teacher created questions</p>	<p>Junkanoo BJC Cloze Passage</p>

	<ul style="list-style-type: none"> • Interpretation of Questions • Question Answering Techniques • Making Inferences • Relevant vs Irrelevant Information • Identifying Specific Details <p>Grammar and Usage:</p> <p>Adverbs Manner Time Place Degree</p>	<p>Examine aural/written passage for narrative details, tone, writer's purpose</p> <p>State the purpose of adverbs Identify adverbs of various kinds form and use adverbs of a variety of kinds – manner, number, time, place, degree</p>	<p>Make Inferences identifying specific details</p> <p>Students play a shortened version of 'Pictionary' to see vocabulary related to Junkanoo. In this round of 'Pictionary' the words and phrases are based on Junkanoo vocabulary. Students watch YouTube short and create sentences about Junkanoo using the various types of adverbs.</p>	<p>Junkanoo Participant making a costume in the shack</p> <p>https://www.youtube.com/shorts/q9DnWru6EPM</p>
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	<p>LITERATURE – Poetry</p> <p>Poetry Analysis Figurative Language</p> <ul style="list-style-type: none"> • Alliteration • Assonance • Simile • Metaphor • Personification 	<p>Define and interpret simple figurative and sound devices and repetition (simile, metaphor, personification, alliteration, rhyme rhythm, imagery and sensory details)</p> <p>Recognize and analyze sound devices – alliteration, assonance, onomatopoeia, rhyme, meter, rhythm</p> <p>Write poems which employ figurative language and imagery</p> <p>Interpret and respond appropriately to a variety of literary questions</p>	<p>Provide students with a list of figurative language and sound devices (e.g., simile, metaphor, personification, alliteration, rhyme, rhythm, imagery, and sensory details). Have students find examples of each device in Junkanoo songs, poems, or excerpts about Junkanoo. Ask students to present their findings and explain what effect the device had on them.</p> <p>Have students create in pairs two stanza poems, incorporating a variety of figurative language and sensory details inspired by Junkanoo. Share and discuss the poems in class.</p>	<p>list of figurative language and sound devices</p> <p>Junkanoo songs, poems, and literature excerpts</p> <p>Highlighters and pens</p> <p>Writing prompts and templates related to Junkanoo</p> <p>Examples of figurative language and imagery in Junkanoo</p> <p>Boxing Day Morning by Hallnika Bodie Bain</p>
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DEPARTMENT OF EDUCATION
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PACING GUIDE REVISION - JUNKANOO INTEGRATION

SUBJECT: Language Arts

GRADE: 8

Pacing Guide Week #	Topic (As displayed on the Pacing Guide)	Objectives (As outlined in the Curriculum)	Integration Strategy (Activities)	Resources
<p style="text-align: center;">Week 1 January 6-10, 2025</p> <p style="text-align: center;">Majority Rule Day Holiday 10</p>	<p>Exam Review</p> <p>ENGLISH LANGUAGE Writing: Formal Letter - Letter of Complaint The Writing Process Letter Format <u>Developing the Body</u></p> <ul style="list-style-type: none"> • Reference • Purpose • Content • Information/Specific Details • Conclusion 	<p>Write a business/formal letter (request, complain, inquiry, order, invitation, application, etc.) using the appropriate format, style tone.</p>	<p>Writing Prompt: The Junkanoo materials you have ordered and paid for in full to complete your costume for the upcoming Jr. Junkanoo Parade have not arrived. Write a letter of complaint to the manager of the company to express your dissatisfaction.</p>	<p>Sample letters</p>

	<p>Organization The Writing Process Analyze the Prompt</p> <p>Grammar and Use: Prepositions/Prepositional Phrases</p>	<p>Identify and use prepositions and prepositional phrases</p>	<p>Writing Prompt: Your school is excited to participate in the Jr. Junkanoo Parade. However, due to a lack of funding this dream may be short lived. Write a letter of request to a local business seeking assistance to purchase materials for costumes and musical instruments.</p> <p>Writing Prompt: Your school placed 1st in the Jr. Junkanoo Parade. Write a letter inviting the Minister of Youth, Sports and Culture to speak at a special assembly in celebration of this accomplishment.</p> <p>Prepositions: Students will analyze a video clip showcasing a Junkanoo 'rush out'. Students will observe dance moves,</p>	<p>Boxing Day, New Year's or Labor Day Junkanoo Parade Video Clips</p>
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			<p>actions of the musicians and spectators. Following this, students will create sentences using specific prepositions. Example: The dancers moved gracefully across Bay Street. (e.g., "The dancers moved through the streets," "The musicians played beside the float"). After the activity, discuss how the prepositional phrases help convey the movement, positioning, and actions during the Junkanoo parade.</p> <p>Extension: Students will view a photo depicting an aspect of Junkanoo. They will create a narrative paragraph based on the image, using specific prepositions given by the teacher.</p> <p>.</p>	<p>Junkanoo Photo/Illustration</p> <p>Narrative Paragraph</p>
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Write a list of prepositions related to a Junkanoo parade on index cards (e.g., "under," "beside," "between," "through," "on"). Students will take turns drawing a preposition card and acting out a scenario that relates to a Junkanoo parade (e.g., "under the float," "beside the drummer," "through the crowd"). For example, a student acting out "under the float" might crouch underneath a table or pretend to walk underneath a prop.

