

Infusing Language and Literacy Awareness in English Language, Chemistry, History and Art Classrooms

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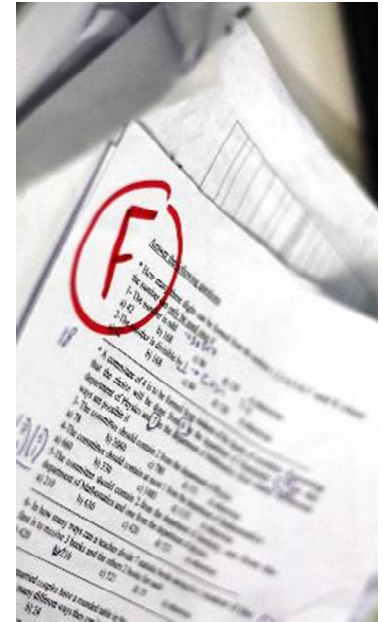
Serangoon Garden Secondary School



A Familiar Problem?

My students did badly in their exams, but it's not because they didn't understand the subject. They:

- didn't understand the question
- couldn't express the ideas they had
- wrote the correct key words but did not explain the links clearly



**Basically, it's
because their
English is poor.**

**It's their English Language
teacher's fault.**



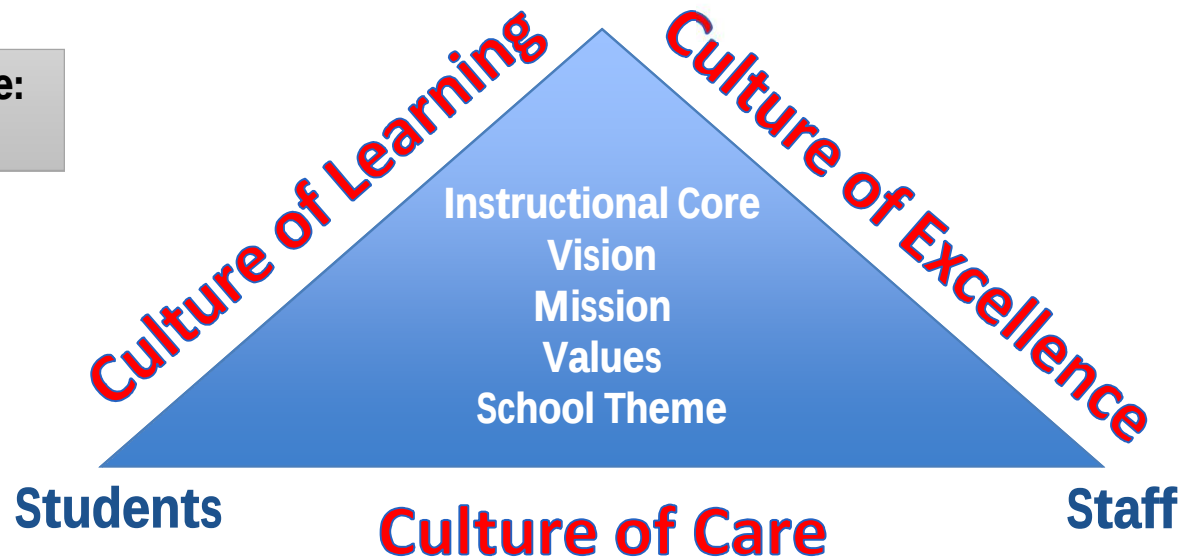
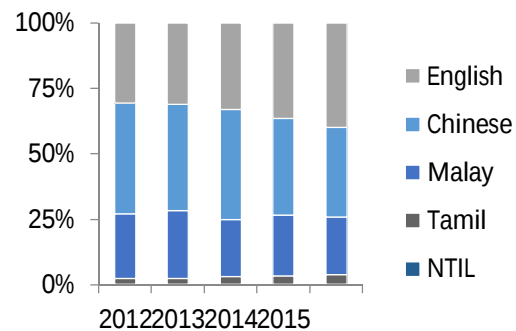


