Curriculum Leadership Series:

Ongoing Renewal of the School Curriculum for

English Panel Chairpersons

NOV 2017

ENGLISH LANGUAGE EDUCATION SECTION
CURRICULUM DEVELOPMENT INSTITUTE
EDUCATION BUREAU
Objectives

To enhance English Panel Chairpersons’ understanding of their roles as curriculum leaders and their capacity to incorporate the major updates of the English Language Education Key Learning Area under the ongoing renewal of the school curriculum (ELE KLACG)(2017);

To provide suggestions on how to lead the English Panel to incorporate the major updates, in particular, promoting Language across the Curriculum (LaC) in the school English Language curriculum; and

To share strategies and experiences on planning and implementing LaC at the secondary level (by the Principal and LaC Coordinator from Methodist College)
What is the role of the English Panel Chairperson?

Go to www.menti.com and use the code 44 54 14

Share with your group members:

- Three most important duties
- Three most time-consuming duties
The role of the English Panel Chairperson

- Enhance assessment literacy
- Plan, implement and evaluate the curriculum
- Ensure vertical and horizontal curriculum coherence
- Manage resources
- Provide appropriate student-centred language programmes
- Build capacity
- Create a language-rich environment in the school
- Keep abreast of latest developments in the curriculum & initiate changes as necessary
- Assist in implementing the whole-school curriculum
- Collaborate with other KLA panels and promote a culture of collaboration
Curriculum Management and Leadership

Management

- staff and resources deployment
- implementing the school EL curriculum and other related initiatives

Leadership

- adaptable to changes
- goal setting
- re-evaluating goals and modifying the school EL curriculum

Maintenance

Development
Tasks for English Panel Chairpersons

Strategic direction and development of the subject
Managing learning and teaching
Leading and managing staff
Effective deployment of staff and resources

Curriculum Leadership and Management

For example:

- Enhancing students’ language and generic skills that contribute to the success of their study
- Developing a reading programme to support students’ literacy skills development across levels
- Promoting reading / writing across the curriculum

Leading and working with panel members to
- teach reading and writing skills explicitly
- enrich students’ English learning experiences through promoting LaC
- integrate e-learning into the English Language classroom

- Collaborating with the school librarian to identify suitable reading texts and organising cross-curricular learning activities
- Seeking external resources and support (Applying for funds from the school sponsoring body / alumni / Quality Education Fund)
## Curriculum Planning

### Horizontal coherence
- Teachers aligning what is taught, and discussing the progress of learning and conduct of assessments to ensure key concepts are covered in every classroom at the level.

### Vertical coherence
- Learning logically sequenced across all levels so that students are building on what they have previously learnt and progress to more challenging, higher-level work.

### Subject-area coherence
- Ensuring the curriculum is well-planned to facilitate learning in the subject, and enabling communication and collaboration among all teachers in the panel.

### Interdisciplinary coherence
- Focusing on skills and habits that students need to succeed in their study, such as reading and writing skills.
Professional Support

- School-based Professional Support Section
- Language Learning Support Section
- Native-speaking English Teacher Section
- Quality Education Fund Thematic Network
- English Language Education Section
- Information Technology in Education Section
Resources

**EDB**
- One-stop Portal
- ETV
- English Language Education Learning and Teaching Resources
- Radio Programmes

**Others**
- Public Libraries
- Internet, e.g. YouTube, TED-Ed, BBC, British Council
- Application Software (e.g. tools for polling, organisation, collaboration and production)
- Lexile
Professional Development Programmes (2017/18)