Give students sentences that contain errors related to prepositions in the context of Junkanoo. For example, "The dancers walked beside the float" might need to be "The dancers walked in front of the float."

Sentence strips with errors
Images of a Junkanoo parade

	<p>LITERATURE: Novel OR Short Story</p> <p>Writing Personal Responses</p>	<p>Write personal responses to literary works being studied</p> <p>Write personal responses in Standard English to characters and events</p>	<p>Students will identify the incorrect prepositions and correct the sentences. For example, "The band played under the truck" could be corrected to "The band played on the truck."</p> <p>Personal Response: Students will read a short story or a newspaper article on Junkanoo. They will write a personal response to the piece.</p> <p>In small groups, students will discuss a character, event, or theme in the literary work. Provide prompts that connect the story to Junkanoo themes (e.g., "Which part of the parade would best represent this character's journey?" or</p>	<p>Notebook or digital device for journal entries</p> <p>Access to the literary work being studied (book, story, or excerpt)</p> <p>Literary work being studied</p> <p>Discussion questions or prompts</p> <p>Junkanoo-related visuals for reference</p> <p>Paper or digital devices for writing</p>
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			<p>"How does this event in the story relate to the celebratory or challenging nature of Junkanoo?").</p> <p>After the discussion, have students individually write a personal reflection in response to the character or event discussed. They should:</p> <p>Relate the event to their feelings or personal experiences with celebration or struggle, using Junkanoo as a metaphor.</p> <p>Use Standard English to write their reflection clearly, showing how the discussion deepened their understanding of the story.</p> <p>Class Sharing: Allow students to share their reflections with the class, discussing how each student's perspective adds to a fuller understanding of the literary work.</p>	
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<p>Week 2 January 13-17, 2025</p>	<p>ENGLISH LANGUAGE</p> <p>Comprehension – Listening/Aural Note Taking Listening Strategies Comprehension skill</p>	<p>Listen to and follow simple and complex instructions</p> <p>Listen for main idea and supporting details</p> <p>Listen attentively, taking relevant notes</p> <p>Determine purpose of speakers</p> <p>Listen/read to make inferences and draw conclusions</p> <p>Use details to support facts</p> <p>Identify, define and use key words</p>	<p>Provide students with a simple set of instructions for assembling part of a Junkanoo costume. For example, "Attach the blue feathers to the top of the mask," or "Draw the outline of a Junkanoo mask." Once they are familiar with the simple instructions, give them more complex steps (e.g., "First, draw the outline of the mask, then glue the feathers on the edges before adding the sequins in the center to represent the vibrant colors of Junkanoo"). After listening to the instructions, students complete the task by either drawing, crafting, or writing down their plans for the costume. Discuss how listening carefully and following instructions is important</p>	<p>Audio recordings of a Junkanoo parade or a description of it (e.g., an interview with a Junkanoo participant or a documentary on the event) Note-taking templates (with sections for main idea and supporting details)</p>
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when creating elaborate costumes for Junkanoo, just as it is important when following complex directions in other tasks.

Introduce students to Junkanoo, explaining its cultural significance, vibrant costumes, music, and history. Show images or videos of Junkanoo parades to familiarize students with the event. Play an audio recording (e.g., an interview or a descriptive passage about the Junkanoo parade). Ask students to listen attentively for the main idea of the recording and supporting details (e.g., description of costumes, music, or the overall energy of the parade). After listening, ask students to share their notes on the main idea and supporting details

of the Junkanoo parade description.

What was the main idea? (e.g., The significance of Junkanoo in Bahamian culture)

What details supported this main idea? (e.g., descriptions of the music, costumes, and dances)

Introduce the idea of listening for the purpose of a speaker. Explain that during the interview, students will need to figure out why the participant is speaking (e.g., to inform, persuade, or celebrate).

Play the interview with a Junkanoo participant (or a documentary clip). As students listen, they will take notes on:

Purpose: Why is the speaker talking about Junkanoo? (e.g., To inform people about its cultural significance?)

