

MINISTRY OF EDUCATION

ST LUCIA



LANGUAGE ARTS CURRICULUM

FOR LOWER SECONDARY SCHOOLS

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1.0 Foundations of the curriculum

The Curriculum for the Lower Secondary School in St. Lucia is informed by a long tradition of curriculum theories, processes and practices. Curriculum, according to Taba (1962), emerges from a seven-step sequence that involves:

1. diagnosis of needs;
2. formulation of objectives;
3. selection of content;
4. organization of content;
5. selection of learning experiences;
6. organization of learning experiences;
7. determination of what to evaluate and of the ways and means of doing so.

In identifying the curriculum needs of St. Lucia, extensive use was made of the official Government document entitled *Education Sector Development Plan 2000-2005 and Beyond*, in which the Government places premium on the creation of a learning society inhabited by "learners who are able express themselves verbally and are functionally literate" Through the language arts curriculum, students will develop the ability to use the English language precisely, clearly and correctly in a variety of situations and employing appropriate modes of presentation.

A major focus of the curriculum is Government's commitment to a programme of universal secondary education. As such, the curriculum is designed to cater for students with diverse learning experiences and a wide range of abilities. The suggested teaching and learning activities are designed to be student-centered and facilitating and much attention is paid to group work and team building activities. The suggested evaluation strategies place emphasis on authentic assessment that is continuous and varied to cater for the widest range of interests and abilities. Teachers are encouraged to monitor students' work through continuous assessment, feedback and reporting.

2.0 Rationale for English Language in the Lower Secondary School

Competence in English Language is essential for communicating in school and in the local, regional and international community. The study of English Language involves the development of students' ability to understand and appreciate what they hear and read for utilitarian purposes and for enjoyment. Students also develop their ability to speak and write clearly in language appropriate to a variety of settings and social situations, both formal and informal.

This syllabus is based on the understanding that the four aspects of communicative competence, namely, listening, speaking, reading and writing are inextricably linked. Thus the syllabus will require that students engage in learning activities that provide opportunities, by means of an integrated approach, for the development of each of these skill areas. In addition the syllabus also introduces student to an understanding of how language works, by looking at its patterns and structures, and its 'borrowings' from other languages and cultures. This will help students to adapt what they say and write to suit the setting.

Completion of this syllabus should motivate students to derive pleasure and seek information from reading and listening enthusiastically to a variety of material appropriate to their age levels and interests. The syllabus should also enable students to communicate with others effectively in speech and writing using appropriate standard English.

3.0 Aims

This curriculum aims to:

1. develop the ability to use the language precisely, clearly and correctly
2. develop the ability to express real or imagined experiences effectively
3. encourage students to speak and write about themselves and about matters in their experience
4. foster a willingness to read and respond to literature for pleasure
5. develop the ability to gain insights into their own experiences and the experiences of others through a study of literature
6. develop an awareness of information sources and a desire to use them
7. provide a foundation for efficient entry into a two-year programme of study in preparation for the Caribbean Examinations Council Secondary Education Certificate Examinations in English A and English B

4.0 General Objectives

Upon completion of this syllabus students will be able to:

1. understand meaning conveyed in oral and written form in a variety of settings, both formal and informal, actual and imagined
2. identify main ideas in spoken and written texts
3. obtain factual information accurately from spoken and written texts
4. extract implied information
5. recognize and assess the use of literary devices
6. respond to literature, in particular novels, short stories, poems, calypsoes
7. distinguish between facts and opinions
8. recognize techniques used for persuasion
9. write and speak using appropriate pronunciation, spelling, vocabulary and grammar
10. convey meaning clearly orally and in writing.
11. communicate factual information clearly in oral and written reports, directions and in formal and informal letters
12. use language imaginatively to create compositions, poems, songs and calypsoes

5.0 Organizational Principles of the syllabus

| TERM | LEVEL 1 | LEVEL 2 | LEVEL 3 |
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| 1 | <ul style="list-style-type: none"> • Definition of a story • Elements of a story • Segments of a story (sequence, characterization, plot, setting) theme, • Making inferences from stories | <ul style="list-style-type: none"> • Writing a short story (sequence and implied sequence, theme, characterization, plot, setting) • Writing a story: first person | <ul style="list-style-type: none"> • Identification of writing techniques and symbolism in stories, including figurative language, figures of speech (irony, hyperbole, pun, satire) • Writing a story in the third person using literary devices • Dramatizing a story |
| 2 | <p>Parts of a book</p> <ul style="list-style-type: none"> • Use of dictionary and thesaurus • Accessing information from all sources including the internet • Informal letter writing • Figurative and emotive language • Introduction to poetry, including calypso; rhythm and rhyme • Elements of grammar (punctuation, synonyms and antonyms, subject and verb agreement) | <p>Types of written work</p> <ul style="list-style-type: none"> • notes • summaries • reports • news items • instructions • statistical reports • interviews • Elements of drama | <p>Factual speaking and writing</p> <ul style="list-style-type: none"> • Public speaking • Debating • Different types of speeches • Advertisements • Reports • Interviews • News items • Summaries |