SGS's Background and Profile

Content - Curriculum / Experience



37% of our pupils speak EL at home:
EL is our focus



SGS Mission

Love to Learn, Learn to Lead

SGS Vision

Critical Thinkers, Thoughtful Leaders

Our Action Plan for Success

Strong support from school leaders

- Meeting with ELIS Representatives
- Attending school internal training sessions

Strong EC Champions team from key IP areas across 2 years

- HOD and SH English
- HOD and SH Humanities
- SH and LH Science
- HOD and ST Mathematics
- Art Coordinator
- SSD



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ELIS Training Course 1

T2 2016



Briefing to SMC and all staff

Jun 2016



Co-Facilitated Training for
all staff **with ELIS**

EC Champions shared their
implementation experience

Sep 2016



ELIS Training Course 2

T3 2017

Staff Buy-In is KEY

Reassurance – You already do it!

Modelling – Here's how we do it!

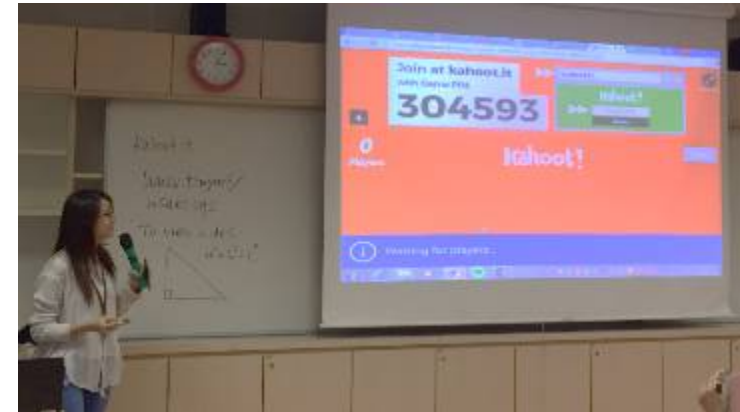
Time – Feel free to experiment and try it!

Team-based – Let's do it together!

Integrate – Here's how it all fits together!



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Give departments time to discuss how to integrate WSA-EC input into SOWs

E.g. Math Department shared engaging ways to check for understanding of functional language and content vocabulary during the training session in Sep 2016

Integrating WSA-EC into SGS Processes

Explicitly stated in termly lesson reflection form

What I did to enhance the quality of my students' learning:

(you can include some or all of the following in your reflections)

- How have the strategies on CLARITY from the Skilful Teacher been i
- What aspects of PETALS can be seen in the lesson?
 - Use of **P**EDAGOGIES – employs pedagogies that consider students' rea
 - **E**xperiences of Learning – designs learning experiences that stretch stu
 - **T**one of Environment – creates a safe, stimulating and productive learni
 - **A**ssessment for Learning – provides feedback to improve student learni
 - **L**earning Content – develops a curriculum that is relevant and authentic
- How do I know my students learnt? What was their reaction to the les
- Formative Assessment have I introduced?
- How have content vocabulary and functional language been taught?
- What is my own reflection to the lesson? Did it go well or not? Were improved?



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Explicitly stated in EPMS form

SECTION 1: KEY RESULT AREAS

- Key Result Areas (KRAs) are **core duties** yo
- five KRAs that are important in helping yo
- which explains the work expectations of y
- Indicate your **key work plans and progre**
- the **impact and value created** through yo
- **pages** for this section – there is no need to

Key Plans

1. Student Outcomes

(a) Quality Learning of Students

To infuse critical thinking, assessment literacy and effective communication into lessons

Integrating WSA-EC into SGS Processes

- Sample from the English Department
- Integrate into SOW to encourage ground-up adoption