<table>
<thead>
<tr>
<th>Literacy Skills</th>
<th>• Enhancing the <strong>Interface</strong>: Developing <strong>Reading Skills</strong> of Secondary Students with Reference to the Learning Progression Framework</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Enriching and Extending Students’ Learning Experiences through <strong>Reading and Writing across the Curriculum</strong> at the Secondary Level</td>
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<tr>
<td></td>
<td>• Developing Secondary Students’ <strong>Writing Skills</strong> with Reference to the Learning Progression Framework</td>
</tr>
<tr>
<td>e-Learning</td>
<td>• e-Learning Series: Adopting <strong>e-Learning</strong> to Enhance Students’ <strong>Grammar</strong> Knowledge and Promote Self-directed Learning</td>
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<td></td>
<td>• e-Learning Series: Effective <strong>Use of IT</strong> to Explore Literary Texts in the Junior Secondary English Classroom</td>
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<td>• e-Learning Series: Effective Use of <strong>e-Resources</strong> for Communication – Tapping into Students’ Creativity, Critical Thinking and Problem-solving Abilities</td>
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<td>• e-Learning Series: <strong>Media Literacy</strong> in the Junior Secondary English Classroom – Enhancing Critical Thinking Skills through the Use of <strong>Digital Texts</strong></td>
</tr>
<tr>
<td>Assessment Literacy</td>
<td>• Effective <strong>Assessment</strong> Practices in the English Language Curriculum</td>
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</tbody>
</table>
# Professional Development Programmes (2017/18)


| Catering for Learner Diversity | • Catering for Learner Diversity Series: Adopting e-Learning to **Cater for Students with Special Educational Needs** in the Junior Secondary English Classroom  
| • Catering for Learner Diversity Series: Stretching the Potentials of **Advanced Learners** in the Secondary English Language Classroom  
| • Catering for Learner Diversity Series: **Effective Strategies for Accommodating Diverse Needs** of Students in the Secondary English Classroom |
| Senior Secondary Studies | • **Effective Learning and Application of Grammar Knowledge** in the Senior Secondary English Language Classroom  
| • Developing Students’ Creativity and **New Literacy Skills** through Language Arts Elective Modules  
| • **Developing Students’ Thinking Skills** through the Non-language Arts Elective Modules |
| New Teachers | • Understanding and Interpreting the English Language Curriculum for **New English Teachers** |
Useful Websites

Learning and teaching resources

- Curriculum Documents
- Resources developed by the English Language Education Section, CDI
- Resources developed by the Native-speaking English Teacher Section, CDI
- Resources developed by the Language Learning Support Section, CDI
  http://cd1.edb.hkedcity.net/cd/languagesupport/resource/index_e.htm
- One-stop Portal for Learning and Teaching Resources
  http://minisite.proj.hkedcity.net/edbosp-eng/eng/home.html
- ETV Programmes
- RTHK Teen Time Radio Programme
  http://app3.rthk.hk/special/teentime/mainpage.php
- HKEdCity English Campus
  http://www.hkedcity.net/english
Useful Websites

- English Language Education Section, EDB
  http://cd1.edb.hkedcity.net/cd/languagesupport/resource/index_e.htm
- Central Resources by Curriculum Development Institute, EDB
  http://www.edb.gov.hk/crc
- Standing Committee on Language Education and Research (SCOLAR)
Updating of the ELE KLACG

(P1 – S3)
(CDC, 2002)
9 years

(P1 – S6)
(CDC, 2017)
12 years

CDC, 2002

CDC, 2004

CDC, 1999

CDC & HKEAA, 2007

CDC, 2004

(TBC)

CDC & HKEAA, 2007 with updates in 2015

Ongoing Renewal of the School Curriculum
ELE KLACG (P1-S3) (2002)

- Grammar in Context
- Catering for Learner Diversity
- Promoting Assessment for Learning
- Generic Skills
- Reading to Learn
- IT for Interactive Learning
- Moral & Civic Education
- Project Learning

(P1-S3) 2002
Major Updates of the ELE KLACG (P1-S6) (2017)

- Learning and Teaching of Text Grammar
- Catering for the Needs of Students with SEN and Gifted Students in the Mainstream English Classroom
- Extending Formative Assessment from Assessment for Learning to Assessment as Learning
- Integrative Use of Generic Skills
- Literacy and Language across the Curriculum
- e-Learning & Information Literacy
- Values Education
- STEM Education (including Entrepreneurial Spirit)
Grammar in Context or Text Grammar?