| TERM | LEVEL 1 | LEVEL 2 | LEVEL 3 |
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| 3 | <p>Descriptive writing</p> <ul style="list-style-type: none"> • Reading factual accounts • Main ideas and main issues • Facts and opinions • Arguing, persuading, soliciting, apologizing, advertising and pleading, instructing and conversing by telephone • Elements of Grammar (punctuation, spelling, subject and verb agreement) <p>Poetry reading</p> | <p>Formal letters</p> <ul style="list-style-type: none"> • Giving opinions • Comparing opinions • Comprehension • Determining logical sequence • Making inferences • Predicting outcomes | <p>Formal letters</p> <p>Letters of complaint to government departments</p> <p>Letters of condolence</p> <p>Letters of apology.</p> <p>Using literary devices in poetry, music and prose</p> <p>Critiquing literary works.</p> |

| LANGUAGE ARTS | |
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| Form 1/Level 1 – Term 1 | |
| Specific Objectives | Content |
| <p>Students should be able to:</p> <ol style="list-style-type: none"> (1) Distinguish among stories, biographies, autobiographies, fables, poems and plays. (2) Identify elements of a story using 5Ws: Who? What? Where? Why? When? (3) Arrange a story in logical sequence. (4) Describe the theme or main idea of a story. (5) Read stories from one of the prescribed texts using appropriate intonations. (6) Recount stories in detail. (7) Answer questions based on a story (8) Create new endings for stories (9) Predict the ending of a story (10) Identify the various parts of a book (11) Use a dictionary or thesaurus to find the meanings of selected words (12) Give synonyms and antonyms of words used in context | <p>Elements of a story</p> <p>Plot and sequence</p> <p>Characterization</p> <p>Plot and setting</p> <p>Creative writing</p> <p>Parts of a book</p> <p>Word study – synonyms and antonyms, adjectives, adverbs, introduction to similes</p> |

| LANGUAGE ARTS | |
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| Form 1/Level 1 - Term 1 | |
| Specific Objectives | Content |
| Students should be able to: | |
| (13) Find information in an encyclopedia and on the internet | Locating information |
| (14) Scan a passage and select the most relevant information | |
| (15) Summarize the plot of a short story | |
| (16) Describe the main character in a short story | Descriptive writing |
| (17) Describe the setting of a new or former school | |

| LANGUAGE ARTS | | Assessment Strategies |
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| Form 1/Level 1 - Term 1 | | |
| Suggested Teaching/Learning Activities | | |
| <p>1.1.1</p> <p>Read various types of stories, biographies, autobiographies aloud to students. Allow students to listen to recordings of stories. Allow students to take turns to read aloud short extracts from stories Group discussion of the events in the stories. Discussion of differences among stories (fiction), biographies, autobiographies</p> | <p>Oral quizzes</p> <p>Checklist to identify possible reading difficulties</p> | |
| <p>1.1.2</p> <p>Use the title of the story, the pictures, a key word or sentences or phrases in the story as a guide. Have students suggest character, action, theme, setting, time, and problem of the story. Teacher will ask students to use the title, pictures, vocabulary, sentences or phrases to predict the answers to the following questions. Who is the story about? What is it about? Where is it taking place? Why are there things happening? How is the problem resolved?</p> | <p>Oral quizzes</p> <p>Short answer questions</p> | |

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| Form 1/Level 1 - Term 1 | | |
| Suggested Teaching/Learning Activities | Assessment Strategies | |
| <p>1.13</p> <p>Draw a story map showing events in chronological order.</p> <p style="text-align: center;"><u>Or</u></p> <p>Make a time ladder/map diagram that shows events/actions in chronological order</p> <p style="text-align: center;"><u>Or</u></p> <p>Students will draw six story frames that illustrate the story events in a chronological order. Under each picture students write one or two sentences to tell what is happening in each picture</p> | <p>Written exercises; group products</p> | |
| <p>1.1.4</p> <p>Complete a story map or story cluster to fill in essential data such as: characters, setting, problem, major events, problem solutions and them of the story.</p> <p style="text-align: center;"><u>Or</u></p> <p>Draw a story frame consisting of six to eight pictures. These pictures will illustrate or portray information in a chronological order. Under each picture students will be expected to write two or three sentences to explain what major event is happening in each picture. Pictures will also portray essential data such as, character, setting, problem solutions and theme of story.</p> | | |

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| Form 1/Level 1 - Term 1 | |
| Suggested Teaching/Learning Activities | Assessment Strategies |
| <p>1.1.7 Have students develop questions for other students or the teacher to answer.</p> <p>1.1.8 Allow students to recreate the introductions and conclusions of stories.</p> <p>1.1.9 Stop movies or stories at various intervals. Allow students to comment or predict the actions/events of the story or movie and discuss what the outcome might be. Allow students to write their predictions in their journals. Read the story to verify their predictions.</p> <p>1.1.10 Examine and compare the layouts of various parts of a book. Use of the various parts of the book for more effective reading</p> <ul style="list-style-type: none"> • Title Page • Publication details • Foreword • Introduction • Index <p>Students will make a book and name its parts</p> <p>1.1.11 Demonstration of how to use dictionary/thesaurus Practice, games, crossword puzzles requiring use of dictionary/thesaurus for solution</p> | <p>Written tasks (5-6 questions written up)</p> <p>Students rate each others predictions</p> <p>Teacher rates the product</p> <p>Competitions/games to arrive at the 'best' in finding solutions quickly and accurately</p> |