	Activity	Materials	Learning Objectives (LOs), SEL, 21CC, NE, ICT	WSA-EC/Blooms	Rem
Week 2	3 hours Go through 2016 Paper 2 and Handouts on Qn Types to explain comprehension types and strategies (peer marking to help students check the answers carefully) - Get students to reattempt the same paper in teams of 4 to see if they can score higher marks - Get students to mark other team's work and write out explanations of why answer is not acceptable - Teacher can mark the group work to see how much students understand	Handout of comprehension question types + summary writing graphic organiser	RVLO2: Process and comprehend texts at literal and inferential levels RVLO3: Apply critical reading by focusing on implied meaning, higher order thinking, judgement and evaluation	Analysing: The question types and strategies used for reading comprehension Subject Vocab: Terms used to identify question types (Inferential, Factual, Language Use for Impact). Teach literary devices (e.g. Metaphor, Simile, Personification)	Marl
Paper 2 Question Types Overview		Oral Exam notes + Practice Set 3	Learn to identify the gist and key ideas in a paragraph, and state them in their own words	Functional Language: Sentence frames to address questions	Paper 2 marks differ between work and Marl
Paper 4	1 hour - Oral examination practice - Get students to sign up for slots in pairs to meet teacher and get assessed - Teachers to finish seeing all students at least once before the MYE Oral on 16 Feb 2017 Editing Exercise 1-5 Vocabulary Exercise 6-10				





**“Liquids ... take the shape of the container while maintaining a constant volume”.
That’s it. So cats are liquid.**



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$$P = \frac{W}{t}$$

P = Power

W = Work done

t = Time taken



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My WEIGHT on
Earth is around
560N



My WEIGHT
on the moon
is around
90N

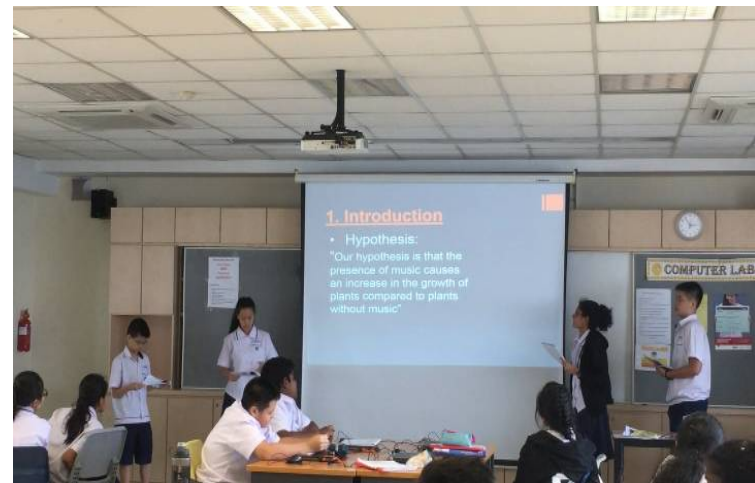


My MASS is
always 56kg!!

Hydroponics Research Programme



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Hypothesis v1:

“Our **hypothesis** is that the presence of music **affects** the **growth** of the plant.”

Content Vocabulary

Hypothesis v2:

“Our hypothesis is that the presence of music **causes** an increase in the growth of plants **compared to** plants without music”

Functional Language



Sample of Students' Presentation

- We got those results because the plants reacted to the music and it grew faster
- The pressure from sound waves will create vibrations that will be picked up by plants.
- The plants do not hear the music, but they feel the vibration from the sound wave.
- Perhaps the vibrations cause the reactions in the cells to take place faster and photosynthesis could occur faster and the plant could grow faster

Content Vocabulary



Sample of Students' Presentation

- We got those results **because** the plants reacted to the music and it grew faster
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Functional Language

Humanities Dept Integrates MTV and WSA-EC

Historical Making Thinking Visible in the History Classroom

- ☐ Precision in language use
- ☐ Use content vocabulary to demonstrate historical understanding
- ☐ Use functional language to effectively argue for / against perspective(s)



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“Peace in Our Time”



Historical Literacy:

Connecting ideas to explain
historical significance

Making **Historical** Thinking Visible

“Sorting Out What We Know”

Generate – Sort – Connect – Elaborate

- Categorising the content we learnt
- Making connections across the content we learnt
- **Building sound explanations**



*“The **policy of appeasement** in the 1930s made the **outbreak of World War II in Europe inevitable.**”*

Assessment – Higher Levels of Response →

Generate	Sort - Connect - Elaborate
Identify + Describe • Details • Examples	Categorise + Synthesise + Explain • Make Historically Meaningful Connections • Explain link to question focus



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Timeline of Key Events Leading to WWII



Timeline of Key Events Leading to WWII

Hitler came to power in 1933

The policy of Appeasement and its failure led to the outbreak of World War II in Europe.