Grammar in Context

- the link between **form and function** and how grammar makes meaning and varies in different contexts
- how contexts shape the **choice** of language used

Complementary Concepts

Text Grammar

- beyond the sentence level
- grammar items typical of a particular **text type**
- how grammar contributes to the **coherence & the structure of a text**
- how to apply grammar knowledge to create texts of **different text types**
Situation
Your teacher wants you to plan a tour and write an itinerary for the tour. Your class is learning about things to do in Hong Kong. Your teacher has given you some information about places to explore in Hong Kong, e.g. an itinerary.

Level: Junior secondary
Unit:  Out and About

Grammar learning goes beyond sentence grammar to text grammar

Reading an Itinerary

Coherence

Tone, style & register

Language & context

Communicative purposes

Text

Title

Introduction

Information about the tour

Body

Description of the scenic spots

Closing

Invitation to readers

Organising structure across paragraphs

Scenic spot

Visiting time

How to get there

Activities
Writing

Grammar Learning goes **Beyond Sentence Grammar** to **Text Grammar**

**Writing an Itinerary**

- Using repetitive structure across paragraphs
- Using imperatives to make invitation
- Using subheadings to organise the events
- Using connectives to sequence events

**Organisation across paragraphs**

- Scenic spot
- Visiting time
- How to get there
- Activities

**Text**

Applying Grammar Knowledge in Context
What learners can find out for themselves is better remembered than what they are simply told. (Ellis, 2003)

The discovery process can promote greater depth of processing and engagement on the part of the learners, which in turn results in more significant learning. (Larsen-Freeman, 2003)

Equipping Students with **New Literacy Skills**

- Lifelong learning
- Challenges in the 21st century

**Literacy Development in the English Classroom**

Processing and creating multimodal texts

The ability to **read and write** effectively
Using e-resources to develop writing skills

Using e-resources to facilitate the development of students’ literacy skills and the creation of multimodal texts

- Popplet
- Padlet (website)
- Skitch (app)
- Tellagami
- Sonicpicks (app)
Information Literacy Framework for HK Students

<table>
<thead>
<tr>
<th>Category</th>
<th>Eight Literacy Areas</th>
</tr>
</thead>
<tbody>
<tr>
<td>Effective and Ethical use of information for lifelong learning</td>
<td>Information users ➜ Information providers</td>
</tr>
<tr>
<td>Generic IL</td>
<td>Information need ➜ Locate information</td>
</tr>
<tr>
<td>Information World</td>
<td>Organise &amp; Create ➜ Evaluate information</td>
</tr>
</tbody>
</table>

IT skills

**Media Literacy:**
- Information providers
- Conditions for reliable information
Using e-resources to develop reading skills

Multisensory Input

**Supporting independent reading with the use of technology**

- Making predictions about the content using pictorial cues (e-feature: mask)
- Working out the meaning of words / phrases:
  - i.e. ‘blend into’ by clicking on the words in bold (e-feature: word definition)
  - i.e. ‘blend into’, ‘sways like a flower in the breeze’, ‘shaped like petals’, ‘behave like giants’ by using semantic clues (e-feature: video clip)

- Making predictions about the content using pictorial cues (e-feature: mask)

- Working out the meaning of words / phrases:
  - ‘camouflage’ (e-feature: word definition)

- Working out the meaning of words / phrases
  - ‘blend into’, ‘sways like a flower in the breeze’,
  - ‘shaped like petals’,
  - ‘behave like giants’ by using semantic clues (e-feature: video clip)
Enhancing Interactions in the English Classroom

- Effective use of e-resources
- Effective use of e-learning tools, e.g. PC, projector, screen
- Design of interactive learning activities
- Effective use of learning and teaching materials
- Effective use of learning & teaching strategies

Making use of e-environment
Promoting Assessment for/as Learning

**Strengthening AfL:**
- Adopting diversified modes of assessment
- Making use of various assessment tools
- Making effective use of assessment data

**Extending from AfL to AaL:**
- Enhancing learners’ self-directed learning capabilities through introducing metacognitive strategies