| LANGUAGE ARTS | | Assessment Strategies |
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| Form 1/Level 1 - Term 1 | | |
| Suggested Teaching/Learning Activities | | |
| <p>1.1.12 Use of dictionary/thesaurus to find synonyms and antonyms</p> <p>Word games, crossword puzzles requiring use of dictionary/thesaurus for solution</p> <p>1.1.13 Exposure to sources of information - library; encyclopedia; internet</p> <p>Activities to acquaint students with how to use library's resources and the Internet to get information.</p> <p>'Races' to find information - encyclopedia vs. Internet</p> <p>Some discussion of quality and quantity of information, and 'ownership' of information.</p> <p>1.1.14 Provide students with short passages from a variety of sources (for example, newspapers, teen magazines, National Geographic, fiction texts)</p> <p>Students read quickly individually and in pairs and discuss/jot down the gist of articles.</p> <p>Discuss/compare/contrast the information gleaned from the same material by different groups.</p> <p>1.1.15 Provide students with short stories and questions in advance to guide their reading.</p> <p>to 1.1.16 Students read aloud and silently (individually/in pairs/small groups) and answer questions to create summaries and character sketches.</p> <p>1.1.17 Brainstorming to prepare word lists of adjectives, adverbs, similes.</p> <p>Group work to prepare descriptions of new or former school.</p> <p>Each group member presents oral description of one aspect of new or former school.</p> | | <p>Teacher assesses written summaries.</p> |

Handwritten notes:
 In last of class discuss
 the importance of...

Handwritten notes:
 So kids should...
 a group member...
 presents oral...

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| Form 1/Level 1 – Term 2 | |
| Specific Objectives | Content |
| <p>Students should be able to:</p> <ol style="list-style-type: none"> (1) Give oral descriptions of a festival, for example, Jazz/Carnival/Christmas (2) Write a letter to a pen pal describing a festival, for example, Jazz/Carnival/Christmas (3) Write a letter inviting a favorite cousin to a birthday party (4) Give an oral apology to a friend/teacher for not attending an event (5) Write a letter to a friend accepting an invitation or apologizing for not attending an event (6) Read and dramatize poetry (7) Distinguish between figurative and literal language (8) Distinguish between rhyme and rhythm (9) Select emotive words and figures of speech from a given prose or poetry passage (10) Write a letter using emotive words and figures of speech (11) Dramatize an emotive poem or speech (12) Write an emotive calypso or poem; | <p>Informal communication – oral and written – friendly letters</p> <p>Appropriate use of present and past tense</p> <p>Adjectives, adjectival phrases, adverbs</p> <p>Subject – verb agreement</p> <p>Figurative and literal language</p> <p>Figures of speech – simile, metaphor, hyperbole</p> <p>Introduction to poetry – rhyme and rhythm</p> <p>Use of tone in oral and written expression ('It's not what you say, but how you say it.')</p> <p>Emotive language – oral and written</p> |

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| Form 1/Level 1 - Term 2 | |
| Suggested Teaching/Learning Activities | Assessment Strategies |
| <p>1.2.1 Examination/discussion of examples of letters written by one friend to another. Emphasis on terms, expressions, tone of letters.</p> <p>1.2.2 Oral responses to points expressed in the letters (for example, role play of chance meeting with the letter writer before you have a chance to reply; responses recorded if possible). Drafting of written responses in pairs Reading of written responses in class Comparison of oral and written responses - type of language used, errors, advantages and disadvantages.</p> <p>1.2.3 Examination/discussion of sample letters of invitation - format, important features Create attractive invitation to the event - by computer where available Small group discussion of the invitation - advantages of attending, invitation to be obtained before attending Drafting letters of invitation in pairs - teacher provides relevant cues, such as "Please come..." "You will have a wonderful time..." "RSVP" ... Vocabulary - adjectives and descriptive phrases, such as most enjoyable, very exciting, fun-filled</p> <p>1.2.4 Role-play - telephone conversation thanking for invitation, apologizing for not attending Discussion to identify tone, nature of the vocabulary used, such as, "I am so pleased..."; "I am very sorry..."; "I regret that..."; "It was quite..."; "It was so kind of you to..."</p> <p>1.2.5 Vocabulary of oral response compared to that of written response</p> | <p>Peer ratings/comments on drafts. Teacher assesses final product</p> <p>Written exercises</p> <p>Checklist - panels of judges (classmates) rate performance</p> |

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| Form 1/Level 1 - Term 2 | | |
| Suggested Teaching/Learning Activities | Assessment Strategies | |
| <p>1.2.6 Close reading of passages with good, rich description, such as, <i>The Dragon Can't Dance</i> (Lovelace), <i>The Pearl</i> (Steinbeck) or other suitable prose fiction.</p> <p>With teacher guidance students identify the descriptive words and phrases used and their effectiveness</p> <p>Brainstorming to create their own descriptions, similes and metaphors with a St Lucian/Caribbean flavour</p> <p>1.2.7 Poetry reading sessions - by teacher, local poets (live or recorded), students</p> <p>to 1.2.12 Explanation/discussion of elements (including rhyme and rhythm, literal and figurative use of language) of the poems read</p> <p>Dramatization/choral presentation of poems</p> <p>Identification of elements of selected poems</p> <p>Reading of prose and poetry to identify emotive words, phrases</p> <p>Visits to places of natural beauty that inspire emotions (such as, sunset, the sea, Pitons)</p> <p>Word association games to generate words and phrases evoked by natural beauty</p> <p>Writing of short poems (one or two verses) to illustrate specific elements of poetry</p> | | |