Major powers refused to cooperate when the League organised major disarmament conferences in the 1920s and 1930s.

establish the
superiority of the
Arvan race in

This allowed Germany to build up its navy.

Nazi Germany and Japan signed the Anti-Comintern Pact in Nov 1936 to oppose the Communist aim of promoting communist uprisings in the rest of the world.

Germany annexed Austria in Mar 1938 after Hitler pressured Austrian Chancellor Schuschnigg into agreeing to a plebiscite for Anschluss with Germany, which was carried out under Germany's military threat with its troops sent into Austria to "keep order".

Hitler invades Czechoslovakia in Mar 1939. Britain and France warned Hitler that they would go to war with Germany if Hitler invaded Poland. Sep

Hitler invaded Poland on 1 Sep 1939, which led Britain and France to formally declare war on Germany on 3 Sep 1939, marking the start of World War II.

End of World War I
1919 Treaty of
Versailles was
signed.

Major p
agreement
Washing
Confere
Treaties
Briand P

As Britain and France needed a strong ally against the spread of Communism, they were led to believe that a strong and anti-Communist Nazi Germany on their side would provide a shield against attempts by Stalin to spread Communism into Western Europe by force. However, this merely convinced Hitler that he could take advantage of Western fears of Communism to pursue German expansionism.

eror | in Mar 1936
by sending his
troops into
the region,
using the
excuse that
Germany
needed to
defend its
borders
against France
who was now
in alliance
with the
Soviet Union.

Hitler sent troops and the Luftwaffe to intervene in Spain in 1937 to support the Spanish Nationalist Forces and crush the Communists.

Munich Agreement was signed by Chamberlain and Hitler in Sept 1938, to give Hitler all of Sudetenland in return for Hitler not to invade Czechoslovakia.

Hitler and Stalin signed the Nazi-Soviet Non-Aggression Pact in Aug 1939. Both countries agreed not to invade each other and resolve all mutual problems in a friendly manner. Eastern Euro was also divided between Soviet and German spheres of influence.



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Students' Work

The failure of the League of Nations to uphold collective security and carry out disarmament led to the outbreak of World War II in Europe.

HANDSOME
 As a result, the failure of CON
 did not obscure
 the treaty of Versailles which
 led to Hitler resuming
 conscription and armament which
 strengthen his military while the
 other major powers were still
 recovering economically and not
 militarily. The LON did not help
 when Italy invaded abissinia. It
 convinced Hitler that the LON
 is weak and not able to stop
 his plans.

This gave confidence
 to Hitler to expand
 Germany with LON
 in his way

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- Critical Thinkers, Thoughtful Leaders

Historical Literacy: Explaining Historical Significance

Hitler's aggressive expansionist policy to expand Germany territorially using military means and by abolishing the Treaty of Versailles led to the outbreak of World War II in Europe.

From Explanation A

- **As a result**, *Hitler's expansionist policy* made the outbreak of World War II in Europe inevitable **as he wanted to take over other countries**.

To Explanation B

- **As a result**, *Hitler's determination to expand Germany through the use of military aggression at the expense of other countries' rights, sovereignty and security* made *conflict and war in Europe* inevitable.