Learner Independence
Extending from Assessment for Learning (AfL) to Assessment as Learning (AsL)

<table>
<thead>
<tr>
<th></th>
<th>Formative assessment</th>
<th>Summative assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment as Learning</td>
<td>enhances learners’ role and responsibility in reflecting on, monitoring and evaluating their own progress of learning</td>
<td>integrates assessment into learning and teaching process to inform and facilitate learning and teaching</td>
</tr>
<tr>
<td>Assessment for Learning</td>
<td>reports on previous learning of learners</td>
<td></td>
</tr>
</tbody>
</table>

Self-directed Learners

Learner Independence
Catering for Diversity

Differentiated Curriculum
- Core section
- Remedial programme
- Extended section/Enrichment

Differentiated Materials
- Graded worksheets
- Authentic context
- Self-access learning materials

Differentiated Assessment
- Multiple representations
- Creative tasks
- Rubrics for assessment
- Reducing / increasing word limit
- Peer assessment

Differentiated Instruction
- Scaffolding
- Multisensory input
- Organisation tools
- Tip boxes/Challenges
- Bloom’s taxonomy
- Revising and recycling
Supporting Students with Special Educational Needs (SEN)

- Adopt a multi-sensory approach
- Differentiate in terms of Content, Process, Product & Learning Environment
- Encourage personalised learning goals based on students’ own needs
Unleashing Potentials for Gifted Learners

• Higher order thinking skills
• Multiple intelligence
• Thinking skills (e.g. SCAMPER, thinking hats)
• Transformation of ideas, divergent thinking, multiple perspectives (e.g. sociological, scientific, historical)
• Social issues and real world knowledge
• Enrichment programmes
• External competitions
Values Education

Seven Priority Values and Attitudes

- Perseverance
- Respect for Others
- Responsibility
- National Identity
- Commitment
- Integrity
- Care for Others

Values education in different domains

- Moral and Civic education
- Basic Law education
- Environmental education
- Life education
- Human rights education
- Media education
- Road safety education
- Sex education
- Health & anti-drug education
**Integrative Use of Generic Skills**

<table>
<thead>
<tr>
<th>Basic Skills</th>
<th>Thinking Skills</th>
<th>Personal and Social Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication Skills</td>
<td>Critical Thinking Skills</td>
<td>Self-management Skills</td>
</tr>
<tr>
<td>Mathematical Skills</td>
<td>Creativity</td>
<td>Self-learning Skills</td>
</tr>
<tr>
<td>IT Skills</td>
<td>Problem Solving Skills</td>
<td>Collaboration Skills</td>
</tr>
</tbody>
</table>

Two examples of integrative use of generic skills:
- **Holistic thinking skills**: involving the use of critical thinking skills, problem solving skills and creativity
- **Collaborative problem solving skills**: involving the use of collaboration skills, communication skills and problem solving skills
In the ELE KLA context, STEM education can be best promoted through RaC/LaC and project learning.

Whole-school initiative: STEM education

ELE KLA supports the implementation of STEM education through RaC/LaC activities, e.g.:
- introduce STEM-related reading materials
- design tasks, activities and projects to create new things or work out innovative solutions to problems
- connect learning experiences through life-wide learning
- infuse elements that help nurture an entrepreneurial spirit
Considerations when implementing the major emphases in the school curriculum

- School Mission /Background /Culture
- School Development Plan and Major Concerns
- Teachers’ Readiness
- Students’ Ability
- Curriculum Planning and Task Design
- Cross-KLA or Cross-departmental Collaboration
Promoting Language across the Curriculum
Discussion

Share with your group members:

your experience in coordinating with teachers of other panels in promoting Language across the Curriculum
Implementing LaC: A whole-school approach

An effective whole-school approach steers actions on many levels related to the following areas:

- School policies and environment
- Enhancing literacy development across KLAs
- Supporting learning and teaching
- Building leadership capacity to facilitate collaboration

Adapted from: Taking Action on Adolescent Literacy by Judith L. Irvin, Julie Meltzer and Melinda S. Dukes
Language across the Curriculum (LaC)