			<p>Key Points: What important facts or stories does the participant share? Details: What personal experiences or observations do they mention? After the interview, students will summarize the speaker's purpose and key points, using their notes.</p> <p>Listening Comprehension: Students will listen to an expository passage on "How to Paste a Junkanoo Costume" or "How to 'Heat Up' a Goat Skin Drum."</p> <p>Listening Comprehension: Students will listen to a song about expressions of Junkanoo and identify the main idea and supporting details.</p>	<p>Expository Passage</p> <p>Song about Junkanoo</p> <p>Passage on "Fun Facts" about Junkanoo</p> <p>Interview</p>
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	<p>LITERATURE Exam Review Literary Terms Review</p>		<p>Listening Comprehension: Students will listen to a passage about “Fun Facts” of Junkanoo and recall specific details by taking relevant notes.</p> <p>Listening Comprehension: Students will watch an interview on the history of Junkanoo in the Bahamas. They will listen attentively for specific details.</p>	
<p>Week 3 January 20-24, 2025</p>	<p>ENGLISH LANGUAGE Grammar and Usage: Review •Phrases •Clauses •Compound •Complex Sentences</p>	<p>•Distinguish between clauses and phrases</p>	<p>Phrases & Clauses: Students will complete a worksheet to identify Junkanoo related groups of words by underlining the phrases and highlighting the clauses.</p> <p>Create a set of cards with phrases and</p>	<p>Worksheets with simple, compound and complex sentences about Junkanoo</p> <p>Highlighters and pens Printed cards with Junkanoo-related phrases and clauses Chart paper for sorting categories</p>

		<p>•Identify and compose sentences according to structure</p>	<p>clauses related to Junkanoo (e.g., "the vibrant parade," "when the drums beat loudly"). Ask students to work in pairs to sort the cards into two categories: Clauses and Phrases. Discuss the differences</p> <p>Compound & Complex Sentences: Students will read a passage or newspaper article about Junkanoo. They will highlight the compound and complex sentences in the piece.</p> <p>Compound & Complex Sentences: Students will view a photo prompt or video clip depicting the art of Junkanoo. They will compose compound and complex sentences relating to the piece.</p> <p>Provide examples of different sentence</p>	<p>Notebooks for sorting Sort recording sheet</p> <p>Passage/Newspaper Article on Junkanoo</p> <p>Photo/ Illustrations/Video Clips</p> <p>Sentence structure worksheets with Junkanoo examples</p> <p>Examples of different sentence structures</p>
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	<p>Comprehension and Directed Writing</p> <ul style="list-style-type: none"> • Interpretation of Passage and Questions • Making Inferences • Informal Letter 	<ul style="list-style-type: none"> • Draw conclusions/Make inferences 	<p>structures (simple, compound, complex, and compound-complex) related to Junkanoo (e.g., "Junkanoo is an annual festival." "The dancers wore colorful costumes and played traditional music."). Ask students to identify the structure of each sentence and explain their reasoning.</p> <p>Directed Writing: Students will read a passage about "How Junkanoo Groups Prepare for Bay." Students will then write a letter to a friend telling him/her about the process Junkanoo groups undergo preparing for Bay Street. Include a variety of simple, compound and complex sentences</p>	<p>Passage</p>
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	<p>LITERATURE: Poetry</p> <p>Elements of Poetry Speaker Stanzas Rhyme Scheme Repetition</p>	<ul style="list-style-type: none"> •Recognize and analyze sound devices – alliteration, assonance, onomatopoeia, rhyme, meter, rhythm •Identify the speaker in a poem •Identify poetic forms based on syllabication and structure 	<p>Directed Writing: After reading a passage/brochure, students will write an advertisement to encourage tourists to attend The Boxing Day Junkanoo Parade.</p> <p>Elements of Poetry: Students will analyze poems and songs about Junkanoo. They will identify examples of alliteration, assonance, onomatopoeia, rhyme, meter, and rhythm in the text and explain how these devices enhance the poems and songs.</p> <p>Have students write their own poems or lyrics inspired by Junkanoo, using the</p>	<p>Junkanoo songs and poems (lyrics and recordings)</p> <p>Highlighters and pens for marking text</p> <p>Worksheets for noting examples and their effects</p> <p>Writing paper or digital devices</p> <p>Sample poems that use the various forms</p>
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			<p>sound devices they've studied. Encourage creativity and the use of rhythmic and musical elements found in Junkanoo.</p> <p>Students can create poems about Junkanoo that also use a variety of forms (haiku, free verse)</p>	
<p>Week 4 January 27-31, 2025</p>	<p>ENGLISH LANGUAGE</p> <p>Writing: Formal Letter - Thank You Letter The Letter Format</p> <ul style="list-style-type: none"> •Developing the Body •Reference •Purpose •Content •Information/Specific Details •Conclusion <p>Organization The Writing Process Analyze the Prompt</p>	<p>Write a business/formal letter (request, complain, inquiry, order, invitation, application, etc.) using the appropriate format, style tone.</p>	<p>Writing Prompt: Students will write a Thank You Letter to express appreciation for donations given to their school by a local businessman to assist the Jr. Junkanoo Program.</p> <p>Writing Prompt: Students will write a Thank You Letter to their music teacher for preparing the band for the Jr. Junkanoo Parade in which they captured</p>	