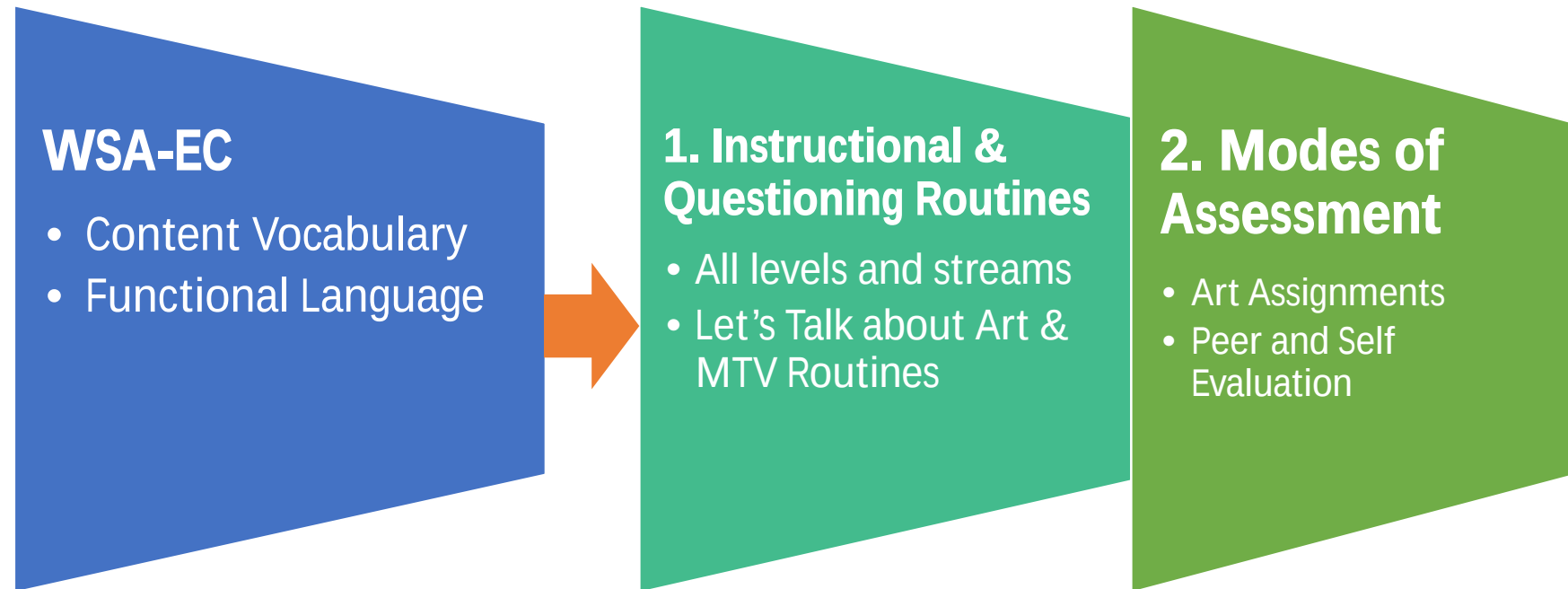


Let's Talk...
Art lessons
are more
than *just*
drawing



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Adopting WSA-EC Strategies in the **SGS Art curriculum**



Integrating WSA-EC and MTV Learning Routines



1. What do you see?
2. What do you think is going on?
3. What does it make you wonder?

see	Think	wonder
• I see the colour of the sky that is dark blue.	• It is moving from afternoon to night.	I think it is around 8 to 9 p.m.
We identify shadows around the school	• I think that the cleaners are cleaning the area.	• It makes me wonder why are they cleaning the area at night cleaning in the early morning.



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Integrating WSA-EC and MTV Learning Routines

Teaching Art Specific Terms: Value, Line, Colour, Space, Shape, Texture and Form

Your task

• Create a mind-map on your A2-sized paper based on the following questions:

1. What do you **think** you know about _____?
2. List **2 questions or puzzles** you have about _____?
3. What does _____ make you want to **explore**?
4. Upon research, what have you **learnt** about _____?
5. List at least **3** different types of _____?
6. Find **9 examples** of where _____ can be found in school and record them using school's ipads – post them your Instagram account and tag **sgs.party** & doodle on A2 paper.
7. Find an artwork in school, take a photo and copy its title. Describe how the element _____ is used in the artwork. Do you like the way it was used? Why do you say so?