An LaC approach is one that integrates language learning and content learning

- coordinate and facilitate the collaboration among teachers
- communicate with other KLAs, plan the curriculum and lead the members in the panel
- introduce and teach the skills, reinforcing them from time to time in English lessons
- re-teach those skills or introduce related skills / concepts in their lesson, integrating language and content

**Example:**

After the concept “suffixes” is covered in the English lessons, the Integrated Science teachers introduce common suffixes that can be found in Science texts, such as ‘-logy’ in ‘radiology’ and ‘zoology’, and ‘-ium’ in ‘sodium’ and ‘calcium’.
Books for reference:

**Book title:** Language Across the Curriculum & CLIL in English as an Additional Language (EAL) Contexts  
**Author:** Angel M.Y. Lin

**Book title:** Cross-curricular Resources for Young Learners  
**Author:** Immacolata Calabrese & Silvana Rampone
How to promote Language across the Curriculum

- Create a language rich environment
- Foster a culture of collaboration among KLAs
- Promote reading across the curriculum
Promoting Language across the Curriculum-
Creating a Language-rich Environment
School language policy

- Achieve a consensus among the teachers on what should be the school language policy, e.g.:
  - Which subjects would be taught in English?
  - Where should students speak English?
  - Should all staff use English when communicating with students?
  - To what extent should school assemblies or extra-curricular activities be conducted in English?

- Decide on the use of language in, e.g.:
  - notices and announcements
  - display boards
  - circulars

- Make the school language policy explicit to teachers and students
**Literacy materials**

- **Reading materials**
  - Providing access to reading materials that cater for the interests and needs of students
  - **Format:** Print form
  - **Examples:** books, booklets, newspapers, newsletters, journals, posters, leaflets, flip cards
  - **Functions:**
    1. to record and convey knowledge and information
    2. to help students develop ideas
    3. to enable students to express themselves
Literacy materials

- **Digital / Audiovisual materials**

  - Today’s world has become more visual → “The ability to understand images and symbols is just as important as understanding words” (Lim 2010)
  - **Format**: digital / non-print format
  - **Examples**: e-books, e-magazines, online articles, DVDs
  - **Functions**: (1) to arouse students’ motivation
    (2) to provide sources of knowledge and information
    (3) to complement and supplement print materials
Providing multimodal reading experiences

- Literacy materials should provide students with multiple means of communication as multimodal texts help students retain information.
- According to Rief (1993), students retain:
  
  - 10% of what they read
  - 20% of what they hear
  - 30% of what they see
  - 50% of what they see and hear
  - 70% of what they say
  - 90% of what they say and do

- e-Resources: Epic, CSI Literacy
Literacy activities

Interactive and enjoyable activities can be combined with reading to:

- enrich English learning experience
- encourage learners to interact with their environment
- enhance their higher order thinking skills such as creativity and critical thinking
Literacy activities: An example

- increase students’ exposure to English and enhance their ability to learn non-language subjects through:

**Inside classroom**
(English Lessons)

Teachers introduce subject-specific vocabulary and common language structures / features used in texts on different subjects.

**Outside classroom**
(English / LaC Days)

Students take part in activities that develop their interest and knowledge in learning non-language subjects through English.
<table>
<thead>
<tr>
<th>Inside Classroom</th>
<th>Outside Classroom</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Programme design</strong></td>
<td><strong>Programme design</strong></td>
</tr>
<tr>
<td>Learning materials <em>(e.g. reading texts, worksheets, resource packages)</em> are designed with reference to the modules of the school English curriculum to equip students with language skills in non-language subjects.</td>
<td>Cross-curricular activities of different KLAs <em>(e.g. drama, interclass competition, book exhibition, game booth)</em> are organised during lunch time to increase and widen students’ exposure to the language used in non-language subjects.</td>
</tr>
<tr>
<td><strong>Teachers involved &amp; roles</strong></td>
<td><strong>Teachers involved &amp; roles</strong></td>
</tr>
<tr>
<td>English teachers ✓ developing learning materials ✓ conducting lessons</td>
<td>English teachers ✓ giving advice on the language elements</td>
</tr>
<tr>
<td>Non-language teachers ✓ giving advice on the content related topics to be covered</td>
<td>Non-language teachers ✓ proposing the topic and content to be included ✓ taking the lead to guide student helpers to design the activities</td>
</tr>
</tbody>
</table>
Physical environment

- An attractive, organised and inviting reading environment can accelerate students’ literacy development and promote good reading habits.