	<p>LITERATURE – Poetry</p> <p>Poetry Analysis Figurative Language</p> <ul style="list-style-type: none"> •Alliteration •Assonance •Simile •Metaphor •Personification •Hyperbole 	<p>Define and interpret simple figurative and sound devices and repetition (simile, metaphor, personification, alliteration, rhyme rhythm, imagery and sensory details)</p> <p>Recognize and analyze sound devices – alliteration, assonance, onomatopoeia, rhyme, meter, rhythm</p> <p>Write poems which employ figurative language and imagery</p>	<p>1st place in the music category.</p> <p>Poetry Analysis: Students will listen to a jingle about Junkanoo and identify various literary devices.</p> <p>Poetry Analysis: Students will analyze a Junkanoo related poem to identify various literary devices.</p> <p>Poetry Analysis: Students will watch a recording of a Junkanoo parade then they will write a poem using figurative language and literary devices.</p>	<p>Jingle</p> <p>Poem</p> <p>Video Clip</p>
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PACING GUIDE REVISION - JUNKANOO INTEGRATION

SUBJECT: Language Arts

GRADE: 9

Pacing Guide Week #	Topic (As displayed on the Pacing Guide)	Objectives (As outlined in the Curriculum)	Integration Strategy (Activities)	Resources
<p style="text-align: center;">Week 1 January 6-10, 2025</p> <p style="text-align: center;">Majority Rule Day Holiday 10</p>	<p>Comprehension: The Editorial</p>	<p>Define editorial.</p> <p>Identify and explain elements of a good editorial</p> <p>Outline the structure of an editorial after analyzing its organization, order of development and paragraph change.</p>	<p>Discussion about the definition of the term editorial and its components</p> <p>Analysis of an editorial about a Junkanoo commentator’s view of the results during a Junkanoo parade as well as other examples from daily newspapers</p> <p>Address questions pertinent to the editorials discussed. (Group or individually)</p>	<p>Presentation or handouts of notes</p> <p>Sample Editorials</p>

	Literature Exam Review	Revise responses to questions from the term 1 Literature exam		Christmas Term Literature Exam
Week 2 January 13-17, 2025	Writing: Elements of the Editorial/ Organizational Outline	Write an appropriate introduction Research information to identify supporting details Organize ideas in paragraphs	Oral drill of what an editorial is and its elements or components while Junkanoo music is being played. Outline the structure of an editorial	Editorial graphic organizer www.worksheetplace.com
Week 3 January 20-24, 2025	Writing: Elements of the Editorial/ Organizational Outline The Novel or Short Story Literary Device Flash back	Plan and organize ideas for writing an editorial response Define flashback. Discuss examples of flashback and how the device contributes to a story's plot.	Use graphic organizer to outline ideas for writing an editorial on ways to improve the timing of the Junkanoo event. Discussion of the term flashback and its influence on a story's plot	Editorial graphic organizer www.worksheetplace.com Photos of Junkanooers then and now Focal novel or Short Story e.g. <i>The Skin I'm In</i>

		Point out examples of flashback in the focal novel or short story.	Analyze and compare the appearance of Junkanooers in the past and present using photos Examine flash back in a focal novel or story e.g. Maleeka's accounts of her life when her father was alive compared to when he was deceased	
Week 4 January 27-31, 2025	Listening Comprehension Literature	Practice listening and note taking skills. Examine the editorial format and use its structure to write personal responses to a focal novel or short story.	Listen to audio of a passage about Junkanoo and address related questions. Write personal responses using the editorial format. E.g. Discuss the effects of Bullying as an adolescent and how Maleeka's mistreatment by her peers reflects personal experiences.	Recording of passage Focal novel or Short Story e.g. <i>The Skin I'm In</i>


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SUBJECT: English Language

GRADE: 10

Pacing Guide Week #	Topic (As displayed on the Pacing Guide)	Objectives (As outlined in the Curriculum)	Integration Strategy (Activities)	Resources
<p>Week 1 January 6-10, 2025</p> <p>Majority Rule Day Holiday 10</p>	<p>Writing: Summary Organization Structure Development Transitions</p>	<p>Outline and apply steps in summary writing</p> <p>Examine the organizational structure and appropriate use of transitions</p> <p>Summarize ideas</p> <p>Use transitions appropriately</p>	<p>Students watch a video or read an article about a Junkanoo event. Complete a summary writing template that includes steps such as identifying the main ideas, noting key details, and condensing information. Ask students to outline the main points and write a brief summary of the event</p> <p>Provide students with sentences or paragraphs related to Junkanoo that are missing transition words. Have students to match the</p>	<p>Worksheets with sentences or paragraphs missing transition words - List of transition words</p> <p>Passage on Junkanoo</p> <p>Junkanoo videos or articles - Summary writing templates - Note-taking sheets</p>