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| Form 1/Level 1 - Term 2 | |
| Suggested Teaching/Learning Activities | Assessment Strategies |
| <p>Viewing of film/ television show/listening to a recording, designed to arouse strong emotions (for example, fear, anger, joy, excitement)</p> <p>Listen to a variety of examples of persons using emotive language, for example, speakers (such as 'I have a dream...'; sports coaches before a game, motivational speakers), calypsonians, poets</p> <p>Discussion of emotions experienced</p> <p>Compilation of lists of words, phrases useful for inspiring emotions</p> <p>Reading of letters/poems/ calypsoes illustrating emotive language</p> <p>Writing of letters/poems/ calypsoes illustrating emotive language</p> | <p>Written exercises (group and individual); Performance</p> |

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| Form 1/Level 1 - Term 3 | |
| Specific Objectives | Content |
| Students should be able to: | |
| (1) Give an oral and written description of an exciting cultural activity; | Descriptive writing |
| (2) Identify the main issues and ideas from selected pieces of oral and written information; | Reading factual accounts Main ideas and main issues Narrative (oral and written) |
| (3) Narrate an interesting story in class | |
| (4) Write an outline of the plot of a story for sharing with the class; | |
| (5) Give factual accounts in speech and writing of sport events, for example, cricket, netball, football, basketball, volleyball | Reporting |
| (6) Give an opinion on a topical issue, for example, drug abuse; | Arguing, persuading, pleading, soliciting, apologizing, advertising. |
| (7) Write and present an argument for better items in the school cafeteria; | |
| (8) Review and correct a passage containing grammatical and punctuation errors; | Elements of grammar (punctuation, paragraphing, spelling, subject and verb agreement, present and past tenses, direct and reported speech). |
| (9) Present a role play of a formal telephone conversation | Instructing and conversing by telephone |
| (10) Write a dialogue of a telephone conversation using proper telephone etiquette | |

| LANGUAGE ARTS | |
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| Form 1/Level 1 - Term 3 | |
| Specific Objectives | Content |
| Students should be able to: | |
| (11) Identify prefixes that are antonyms | Prefixes/antonyms |
| (12) Use identical words to convey different meanings | Synonyms |
| (13) Dramatize or read poems in choral presentations | Poetry reading |
| (14) Write short poems that illustrate one or two elements of poetry | |
| (15) Give oral and written responses to simple questions on various elements of poems | |
| (16) Identify factual and opinion statements in articles, radio and television commercials | Persuasive writing |
| (17) Identify techniques used in advertisements | |
| (18) Produce advertisements using techniques of persuasion | |
| (19) Dramatize advertisements written in groups | |
| (20) Identify/infer the main idea of short articles/stories/paragraphs | Summarizing |

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| Form 1/Level 1 - Term 3 | | |
| Suggested Teaching/Learning Activities | Assessment Strategies | |
| <p>1.3.1 View a video of, for example, carnival bands in St Lucia. Class discussion of video</p> <ul style="list-style-type: none"> • Review of descriptive writing - past tense, adjectives, adverbs • Groups describe what they saw in video, supported by personal experiences | Design a Carnival costume | |
| <p>1.3.2 Listen to/view items on local newscast. Recount to each other the main items, ideas, information in newscast</p> <p>Play games involving the transmission of information from one student to the next with the aim of preserving the information as long and as accurately as possible.</p> | Students self-assess on accuracy of information | |
| <p>1.3.3 'Story time' type activities. Teacher/resource person models telling of stories in a ways that dramatize, capture listeners' attention. Students take turns in telling stories; use of facial expression, tone of voice, movement etc.</p> | Students vote for best story teller. | |
| <p>1.3.4 Discuss stories told in class. Which ones were most liked and why. Brainstorm on what would be a story that you would like to tell.</p> <p>'Beginning': What type of opening grabs the listener's/reader's attention?</p> <p>'Middle': What happens in the middle of the story? How to hold the attention of the reader/listener.</p> <p>Ending: What type of ending do you like in a story? Happy/sad/everything resolved/questions left unanswered etc.</p> | | |
| <p>1.3.5 Listening to/viewing the Sports News, a sporting activity. Role play at being a sports reporter at a school game, in ternational sporting event.</p> | Checklists, rating scales | |

| LANGUAGE ARTS | |
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| Form 1/Level 1 - Term 3 | |
| Suggested Teaching/Learning Activities | Assessment Strategies |
| 1.3.6 Debates, prepared talks on topical issues | Checklists |
| 1.3.7 Group work to identify areas for improvement in the cafeteria, discuss and write argument for improvement. | Group journal, portfolio |
| 1.3.8 Games involving spotting and correcting errors. Group and individual work. | Multiple choice and short answer tests |
| 1.3.9 Role playing, written activities | Checklists, written assignments |
| 1.3.10 to 1.3.11 Practice drills, dictionary exercises, word puzzles and games. | Individual and group written Assignments |
| 1.3.12 to 1.3.13 Listening to a variety of poetry, including, but not exclusively, popular songs, hip-hop, Rapping poetry, hip-hop etc | |
| 1.3.14 to 1.3.15 Reading the written form of the poems and discussing rhyme, rhythm; meaning Group and individual composition of short poems, calypsoes, 'rap' | Students rate each others' performances |
| 1.3.16 Identifying factual and opinion statements in articles Teacher plays 'devil's advocate' and presents statements to evoke responses and discussion on what 'seems' to be and what actually is (for example, 'Girls are smarter than boys. Last year more girls passed ...than boys | Written exercises |