- The availability of appropriate, adequate and accessible literacy materials as well as how they are organised can influence the acquisition of reading skills.
Physical environment: An example

**Collaborate with the School Library**

- source suitable books for different KLAs (based on teachers’ suggestions and students’ needs)
- organise learning activities to
  - motivate student to read
  - develop students’ reading skills
  - promote LaC
- maintain an organised and encouraging reading environment
Create a Class Library

- a balance of fiction and nonfiction texts
- a variety of text types
- match the school curricula of different KLAs
- keep the books organised, e.g. by
  - Theme
  - Level of difficulty
Physical environment: An example

Organise a Class Library – Theme (Con’t)

- Books selected with reference to the school curriculum
- Books on the same theme graded and put in the same box
Promoting Language across the Curriculum - Collaboration among KLAs
Collaboration among KLAs

- **Curriculum mapping**
  - the process of indexing or diagramming a curriculum to identify and address academic gaps, redundancies, and misalignments for purposes of improving the overall coherence of a course of study and, by extension, its effectiveness

https://soyouthinkyoucanteachesl.com/2015/03/20/why-is-curriculum-mapping-important-focus-on-curriculum-part-5/
Curriculum mapping

- Bridging pedagogy in language development across the curriculum
  - Language is the building blocks of cognitive development
  - “… children first build on what they know before language, and then use language as well in constructing additional categories.”
  - “Adding in systemic teaching of academic language skills helps in further developing the knowledge structure”

https://soyouthinkyoucanteachesl.com/2015/03/20/why-is-curriculum-mapping-important-focus-on-curriculum-part-5/
An example: Curriculum mapping on Rhetorical Functions

<table>
<thead>
<tr>
<th>Rhetorical functions</th>
<th>Language features (e.g.)</th>
<th>PSHE</th>
<th>ME</th>
<th>SE</th>
<th>TE</th>
<th>AE</th>
<th>PE</th>
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</thead>
<tbody>
<tr>
<td>Comparison</td>
<td>Connectives: (KS3 – KS4)</td>
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<td><em>However, on the contrary, despite, whereas</em></td>
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<tr>
<td>Procedure</td>
<td>Imperatives: (KS1 – KS4):</td>
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<td><em>Hold</em> the racket vertically.</td>
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<tr>
<td>Recount</td>
<td>Past tense: (KS1 – KS4)</td>
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<td><em>World War II lasted from 1939 to 1945.</em></td>
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<tr>
<td>Explanation</td>
<td>Connectives: (KS2 – KS4)</td>
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<td><em>Due to, because, since; therefore, so, as a result</em></td>
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<tr>
<td>Description</td>
<td>Adjectives: (KS1 – KS4)</td>
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<tr>
<td></td>
<td><em>Postmodern, romantic, three-dimensional</em></td>
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<td><em>Passive construction: (KS3 - KS4)</em></td>
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<td><em>Water</em> is pumped to the water treatment station.</td>
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<tr>
<td>Conclusion</td>
<td>To summarise, to conclude</td>
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<tr>
<td>Suggestion</td>
<td>Modal verbs: (KS2 - KS4)</td>
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<td></td>
<td><em>Can, may, could, might, should</em></td>
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<tr>
<td>Instructions</td>
<td>Wh-words: (KS1 – KS4)</td>
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<td><em>What</em> is the sum of the numbers from 1 through 1000000?</td>
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<td></td>
<td>*Imperatives: (KS1 – KS4)</td>
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<td></td>
<td><em>Discuss</em> the impacts of Meiji Restoration.</td>
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<tr>
<td>Presentation of facts</td>
<td>Present tense: (KS1 – KS4)</td>
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<tr>
<td></td>
<td><em>The Earth rotates around the Sun.</em></td>
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<tr>
<td>Assumption</td>
<td>If, let, suppose: (KS2 – KS4)</td>
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<td></td>
<td><em>The value of a gold coin is $3 200. If its value increases by 6% each year, what will be its value after 4 years?</em></td>
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</tbody>
</table>
Collaboration among KLAs