			<p>appropriate transition words to each sentence or paragraph. After, discuss how different transitions can change the meaning and flow of the text.</p> <p>Summarize a passage on Junkanoo.</p>	
<p>Week 2 January 13-17, 2025</p>	<p>Writing and Comprehension-Summary</p> <ul style="list-style-type: none"> •Selecting Relevant Details 	<p>Accurately evaluate and interpret summary writing questions/prompts</p>	<p>Provide students with various summary writing prompts, some of which relate to Junkanoo (e.g., "In approximately 150 words, write a paragraph outlining the history of Junkanoo,"</p> <p>"To be effective, a Junkanoo group typically requires a diverse team of individuals performing various roles. In approximately 150 words, write a paragraph describing the various roles and responsibilities of members within a Junkanoo group."</p> <p>Guide students in breaking down each prompt to identify key components and understand what is being asked. Discuss keywords</p>	<p>Prepared prompts for analysis</p>

		<p>Use relevant (implied & stated) information to summarize print and non-print texts</p>	<p>and phrases that indicate the focus of the summary.</p> <p>Provide students with a selection of articles about Junkanoo from newspapers, magazines, or online sources. Have students read the articles and identify the main ideas and supporting details.</p> <p>Discuss both stated and implied information, guiding students on how to infer meaning from the text.</p>	
<p>Week 3 January 20-24, 2025</p>	<p>Contrast</p>	<ul style="list-style-type: none"> Recognize differences that are explicitly and implicitly stated 	<p>Contrast blank canvas to finished costume OR contrast images of Junkanooers past and present</p> <p>Contrasting Festivals:</p> <p>Contrast Junkanoo to other cultural festivals around the world (e.g., Carnival in Brazil, Mardi Gras in the U.S.). They</p>	<p>Junkanoo, Mardi Gras and Carnival videos</p> 

	Grammar – Transitional Words and Phrases	<ul style="list-style-type: none"> • Use appropriate words and phrases that signal similarities and differences 	can research these festivals and create a Venn diagram or a presentation comparing and contrasting traditions, costumes, music, and purpose.	<p>Junkanoo paraders in 1956, featuring Arlene Nash Ferguson as a child in front</p> <p><u>Junkanoo Joy in The Bahamas</u> <u>Junkanoo Returns to The Bahamas in All of Its Colorful Glory</u></p>
Week 4 January 27-31, 2025	Writing Process/How to write an essay	<ul style="list-style-type: none"> • Give clear instructions for carrying out a specific task • Organize information in a logical sequence, using clear and concise steps 	<ul style="list-style-type: none"> • Brainstorm a list of Junkanoo-related topics (e.g., costume design, drum-making, dance moves, or parade organization). Create a mind map to explore ideas. • Write step-by-step instructions for one aspect of Junkanoo, emphasizing clarity and detail. Include transitions for process coherence. • Peer-review drafts in small groups, focusing on clarity, organization, and inclusion of cultural context. • Collaborate in pairs to proofread for grammar, 	Guest speaker – Junkanooer / Collaborative teaching: Social Sciences / Art Teachers

			<p>punctuation, and vocabulary accuracy.</p> <ul style="list-style-type: none">• Create a class "How-to Guide to Junkanoo" booklet, with illustrations or visuals. Present essays to peers or a school audience.	
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SUBJECT: English Language – Language Arts

GRADE: 11

Pacing Guide Week #	Topic (As displayed on the Pacing Guide)	Objectives (As outlined in the Curriculum)	Integration Strategy (Activities)	Resources
Week 1 January 6-10, 2025 Majority Rule Day Holiday 10	Summary Writing	Accurately evaluate and interpret summary writing questions Identify relevant details. Make inferences Paraphrase ideas Summarize effectively, a	Read an article on Junkanoo’s evolution and determine the main idea based on prompt of the summary exercise. Differentiate between relevant and irrelevant information using graphic organizer in order to paraphrase sentences Paraphrase article about Junkanoo (Junkanoo’s evolution, history, the effects of Junkanoo on the Bahamian family, society, etc.) in 5-7 sentences	Newspaper Articles Social Studies Text on Junkanoo Teacher/student composed passage Graphic organizer A large timeline chart or whiteboard with markers Printed images or videos of Junkanoo parades