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| Form 1/Level 1 – Term 3 | | |
| Suggested Teaching/Learning Activities | | Assessment Strategies |
| 1.3.17 | Listening to /viewing/reading advertisements. Discussion - What are they trying to sell? What do they use to try to get persons to want their products? | Questionnaire - 'market survey' |
| 1.3.18 | Groups produce advertisements for newspapers, magazines, radio (for example, posters, tapes). | Groups assess their own and other groups' drafts. Teacher assesses finished products. |
| 1.3.19 | Role play and dramatization | Panels assess performances |
| 1.3.20 | Reading a variety of material, activities involving discovery of literal as well as implied or inferred meanings. | Multiple choice and written exercises |

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| Form 2/Level 2 – Term 1 | |
| Specific Objectives | Content |
| <p>Students should be able to:</p> <ol style="list-style-type: none"> (1) Plan a story focusing on story elements as for term 1, level 2 (2) Generate ideas to develop a story plot (3) Use a story grammar to tell a story (orally) (4) Generate ideas related to a theme e.g. Love, loyalty (5) Differentiate between first and third person narrative (6) use appropriate nouns, verbs, adjectives, adverbs to create story mood (7) write a story using first person point of view (8) write about the setting (9) use transitional words and phrases to determine sequence of events (10) organize ideas in sequential order | <p>Short story: planning, telling, writing</p> <p>Sequence - explicit and implied</p> <p>Theme</p> <p>Characterization</p> <p>Plot</p> <p>First person, third person point of view</p> <p>Setting</p> <p>Vocabulary: Transition words</p> <p>Sequencing</p> |

| LANGUAGE ARTS | |
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| Form 2/Level 2 - Term 1 | |
| Specific Objectives | Content |
| Students should be able to: | |
| (11) Develop and sequence events | |
| (12) Identify character traits | Adjectives and adjectival phrases relating to description of characters |
| (13) Assess how characters develop in a novel/story | Characterization |
| (14) Identify character motives | Character motivation |
| (15) Differentiate between internal and external conflict affecting a character | |
| (16) Describe a real or imaginary character | |
| (17) Use dialogues (conversation) to make characters appear real | Descriptive writing: character |

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| Form 2/Level 2 - Term 1 | |
| Suggested Teaching/Learning Activities | Assessment Strategies |
| <p>2.1.1 to 2.1.17</p> <ul style="list-style-type: none"> i. Brainstorming- organizing ideas/clustering; sequencing ideas/semantic map ii. 1st draft iii. Revision iv. 2nd draft v. Editing vi. Publishing <p>Grammar - tense, subject verb agreement</p> <p>Reading - focus on sequencing, comprehension exercises</p> | <p>Comprehension exercises - multiple choice and short answer</p> |
| <p>2.1.8 to 2.1.11</p> <p>Cloze procedure - present passage with missing transitional words for students to complete using words such as first, second, next, during, meanwhile, until</p> <p>Schema story - printed story is cut into parts and each part chronologically numbered on the back; parts (minus the ending) are distributed; students asked to produce an ending based on the part they got; students put the story together to form the original text</p> <p>Story is read and reviewed focusing on chronological sequence</p> <p>Sequence chart - students read a story or chapter from a literature text and create chart sequencing the main events</p> | <p>Cloze tests</p> |
| <p>2.1.12 to 2.1.17</p> <p>Character-over-Time Chart. Choose an interesting character in one of the texts studied for students to plot character development over a period of time.</p> <p>Teacher-guided discussion on how character changes, citing evidence from the text.</p> | <p>Journal, portfolio</p> <p>Self and groups assessment</p> |

| LANGUAGE ARTS | |
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| Form 2/Level 2 - Term 2 | |
| Specific Objectives | Content |
| Students should be able to: | |
| (1) Identify the five W's in news articles/reports | Reports and articles |
| (2) Identify the components of a report | |
| (3) Report orally and in writing on an incident | Oral and written reports |
| (4) Interpret information documented statistically | Interpreting information |
| (5) Write sample reports based on statistics | Writing statistical reports |
| (6) Write short summaries of stories/articles read | Summary writing |
| (7) Use the language associated with giving instructions | |
| (8) Write simple directions to make a product | Writing instructions/directions |
| (9) State/write simple directions to get to places | |
| (10) Observe interviews | Interviewing |
| (11) Write questions for interviews | |
| (12) Conduct interviews | |
| (13) Respond to interviews | |