- **Planning of curricula and collaborative development of learning materials**
  - Teachers of different KLAs working closely to match the language needed as well as the content for different subjects
  - Planning the English curriculum to facilitate and enhance reading and writing skills for non-language subjects
  - Working on the scheme of work of English Language to incorporate language skills and features needed for non-language subjects
  - Producing learning and teaching materials for the use in the non-language subjects
Collaboration among KLAs

*Conduct of cross-curricular projects*

**Small-scale cross-curricular projects:**

<table>
<thead>
<tr>
<th>Subjects</th>
<th>Suggested Projects</th>
</tr>
</thead>
<tbody>
<tr>
<td>English + Mathematics</td>
<td>Conduct a survey, e.g. to find out the favourite extra-curricular activities of S1 students and present the findings in the form of statistical presentation and oral presentation.</td>
</tr>
<tr>
<td>English + Geography</td>
<td>Describe the land use in the district where the school is located and suggest alternative uses of the land.</td>
</tr>
<tr>
<td>English + Computer Literacy</td>
<td>Use of apps (e.g. “Explain Everything”, “Book Creator”) to produce English digital multimodal texts</td>
</tr>
</tbody>
</table>
Collaboration among KLAs

- Conduct of cross-curricular projects
  - Large-scale cross-curricular projects:
  - Collaboration of several KLAs on one project

Example: A project on a school tour to the Mainland

**History:**
Students study the history of the place

**Geography:**
Students read the map of the place and plan the tour.

**Mathematics & Computer Literacy:**
Students prepare a statistical presentation.

**English:**
Students present their findings in English.
Promoting Language across the Curriculum -
Reading across the Curriculum
Reading across the Curriculum

Promoting reading across the curriculum

- Promote leisure reading of non-fiction books among various subjects
- Incorporate “reading” in teaching – language subject and non-language subject
Reading across the Curriculum

- Reading across the curriculum (RaC) is a component within Language across the Curriculum (Language across the Curriculum – RaC).
  - Reading as a **fundamental mode of learning**.
  - Explicit teaching of reading to be **integrated** with teaching the curriculum.
  - Students learning to read:
    - The **subject matter** of pedagogic texts.
    - The associated **language patterns**.

*(Martin & Rose, 2005)*
Facilitating reading across the curriculum

- Provide different levels of materials on the same theme
- Model good reading strategies
- Focus on text structure and text grammar
- Encourage learner independence
Reading in Mathematics

- Math comes with its own vocabulary
  - many mathematical terms have different meanings in everyday use e.g. “times”, “product”, “function”

- Math texts contain more concepts per sentence and paragraph than other text types, and words as well as numeric and non-numeric symbols to decode

- Need to guide students to understand the non-linear presentation of information, and very often with graphics

(Barton & Heidema, 2002);
Book recommendation

Book title: The Number Devil
Related KLA: Mathematics
Related topics in History: Prime Number
Reading in History

- “Historical vocabulary” is difficult to students e.g. “Constitutional Monarchy”, “Feudal System”.
- Reading primary sources may be challenging.
- Background knowledge is important to the understanding of the concepts e.g. “Thanksgiving”.

Book recommendation

Book title: A Children’s Introduction to Art

Related KLA: History

Related topics in History: Life in Ancient Greece
Extended reading for Reading across the Curriculum

For the Junior Secondary Level


For the Senior Secondary Level

Reference


http://www.hotchalkeducationnetwork.com/curriculum-alignment-matters/


https://soyouthinkyoucanteachesl.com/2015/03/20/why-is-curriculum-mapping-important-focus-on-curriculum-part-5/