	<p>Grammar: Simple Past Tense (Teach if needed)</p>	<p>passage (expository/persuasive)</p> <p>Explain what simple past tense is. Recognize use of simple past tense. Form the simple past tense. Use correctly the simple past tense in writing</p>	<p>Play an audio recording or read a short story about a Junkanoo parade that took place in the past. Provide students with a transcript of the story. Ask students to highlight or underline all the verbs in the simple past tense. Discuss the identified verbs as a class, ensuring students understand why they are in the simple past tense.</p> <p>Give students a list of present tense verbs related to Junkanoo (e.g., "dance," "perform," "drum"). Have them create a chart converting these verbs to their simple past tense forms (e.g., "danced," "performed," "drummed"). Include both regular and irregular verbs.</p> <p>Ask students to write a journal entry about a Junkanoo parade they attended in the past or imagine attending one. Encourage them to use a variety of verbs and provide specific details (e.g., "Last year, I attended the Junkanoo parade and danced all night"). After writing, pair students to share their entries and check</p>	<p>Example sentences written on cards or slides</p> <p>An audio recording or text of a narrative about a Junkanoo parade (this could be a historical account, personal story, or fictional narrative)</p> <p>Copies of the transcript for each student</p> <p>Highlighters or pens for students to mark verbs</p> <p>List of present tense verbs related to</p>
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			<p>each other's use of the simple past tense. Provide feedback and correct any mistakes together.</p> <p>Revise their summaries from previous lesson to be written in the simple past tense.</p> <p>Have students create a memory book page describing a past Junkanoo event. Students should write sentences and include pictures or drawings. Ensure they use the simple past tense to describe the event (e.g., "We watched the performers in their colorful costumes," "The music filled the air with energy"). Display the memory book pages in the classroom.</p>	<p>Junkanoo (e.g., dance, perform, drum)</p> <p>Chart paper or digital tools for creating a verb conversion chart Reference materials for irregular verbs</p> <p>Blank memory book pages or construction paper</p> <p>Colored pencils, markers, or digital drawing tools</p> <p>Printed pictures or space for student drawings</p> <p>Example sentences and guiding questions</p>
<p>Week 2 January 13-17, 2025</p>	<p>Writing Persuasive Advertisements</p>	<p>Discuss and explain the purpose of advertisements</p> <p>List and describe the types of appeals</p>	<p>Discuss the importance of value of Junkanoo to country, community, family, individual</p> <p>Discuss some of the appeals of Junkanoo relate those to the appeal of advertisements</p>	<p>Ministry of Tourism Commercials, Print Ads Up and Away Magazine Newspaper Articles</p> <p>Computer, cardstock,</p>

	<p>Literary Appreciation/Vocabulary Word choice Alliteration & assonance Rhythm & rhyme Repetition</p>	<p>made in advertisements</p> <p>Determine the appeals made in advertisements</p> <p>Define the literary terms/devices</p> <p>Distinguish between each device</p> <p>Discuss the writer's use of the device and its effect on the piece</p> <p>Define and use vocabulary words related to Junkanoo (e.g., "rake 'n' scrape," "goombay").</p> <p>Identify the literary devices used in</p>	<p>Identify and classify techniques used in the print ads related to Junkanoo</p> <p>In groups, create a Print ad or Commercial advertising Jr. Junkanoo using the various appeals</p> <p>Peer Review Print Advertisement using a persuasive advertisement rubric. Rate each advertisement according to criteria given Answer comprehension and discussion questions based on the selected poem The Junk in Junkanoo by Sean R.E. Munnings</p> <p>Complete a vocabulary-matching exercise using words from a literary piece.</p> <p>Analyze the use of literary devices in selected poems</p> <p>Using the literary/poetic devices compose a Junkanoo themed poem</p> <p>Compose a 'rake and scrape' song using poetic devices and vocabulary related to Junkanoo</p>	<p>Poem "The Junk in Junkanoo" by Sean R.E. Munnings</p> <p>Music Digital tool</p>
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		selected Poems related to Junkanoo		
Week 3 January 20-24, 2025	<p>Advertisements - Comprehension & Writing: Techniques and Devices</p> <p>Bold Italics All caps Underlining Repetition Quotation marks Fragments Figurative language (Imagery/Word Choice) Bandwagon Product comparison Scientific claims Free/bargain claims Celebrity appeal Testimonial/Plain Folks</p>	<p>Explain the purpose of each technique</p> <p>Evaluate advertisements for use of techniques</p> <p>Comment on effectiveness of writer's technique</p> <p>Provide examples of techniques.</p> <p>Create advertisements using devices</p> <p>Utilize devices in an advertisement of their own</p> <p>Present advertisements Comment on the effectiveness of devices.</p>	<p>Provide students with a list of common advertising techniques (e.g., product comparison, repetition, emotional appeal, celebrity appeal). Ask students to research each technique and explain its purpose in advertising. Have students present their findings to the class.</p> <p>Show students various Junkanoo-related advertisements. Ask students to identify and evaluate the advertising techniques used in each ad. Discuss as a class which techniques were most effective and why.</p> <p>Create advertisements for a Jr. Junkanoo or similar Junkanoo event employing any number of devices/techniques OR Revise advertisements created in a previous lesson to include a number of devices/techniques (persuasive). Students can employ 5 techniques.</p> <p>Present advertisements orally and visually to peers. Pair students to review the presented</p>	<p>Copy or poster of displaying the techniques (for continual access)</p> <p>PowerPoint of techniques Text books, internet access, digital or technological tools</p> <p>Advertisements: digital, printed, recorded/broadcast or outdoor</p> <p>Poster boards/paper Markers, crayons, colored pencils Printed images Clipart Magazines Newspapers Presentation Software: Microsoft</p>