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Integrating WSA-EC and MTV Learning Routines

28.02.2017
 Elements of
ART

See 
 Think 
 wonder 



Geometrical Form
 organic
 Geometrical shapes } man made
 organic

value
 ↳ Amount of COLOURS
 Value is defined as the
 DARKNESS OR LIGHTNESS

Art vocabularies

① Line → straight / wavy / short / jagged

② Shape - organic (nature)
 (2D)
 - circular / triangular

8 Elements of ART

- ; Dot → Pointilism
- ; Line
- ; Shape
- ; Colour
- ; Texture
- ; Form
- ; Space
- ; Value

Eg; Thick & Bold, straight, wavy, short & jagged

; shapes are flat

Form is FAT

Shape + Value = FORM	Texture ↳ Rough, stoney, Rocky & scaly cracks = crocodile ↳ soft, feathery = ducks
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ers

Students Using Content Vocabulary

SGS ART Name: Julia Smith Date to submit: 13/3/17
Class: 201 Date: 13/3/17

Reflection on "Welcome to my Crib"
using one-point perspective and watercolour

- How did you arrive with the theme for your crib design? What did you look at?
I made wood board and mind map to arrive with the theme for my crib design.
I looked at my style and what I love doing. *↳ good to clarify before to ensure coherence of ideas & find work*
- How did you develop the furniture to reflect your theme? What creative technique(s) did you use? (e.g. Fusion, Repetition, Exaggeration and/or Distortion)
I tried to fuse some part of my theme the furniture with my theme. Such as fusing bed with shoes. I used fusion.
- What is the type of colour scheme you chose for your room? Why did you choose it?
I chose Complementary colour scheme. I chose it because I wanted to try new colour scheme and also because I did not want my room to look too cool or warm. *↳ You certainly managed it well!*
- What have you discovered about using watercolour? Share at least 2 examples based on your experience with watercolour.
I have discovered that we have to be patient while using water colour and also that watercolour can be erased.
- Does your final crib design meet your expectations? If you can improve one thing in your work, what will it be and how will you improve it?
Yes it does. If I can improve it will be being creative for the wall.
I will improve by making more rooms in the same room or making relaxing corner.
- What is the difference of creating your crib and creating your name in one-point perspective? Which work do you prefer? Why so?
The difference is that we have to be more creative and all things have to be in water colour. compare to name creating name in one-point perspective. I will prefer creating my name. I ~~pre~~ will prefer it because is much easier than creating my crib.
- Draw an expression to show your overall experience of creating your one-point crib design in the circle:

I am glad to see that for both works, you put in consistent effort! Good learning attitude!
↳ so cute! reflects that you had a fun time & hard work paid off.
Created by Ms Chia Ying 3/3/17
13/3/17



- How did you arrive with the theme for your crib design? What did you look at?
I made wood board and mind map to arrive with the theme for my crib design.
I looked at my style and what I love doing. *↳ good to clarify before to ensure coherence of ideas & find work*
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- What is the type of colour scheme you chose for your room? Why did you choose it?
I chose complementary I chose it because I wanted to try new colour scheme and also because I did not want my room to look too cool or warm. *↳ You certainly managed it well!*



Students Using Content Vocabulary

Description: To describe what you see

What is the subject matter in your work?

What [redacted] did you use? Why did you choose to use it/them?

Analysis: To examine and investigate how it was made

How does your work look like?

What [redacted] were used? How were they used? Elaborate on **at least three EoA** with evidence from your final draft composition. (**EoA**: Lines, Shapes, Colour, Value, Texture and Patterns, Forms and Space)

What [redacted] were used? How were they used? Elaborate on **at least three PoD** with evidence from your final draft composition. (**PoD**: Balance, Emphasis, Movement, Rhythm, Variety and Unity)



What do you want people to think about your work?

If you could do it again, what would you do differently?



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The [redacted] of my work is the [redacted] of my three planet and my body in three forms as a toddler, teenager and as a working adult. I have chosen to use [redacted] I chose the two media as it gives a softer tone which gives a pleasing feel. I have [redacted] in my sunset, colour contrast with my silhouettes. I used clouds and the planet to [redacted] my work and [redacted] on the planet and figure of 'me'. I have used the Earth, Neptune and Mercury to make a unity linking to the idea of 'stress'. I am trying to make an idea of stress in society as a child or teenager. I want people to think how the world has changed in to place where stress is a very common thing. If I could do it again, I would have used [redacted] and have a better [redacted] human with the silhouettes and my line.