| LANGUAGE ARTS | |
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| Form 2/Level 2 - Term 2 | |
| Specific Objectives | Content |
| Students should be able to: | |
| (14) Listen to and evaluate interviews | |
| (15) Identify essential elements of letters of: apology, complaint, formal etc. | Letter writing - apology, complaint |
| (16) Identify situations that would lead to letters of complaint or apology being written | |
| (17) Write letters of complain/apology/formal using the correct tone | |
| (18) Define 'fact' and 'opinion' | Facts and opinions |
| (19) Listen to/read reports and evaluate to note whether they are opinionated or factual | |
| (20) Evaluate reports written by peers using a set criteria | |
| (21) Analyze/compose news headlines | Analysis of news reports |
| (22) Write news item | Writing news items |
| (23) List the different types of written work | Literary genres - identification and features |
| (24) Discuss features of the different types of written work | |

| LANGUAGE ARTS | | |
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| Form 2/Level 2 – Term 2 | | |
| Suggested Teaching/Learning Activities | Assessment Strategies | |
| 2.2.1 to 2.2.2 reports | Listening to and reading news reports Group and individual exercises requiring understanding of the important elements of the reports | Comprehension exercises - oral and written |
| 2.2.3 | Simulations: Teams of 'reporters' assigned to find out about and report on incidents/activities around the school | Checklists rating scales |
| 2.2.4 to 2.2.5 | Students questioned on numbers who saw a film/played a game and follow-up questions Information tabulated and results presented Class discussion and write up of what the tabulated numbers indicate | Teacher rating of finished product |
| 2.2.6 | Discussion and summary of aspects of prescribed literature texts | Group assignment |
| 2.2.7 to 2.2.8 | Games and activities requiring students to follow instructions exactly in order to be successful Students taken to Art Room/Industrial Arts Workshop/Home Economics Room, divided into groups and, given specific directions, work on set tasks | Group assignment |
| 2.2.9 | 'Treasure Hunt' type games, requiring students to give and follow clear directions for success. | Game-type tasks |
| 2.2.10 to 2.2.14 | Students view a video clip of an interview or teacher and selected students simulate interview Students role play various interview situations | Panel voting on presentations |

| LANGUAGE ARTS | | |
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| Form 2/Level 2 - Term 2 | | |
| Suggested Teaching/Learning Activities | Assessment Strategies | |
| <p>2.2.15 Students examine sample letters to the editor as a class, in groups/pairs individually.</p> <p>2.2.17 Students report on reasons for writing and hence the variety of letters examined.</p> <p>Students read and discuss content of an article, advertisement, photograph, comic strip and brainstorm on possible ways of responding to items discussed.</p> <p>Students in groups draft letters responding to the items read and discussed.</p> | Self/group assessment of drafts. Teacher assesses finished product | |
| <p>2.2.18 Teacher displays picture or other visual stimulus and asks students to state three fact and three opinions about the object.</p> <p>2.2.20 Students identify their factual and their opinion statements and say why each is identified as such</p> <p>Definition of fact and opinion constructed and verified by checking dictionary.</p> <p>Students listen to/read simple reports and letters to the editor, select facts and opinions and summarize and record in a table</p> <p>2.2.21 Planning a class newsletter</p> <p>2.2.22 Brainstorming for interesting topics and creating headlines to attract attention</p> <p>Writing articles based on the headlines</p> <p>2.2.23 Introduction to the similarities and differences - prose fiction, drama, poetry</p> <p>2.2.24 Class discussion of first book read, favourite/most disliked book, play, film, poem and reasons for liking/disliking</p> | Group assignments | Group assignments |

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| Form 2/Level 2 – Term 3 | |
| Specific Objectives | Content |
| <p>Students should be able to:</p> <ol style="list-style-type: none"> (1) Discuss reasons for writing letters (2) Differentiate between the two main types of letters <ul style="list-style-type: none"> • Informal letter (social) • Formal type letters (business) (3) Write various types of formal letters (apology/complaint/request/invitation using the correct format (4) Listen to two positions and distinguish fact from opinion (5) Use language to resolve conflict in a socially acceptable manner (6) Use appropriate voice, tone, gestures, expressions to facilitate effective communication (7) Make statements, ask questions, agree and disagree in a socially acceptable manner (8) Differentiate strength of words of similar meaning (9) Become aware of connotations of words (10) Use words that compliment and disagree politely rather than insult | <p>Formal and informal letters</p> <p>Facts and opinions – definitions and differences</p> <p>Oral presentations</p> <p>Analysis of oral language</p> <p>Words – connotations, synonyms, Dictionary and thesaurus work</p> <p>Vocabulary and expressions for formal, informal situations and contexts, slang, jargon</p> |

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| Form 2/Level 2 - Term 3 | |
| Specific Objectives | Content |
| <p>Students should be able to:</p> <p>(11) Identify forms of oral language, formal/informal/slang/jargon.</p> <p>(12) Plan and make oral presentations using appropriate vocabulary and methods of delivery appropriate to audience and purpose.</p> <p>(13) Present a 3-minute speech persuading classmates to take part in an activity.</p> <p>(14) Ask and answer questions in formal situations (for example, field trips, talks by visiting resource persons).</p> <p>(15) Use information acquired from questioning or details given to draw conclusions and make generalizations.</p> | <p>Vocabulary and expressions to suggest the author's intention (persuade, explain, inform, reflect, entertain).</p> |