			<p>advertisement and comment on the effectiveness of the techniques used OR Students can explain the techniques they used.</p> <p>Students can discuss which techniques were most impactful, provide constructive feedback and suggestions for improvement</p> <p>Advertisements highlighting the various techniques can be displayed around the campus or the Language Arts block</p>	<p>Word, Publisher, PowerPoint Graphic Design Tools: Canva, Postermywall Display boards Video Tools: Flip, Tik Tok Rubric used to document identified techniques</p>
<p>Week 4 January 27-31, 2025</p>	<p>Listening & Written Comprehension: Techniques Used by speaker/Writer/Recording: Repetition Figurative Expressions Metaphor Simile Personification Idioms Proverbs Euphemism Oxymoron Direct personal appeal Description:</p>	<p>Identify and provide examples of speaker's techniques apply note taking skills</p> <p>Identify speaker and recording techniques and provide examples of each.</p> <p>Extrapolate relevant details.</p> <p>Respond accurately to questions</p>	<p>Play recordings of speeches or interviews with Junkanoo leaders or performers. Ask students to identify and analyze speakers' techniques (tone and mood, irony, sarcasm, etc.) in the commentary</p> <p>Provide examples and discuss how these techniques contribute to the effectiveness of the speech.</p> <p>Rate the objectivity of the speakers (identify supports for bias</p> <p>Choose a short segment of a well-known speech, podcast, or radio interview (e.g., Martin Luther King Jr.'s "I Have a Dream" speech, a TED Talk, or an episode of a popular podcast). Have students listen or watch the clip and take notes on the speaker's techniques (pacing,</p>	<p>Commentary from a Previously recorded Junkanoo Parade (You Tube)</p> <p>Rubric to rate objectivity</p> <p>digital or technological tools internet access Tik Tok App Aural passage and questions</p>

	<p>Adjectives Imagery Word choice Connotation local color Personal pronouns Rhetorical Questions Sarcasm Irony Humor Jokes Tone/Mood (specific description of either) Voice variation Sounds/Sound devices</p>	<p>Assess questions for task and key words</p> <p>Explain how points are awarded per question.</p> <p>Determine the number of ideas needed to gain maximum points per question.</p>	<p>intonation, laugh, pause) and the recording techniques used (music, sound effects, etc.). In small groups, students should discuss the details they noted and try to extrapolate why these techniques were used. For example, if the speaker uses pauses effectively, students should discuss how these pauses help create tension or highlight key points. Students will then write a short analysis, identifying the relevant speaker and recording techniques and explaining their purpose in the context of the performance.</p> <p>Demonstrate understanding of what is heard upon completion of Listening Comprehension Test “Junkanoo”</p> <p>Have students create a Tik Tok or video recording episode about Junkanoo, focusing on both speaker and recording techniques. NOTE: Students can use their advertisements from the previous week to expand upon)</p>	
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DEPARTMENT OF EDUCATION
CURRICULUM AND INSTRUCTION DIVISION
PACING GUIDE REVISION - JUNKANOO INTEGRATION

SUBJECT: English Language – Language Arts

GRADE: 12

Pacing Guide Week #	Topic (As displayed on the Pacing Guide)	Objectives (As outlined in the Curriculum)	Integration Strategy (Activities)	Resources
<p style="text-align: center;">Week 1 January 6-10, 2025</p> <p style="text-align: center;">Majority Rule Day Holiday 10</p>	<p>Exam Review</p> <p>Grammar and Usage: Subject-Verb Agreement</p>	<p>Identify and correct pronoun- number and person</p> <p>Practice pronoun-antecedent agreement (person, number, gender)</p>	<p>Write sentence examples about Junkanoo.</p> <p>Brainstorm subjects and verbs associated with Junkanoo (or matching activity)</p> <p>Brainstorm subjects and accompanying pronouns associated with Junkanoo.</p> <p>Make posters showing the rules of subject verb</p>	<p>Teacher sentence samples</p> <p>Independent student writing (sentences/ paragraphs/essays)</p> <p>Chart papers</p> <p>Junkanoo decorations for tactile learners. Welcome to the Bahamas books for visual inspiration.</p>