Handwritten notes in red ink:
 - "I wanted to be fly, not show clearly"
 - "I would have used [redacted] and have a better [redacted]"

If you could do it again, what would you do differently?

Using Content Vocabulary for Peer & Self Assessment

3E MINICOURSEWORK PEER EVALUATION (# 2)

ARTIST'S NAME: Simeon 8.16



3. What you do you LIKE about the work so far? List at least 2 points and elaborate.

I like how she managed to [redacted] well and even like it with [redacted] as well.
He [redacted] and she uses more than 1 type of medium and also the use of paper flowers.

≥75 74-70 69-65 64-60 59-55 54-50 49-45 44-40 <40

4. What can this person do to IMPROVE his/ her work? List at least 2 ways and elaborate.

[redacted] on her [redacted] and [redacted]
Use a different [redacted] or [redacted] for her [redacted]
to show the [redacted] or to focus it.

4. What can this person do to IMPROVE his/ her work? List at least 2 ways and elaborate.

More interpretation on her research and compo.
Use a different tone or colours for her main subject matter to show the contrast or to focus it.



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English Department Signature Programme

- **Innovation** in **Reading Programme**
- Reading in various subjects areas
- Common approach: **content vocabulary glossaries**
- **Functional language** explored in reflection questions



SERANGOON GARDEN SECONDARY SCHOOL 2016 LOWER SECONDARY ART READING 18TH APRIL 2016

(1) Read the following article written by Gabriel R. Lopez on Vladimir Kush's, *'Butterfly Apply'*, year 2011.

(2) The following is the glossary of art jargon to help you understand the article:

Art Vocabulary	Meaning
Renaissance, Impressionist, Modern	Art periods/movements of different timeline between the period 1400s to 1970s
Propagandistic	The spreading of ideas, information, or rumor for the purpose of helping or injuring an institution, a cause, or a person
Linguistic	Of or belonging to language
Subconscious	Operating in the mind beneath or beyond the state of being aware of thoughts, surroundings
Surrealism	A style of art and literature developed in the 20 th century stressing the subconscious to depict subject matter that is unreal

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Revised Assessment for Low Progress Learners

Your answers should be in paragraphs, with clear key points and supporting details from the poem.

Sentence frames

- (i) What is your impression of the coffee-shop boy in the poem?