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| Form 2/Level 2 - Term 3 | | |
| Suggested Teaching/Learning Activities | | Assessment Strategies |
| <p>2.3.1 to 2.3.3</p> <p>Students examine sample letters to the editor as a class, in groups/pairs individually</p> <p>Students report on reasons for writing and hence the variety of letters examined</p> <p>Students read and discuss content of an article; advertisement, photograph comic strip and brainstorm on possible ways of responding to items discussed</p> <p>Students discuss other instances where letter are the most appropriate form of response</p> <p>Students in groups draft letters responding to the items read and discussed</p> | | <p>Group assessment of drafts with feedback provided</p> <p>Teacher assessment of final product</p> |
| <p>2.3.4 to 2.3.7</p> <p>View dramatization of fight between two students. Class discussion of voice, tone, facial expression, body language of the participants</p> <p>Discussion of apparent facts and opinions of the incident</p> <p>Suggestions on socially acceptable ways the issue may have been resolved</p> <p>Video or audio recording that demonstrates appropriate behaviour in similar situations is played and discussed</p> | | <p>Class critique of the proposals for resolving conflict</p> |

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| Form 2/Level 2 – Term 3 | | |
| Suggested Teaching/Learning Activities | Assessment Strategies | |
| <p>2.3.8 Teacher selects commonly used words and students brainstorm words with similar meaning to each word.</p> <p>2.3.11 List of synonyms prepared on chalkboard</p> <p>Under teacher guidance words arranged in continuum for strongest (those with identical meaning) to weakest (those which barely suggest)</p> <p>Students brainstorm on slang, jargon words that compliment or insult and these are recorded</p> <p>Students research/provide Standard English words for the slang and jargon words listed</p> <p>Students create wordlists of slang words and Standard English meanings.</p> <p>2.3.12 Group preparation and individual presentations</p> <p>to</p> <p>2.3.13</p> <p>2.3.14 In-class teacher-guided preparation on questioning.</p> <p>to</p> <p>2.3.15 Field trips and visits by resource persons. Preparation by teacher gradually reduced as students develop more confidence</p> | <p>Multiple choice tests</p> <p>Substitution exercises</p> <p>Peer/teacher ratings of speeches</p> <p>Resource persons comment on/rate the questions asked</p> | |

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| Form 3/Level 3 – Term 1 | |
| Specific Objectives | Content |
| <p>Students should be able to:</p> <ol style="list-style-type: none"> (1) Identify language used figuratively in poems (2) Use figurative language to create similes and metaphors (3) Identify techniques and literary devices used by writers of various genres: stories, poems, music (4) Identify figures of speech used in writing (5) Comment on the effectiveness of literary devices used in various genres (6) Explain how the setting affects a given story (7) Deduce how setting influences character development in selected stories (8) Dramatize the events of a story (9) Predict the outcomes of a given story (10) Create alternative outcomes of stories (11) Differentiate between factual and opinionated statements (12) Distinguish between supported and unsupported opinions (13) Present opinions/arguments for and against an issue | <p>Figurative language: similes and metaphors</p> <p>Literary techniques – repetition, hyperbole, contrast, personification</p> <p>Literary appreciation</p> <p>Setting and character interaction in prose</p> <p>Facts, opinions, bias</p> <p>Argumentative writing</p> |

LANGUAGE ARTS

Form 3/Level 3 – Term 1

| Suggested Teaching/Learning Activities | Assessment Strategies |
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| <p>3.1.1 Detailed reading of poems exemplifying use of similes</p> <p>3.1.2 Students create similes using familiar adjectives (for example, <i>As red as...</i> <i>as dry as...</i>)</p> <p>3.1.3 Listening to, reading, identifying commenting on devices</p> <p>3.1.5 Practice drills to identify and create/use relevant literary devices</p> <p>3.1.6 Group reading of appropriate story, discussions of the setting, scenery, writer's appeal to the senses</p> <p>3.1.7 Group and individual sketches of the setting</p> <p>Teacher-guided discussion: How does author show change? What do characters say or do? Who/what influences changes in characters? Are the changes for the worse or better?</p> <p>Discuss the details of how the scenes differ and why.</p> <p>Encourage students to deduce how the setting enhances plot, that is, it creates mood and facilitates plot development</p> <p>3.1.8 Small groups, with teacher guidance identify scenes from one of the texts studied, write dialogue, and stage short dramatizations</p> | <p>Completion exercises</p> <p>Oral and written quizzes</p> <p>Group ratings of the sketches</p> <p>Panels vote on the dramatizations</p> |

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| Form 3/Level 3 - Term 1 | |
| Suggested Teaching/Learning Activities | Assessment Strategies |
| <p>3.1.9 Interrupt reading of story, listening to or viewing of audio or video, students brainstorm and work in groups to write and present to class alternative endings</p> <p>3.1.10 Presentations may take the form of prose, poem, song, comic strip, dramatization</p> | Teacher/Panels vote on the presentations |
| <p>3.1.11 Study letters to editor, listen to recordings of call-in programmes and create lists of facts, opinions, examples of bias</p> <p>3.1.13 Teacher-guided discussion of techniques used to support opinions. Oral and written work to present opinions on topics of interest</p> | <p>Brief oral presentations on specific topics</p> <p>Written work (2 or 3 paragraphs)</p> |