	<p>Narrative Writing</p>	<p>Plan draft, revise/edit and proofread well-structured, imaginative narrative essays in which attention is paid to characters, plot, setting and resolution and in which a variety of effective storytelling devices are used. NOTE: Review narrative elements</p>	<p>agreement using Junkanoo examples and pictures.</p> <p>Write a paragraph/essay about your favorite Junkanoo group that shows correct subject/verb agreement.</p> <p>Use Junkanoo prompts for writing. Examples: a. "They rob us!" were the only words that roared through the crowd... Continue the story. b. Write a story about Junkanoo that includes the question, "Who are we?" c. Boxing Day Rush etc.</p> <p>Simulate a class rush out as a pre-writing activity.</p>	<p>Real-life costumes for descriptive references</p> <p>Narrative outlines to plan essays.</p> <p>Homemade musical instruments and costumes e.g. rocks in cans for cowbells.</p> <p>Draw a Junkanoo character.</p>
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			<p>Work in groups/pairs to script a skit/dialogue about Junkanoo for their essays OR Work in groups/pairs script the dialogue about Junkanoo for their essays</p> <p>Characters: Write a narrative from the point of view of different persons either participating in or spectating Junkanoo.</p> <p>Plot: Junkanoo timelines for participants and spectators.</p> <p>Setting: (a) Make sensory webs about the environment, conditions or atmosphere of Junkanoo. (b) Brainstorm adjectives, adverbs, figurative language etc. related to Junkanoo</p>	<p>Junkanoo Character Sketches</p> <p>Plot graphic organizers</p> <p>Sensory Webs</p> <p>Listen to a Junkanoo newscast for descriptive words and phrases.</p> <p>Videos of the results of Junkanoo being read to watch the spectators' reactions.</p>
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			Resolution: Showcase the different narrative endings using Junkanoo scenarios.	
Week 2 January 13-17, 2025	<p>Narrative Writing</p> <p>Narrative Comprehension Finding and re-expressing information</p> <ul style="list-style-type: none"> •Implied information •(inferences/drawing conclusions 	<p>Write timed essays: descriptive, narrative, expository, argumentative and persuasive. 2.30</p> <p>Find and re-express information Identify and accurately express implied information</p>	<p>Oral presentations of Junkanoo essays with a show and tell aspect. E.g. Bring or show one thing mentioned in the essay about Junkanoo.</p> <p>Annotate Junkanoo comprehension passages.</p> <p>Use Bloom's taxonomy to create varying levels of questions for a Junkanoo passage.</p> <p>Respond to questions</p>	<p>Junkanoo storytelling videos</p> <p>Junkanoo Comprehension Passages with or without questions: E.g. BJC Cloze passage on Junkanoo BGCSE Excerpt: Dancers</p>
Week 3 January 20-24, 2025	<p>(Description & Exposition)</p> <ul style="list-style-type: none"> • Structure/ organization • Techniques • Effectiveness of Techniques 	<p>Distinguish between a descriptive & an expository piece</p> <p>Determine the structure/organizational style of</p>	<p>Use techniques to describe:</p> <p>a) Free Dancers vs. Choreographed Dancers</p> <p>b) Cowbellers vs. Drummers.</p>	<p>Articles and brochures on the various aspects of Junkanoo</p> <p>Junkanoo clips from YouTube.</p>

	<ul style="list-style-type: none"> • Writer's Attitude 	<p>each type of descriptive & expository essay Identify devices used in each type of essay.</p> <p>Explain the effectiveness of devices used in each mode</p> <p>Determine the writer's attitude towards his subject and audience</p>	<p>c) Spectators vs. Participants d) Junkanoo in the day vs. Junkanoo at night</p> <p>Exposition - Explain: a) the process of building a costume. b) steps involved in a choreographed dance c) the arrangements or transitions in songs for the music d) natives reactions vs. tourists reactions towards Junkanoo</p> <p>Write or analyze descriptive or expository pieces about Junkanoo that exhibit different tones.</p>	<p>Visit a Junkanoo Shack</p> <p>Bring in a Junkanooer to explain or show the creation process.</p> <p>Interviews of tourists, participants and spectators about the event</p> <p>Comprehension Passage – Junkanoo: A Celebration of Life</p>
<p>Week 4 January 27-31, 2025</p>	<p>Expository/Descriptive Writing</p> <p><u>NOTE:</u> Lessons for this week may begin in the week prior.</p>	<p>Plan draft, revise/edit and proofread well-structured descriptive essays in which persons, places or things are depicted using sensory details, figurative language and other devices.</p>	<p>Have students brainstorm sensory details (sight, sound, smell, touch, taste) related to Junkanoo. Create a class organizer on the board with categories for each</p>	<p>Whiteboard or large paper for mind mapping - Markers or pens - Handouts with sensory detail prompts Sample essays</p>

		<p>Plan draft, revise/edit and proofread well-structured expository essays which present information and ideas concisely, logically and sometimes persuasively</p>	<p>sense. Ask students to contribute ideas, such as the vibrant colors of costumes, the rhythmic beat of drums, the scent of food, the feel of feathers, and the taste of traditional Bahamian dishes.</p> <p>Provide students with a template to organize their essays, including an introduction, body paragraphs focusing on different aspects of Junkanoo (e.g., costumes, music, food), and a conclusion. Encourage students to use sensory details and figurative language (similes, metaphors, personification) in their drafts. Allow time for students to write their drafts, using the brainstormed details as a guide.</p>	
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			<p>Allow students to present their final essays to the class</p> <p>NOTE: Activities used for the descriptive essay can be used for the expository essay</p> <p>Assign students to research various aspects of Junkanoo, such as its history, cultural significance, and modern-day celebrations. Have students take notes on key points and organize their information using a graphic organizer or outline.</p>	
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