My impression of the coffee-shop boy is that he is a studying person

as he was seeing the newspaper

I say that because he want to know what is happening outside

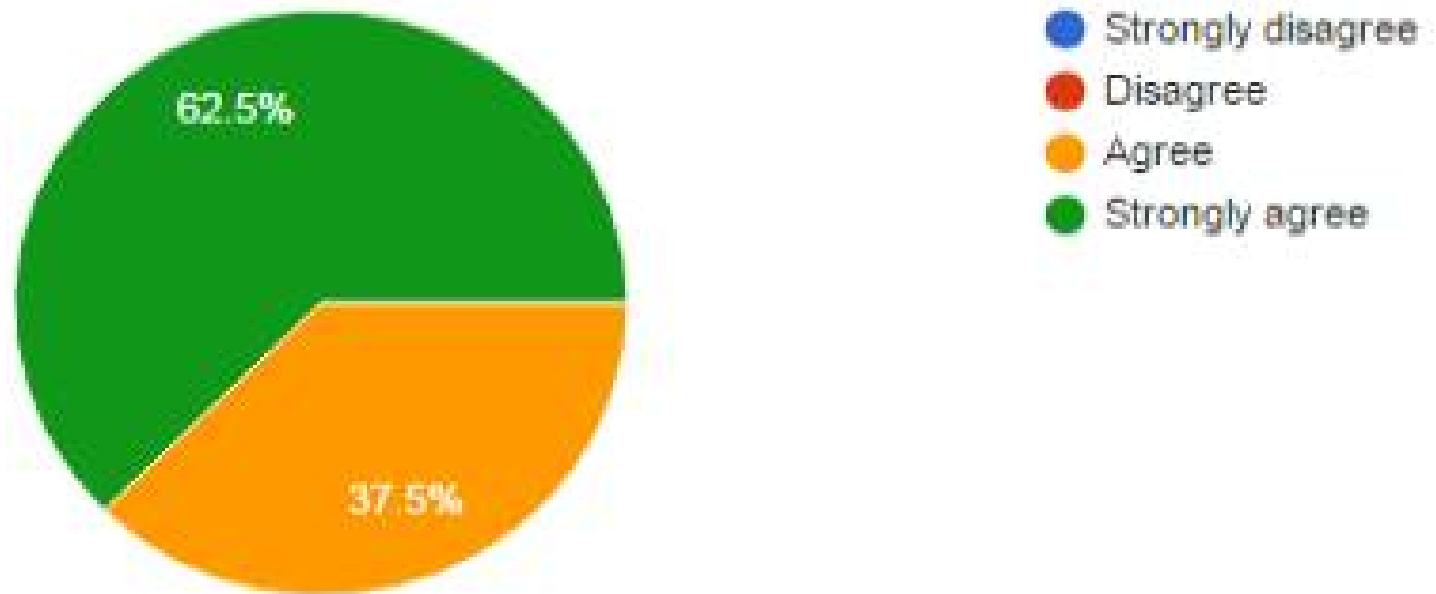
around the world,

My impression of the coffee-shop boy is that he is pleasant as he

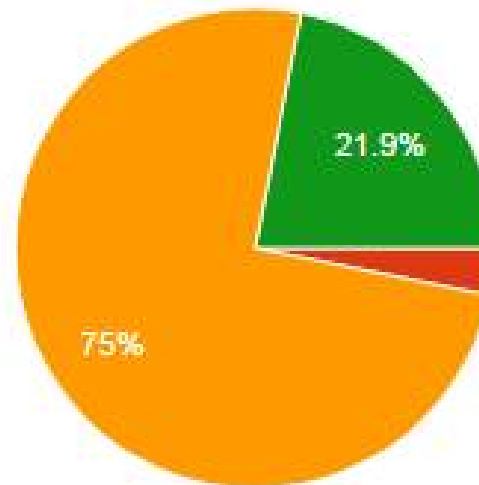
Whole School Survey Findings

I believe that we need to teach content vocabulary and functional language explicitly in all subjects.

- 32 respondents
- Overall positive responses in support of WSA-EC
- Shifts in mindset

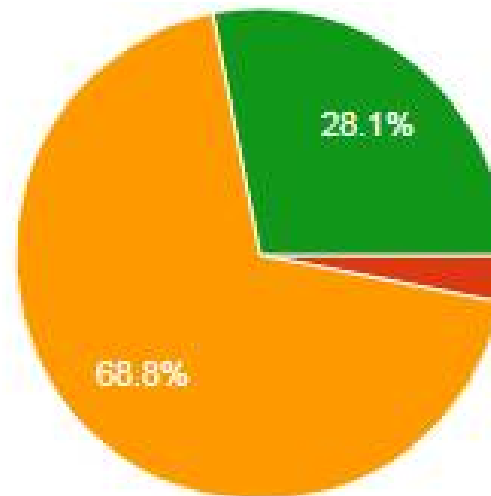


My students have benefitted from the teaching of functional language.



- Strongly disagree
- Disagree
- Agree
- Strongly agree

My students have benefitted from the teaching of content vocabulary



- Strongly disagree
- Disagree
- Agree
- Strongly agree



Challenges

- **Varying degrees** of success and patchy implementation
- Getting teacher to share their experience as **advocates**
- **Integrating** WSA-EC into other professional training for teachers

Future Steps

- **Co-facilitation** with ELIS
- **Monitor** adoption of EC strategies
- **Consolidate and respond** to feedback and reflections from teachers and students
- Aim for an **organic integration** and **awareness** of EC within the school community



Thank You

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Supported by Dr Caroline Ho
from



Serangoon Garden Secondary School
Critical Thinkers, Thoughtful Leaders
(since 1959)