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| Form 3/Level 3 - Term 2 | |
| Specific Objectives | Content |
| <p>Students should be able to:</p> <ol style="list-style-type: none"> (1) Identify techniques of persuasion employed in social intercourse: reflection, generalization, appeals, use of statistical information, pictures, rhetorical questioning (2) Analyse advertisements to determine their effectiveness (3) Use techniques of persuasion to write advertisements: (for example, bold headlines, jingles, slogans, rhymes) (4) Identify the important components of a report (5) Analyse written and oral reports (6) Report on an incident, orally and in writing (7) Present oral and written reports arising from group discussion and activities (8) Use appropriate vocabulary to write statistical reports <ul style="list-style-type: none"> • Trends: increase, decrease, consistency, fluctuations • significant figures: highest/ lowest, most/least (9) Write simple sentences using a variety of phrases and clauses appropriate to reports (10) Participate in simulated interviews (11) evaluate the effectiveness of their peers in an interview using a set criteria (12) engage in public speaking and debates on crucial issues | <p>Persuasive writing (advertisements, misleading ads)</p> <p>Factual writing (factual/statistical reports)</p> <p>Interviews</p> <p>Public Speaking</p> |

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| Form 3/Level 3 - Term 2 | | |
| Suggested Teaching/Learning Activities | Assessment Strategies | |
| <p>3.2.1 Teacher-guided activities to identify each device in persuasive material Discussion of persuasive effects in context</p> <p>3.2.2 Discussion/creation of advertisements: print, illustrated posters, audio to 3.2.3</p> <p>3.2.4 Viewing of video clip of an incident. to 3.2.7</p> <p>Sample report on incident presented by teacher and features noted:</p> <ul style="list-style-type: none"> • Address, salutation, subject, relevance of information, omission of opinion, commentary and irrelevant information, formal tone, logical/chronological sequence <p>Groups watch video of similar incident and produce oral and written reports. Comparison of reports with each other and with the actual incident in video clip</p> | <p>Short answer, multiple choice exercises</p> <p>Self/group/teacher assessment of product</p> <p>Self/peer/teacher assessment</p> | |
| <p>3.2.8 Teacher-guided discussion of simple statistical information presented in tables on to chalkboard</p> <p>3.2.9 Introduction to the vocabulary of statistical reports</p> <p>3.2.10 Role play, group presentations, dramatizations to 3.2.11</p> | <p>Oral and written reports</p> <p>Checklists, peer assessment</p> | |

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| Form 3/Level 3 - Term 2 | |
| Suggested Teaching/Learning Activities | Assessment Strategies |
| 3.2.12 Listening and reading exercises on argumentative speeches and writing Teacher-guided discussion Students discuss their own views on the issues Teacher-guided preparation of set of guidelines for argumentative/persuasive speaking | Checklists, self/peer/teacher ratings of prepared speeches |

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| Form 3/Level 3 - Term 3 | |
| Specific Objectives | Content |
| Students should be able to: | |
| (1) Write personal and formal letters of complaint and apology | Letter writing: personal, formal, complaint, apology Literary appreciation Comprehension Creative writing Literary analysis/criticism Public speaking |
| (2) Identify a variety of phrases and clauses (noun, adjective, adverb, prepositional) appropriate to letter writing | |
| (3) Reply to personal and formal letters of complaint and apology and condolences | |
| (4) Identify literary devices used in poetry, music and prose | |
| (5) Identify the main intention of writers in pieces of writing | |
| (6) State techniques used by writers to achieve their main purpose | |
| (7) Use literary devices to create their own poems and songs | |
| (8) Deduce reasons and motives for particular spoken and written communication | |
| (9) Identify the main idea in a passage/text | |
| (10) Write a summary of material read (short story, novel) | |
| (11) Introduce speakers to audiences | |
| (12) Thank speakers for talks | |

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| Form 3/Level 3 – Term 3 | | |
| Suggested Teaching/Learning Activities | Assessment Strategies | |
| <p>3.3.1 Reading and discussion of sample letters</p> <p>3.3.3 Identification and compilation of lists of useful phrases and expressions</p> <p>Planning and writing of letters</p> <p>3.3.4 Students listen to/read material in a variety of genres, comment on the devices used (for example, lyrics, rhyme, rhythm, repetition, contrast, figurative language)</p> <p>3.3.7 Teacher-guided discussion on reaction to the material (likes/dislikes/emotions aroused)</p> <p>Teacher provides a glossary of literary devices, with discussion, explanation, illustration</p> <p>Planning, drafting, reviewing, rewriting, publishing, performing</p> | <p>Teacher assesses and class committee selects best efforts for publication in class 'Letters to the Editor'</p> <p>Oral and written quizzes, short answer</p> | |
| <p>3.3.8 Comprehension exercises using a variety of material</p> <p>3.3.9 Information explicit and implicit, 'reading between the lines'</p> <p>3.3.10 Note taking; making outlines; summaries; paraphrases; creating titles, headings; formulating questions to focus reading, listening or to elicit relevant information</p> <p>3.3.11 Listening/observation of introduction of speakers, vote of thanks at school functions, guest speakers/resource persons who visit class</p> <p>3.3.12 Group preparation of guidelines for these types of speeches</p> <p>Simulations in class</p> <p>Real-life practice as available</p> | <p>Multiple choice</p> <p>Short answer</p> <p>Journals, notes</p> <p>Speeches recorded and self and peer rated</p> | |

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Examples