

Sample English Subject Plan

Year: 1st Year

Teachers: Ms. Krabappel, Mr. Skinner, Ms. Fitzpatrick

1st of Half Term: August to Midterm

Unit/s:

THEME

Who am I? Looking at identity

Learning Outcomes:

Oral 1, 2, 4, 8, 5, 11

Reading 1, 2, 3, 5, 6

Writing 1, 2, 3, 4, 5, 6, 7, 9, 11

Type of/Name of Text:

“In Pieces” by Trinity Comprehensive Writers
 “Names / Nombre” by Julia Alvarez Short Story
 Extracts from “The Real Rebecca” by Anna Carey
 “Badly Drawn Roy” by Alan Shannon Short Film
 Songs from contemporary culture that deal with identity

Assessment:

Response Journal – level of engagement with tasks W3
 Personal Profiles – to be re-issued at the end of 1st year O11, R2, W9
 Observation of ability to work together and communicate OL 1
 Personal Project W4

Note that the Learning Outcomes which are highlighted in bold font are the **main learning outcomes** you are addressing. The others are **supplementary learning outcomes** which you are addressing, but to a lesser extent

2nd Half of Term: Midterm – December

Unit/s:

THEME

Growing Up

All approximate timings
Wonder - 4 weeks
Doc on One - 1 week
New Boy - 2 weeks
Christmas section - 2 weeks

Learning Outcomes:

Oral 2, 5, 8, 12

Reading 1, 2, 3, 5, 6, 7, 8, 10, 13

Writing 3, 4, 5, 7, 11

Type of/Name of Text:

“Wonder” - R.J. Palacio - Novel
 “Doc on One” - Don’t Go Far - Radio Documentary
 “New Boy” - Short Film
 “Fish Cheeks” by Amy Tan “A Christmas Childhood” by Patrick Kavanagh (selection of other Christmas songs and poems)
 “John Lewis” Christmas Advertisements

Assessment:

Response Journal - W7
 Observation of reading in class and reading records - R2, 5
 Communicating using the appropriate Register writing tasks - O12, W3
 Fishbowl discussions on issues raised in texts - O2
 Writing their own advertisement for Christmas, storyboarding, scripting, presentation of idea to class (contributes to Christmas assessment) O5, W1
 Common Christmas exam 1.5 hours – Learning outcome W11, W7, W4, R8

Sample English Subject Plan (Continued)

Year: 1st Year

Teachers: Ms. Krabappel, Mr. Skinner, Ms. Fitzpatrick

1st Half of Term: December to February

Unit/s:

THEME

Learning Outcomes:

Type of/Name of Text:

Assessment:

2nd Half of Term: February to Easter

Unit/s:

THEME

Learning Outcomes:

Type of/Name of Text:

Assessment:

Theme / Units / Type of Text

Class: _____ No of classes/weeks: _____

Outcomes:	Assessment:	Teaching Activities:
Oral:		
Reading:		
Writing:		

Text(s) / Type of Text(s)

Teacher: _____

Class Group: _____

Term: _____

Title _____

Number of Classes/Weeks Required: _____

Learning Outcomes	Assessment (Formative and Summative)	Text(s) / Type of Text(s):
<p><i>Main Learning Outcome(s):</i></p> <p><i>Supplementary Learning Outcomes</i></p> <p>Oral :</p> <p>Reading :</p> <p>Written :</p>		<p>Approaches:</p>

First Year English Department Subject Plan 2014

School: _____

Name of Teachers: _____

1st Half of Term One: August - Midterm

Unit/s:

THEMES

Learning Outcomes:

Type of/Name of Text:

Assessment:

2nd Half of Term One: Midterm - December

Unit/s:

THEMES

Learning Outcomes:

Type of/Name of Text:

Assessment:

First Year English Department Subject Plan 2014

School: _____

Name of Teachers: _____

1st Half of Term Two: December to February

Unit/s:

THEMES

Learning Outcomes:

Type of/Name of Text:

Assessment:

2nd Half of Term Two: February to Easter

Unit/s:

THEMES

Learning Outcomes:

Type of/Name of Text:

Assessment:

First Year English Department Subject Plan 2014

School: _____

Name of Teachers: _____

1st Half of Term Three: Easter -

Unit/s:

THEMES

Learning Outcomes:

Type of/Name of Text:

Assessment:

2nd Half of Term Three: Last Term

Unit/s:

THEMES

Learning Outcomes:

Type of/Name of Text:

Assessment:

Getting Started with the New English Specification

Things you might do	Notes
Include the New Junior Cycle on the agenda of all subject department meetings.	
Nurture a partnership with one or more English teachers with whom you can share your classroom experience and resources.	
Begin to make a collection of non-literary and oral texts that you could use with your first years next year. Share your suggestions with your colleagues/subject department.	
In your classroom try out some strategies – become a user, remembering that less is more.	
Survey your incoming First Years on their interests and learning styles – develop a student profile with the new JC in mind.	
Check in with our resources that are available online at www.juniorcycle.ie .	
Ensure that documents pertaining to JCT Framework and the English Specification are available to all members of the English department.	
Identify good practice in terms of methodologies (aligned with key skills) and assessment and plan for the sharing of such practice.	

Support Structures

2013/2014

1 Full Day Out-of-School

PLUS

3 Lesson Periods (up to 2 hours)
In-School Work

2014/2015

1 Full Day Out-of-School with a focus
on Assessment

2015/2016

Focus on Assessment and Moderation

2016/2017

Focus on Assessment and Moderation

Further Workshops

Novel

Film

Drama

Theatre

Writing as a process

ICT

Oral Language

Group work

Online Supports

www.juniorcycle.ie

www.juniorcycle.ie