



# IMMACULATE CONCEPTION HIGH SCHOOL

## ENGLISH DEPARTMENT

### ENGLISH LANGUAGE

#### COURSE OUTLINE

#### GRADE 10

**September 2024- April 2025**

**Description of the Course:** This course is designed to prepare students for the CSEC English Language examination. It aims to develop students' reading, writing, listening, and speaking skills, with a focus on comprehension, grammar, various modes of discourses and oral communication. The course will also emphasize critical thinking and the application of language in various contexts.

**Course Prerequisites:** To do this course, students would have successfully completed fundamental language skills, including grammar, vocabulary, comprehension, reading, and various writing techniques in grades 7-9.

**Course Objectives:** Skills and abilities to be assessed

#### **Understanding**

*The ability to:*

*(a) understand meaning conveyed (both in listening and in reading) through word choice and grammar, and (in reading) through punctuation and paragraphing.*

*(b) obtain information accurately, as demonstrated in the ability to:*

*(i) recognise facts stated explicitly*

*(ii) extract specific information from what is read or heard*

*(iii) extract implied information*

*(iv) identify stated or implied time sequence*

- (v) draw valid conclusions and inferences from information presented*
- (vi) recognise cause and effect relationships*
- (vii) identify main and subordinate ideas and trace their development*
- (viii) recognise the difference between denotative and connotative language*
- (ix) treat with passages whose main purpose is informative (expository) as opposed to literary or argumentative; and,*
- (x) interpret and respond to tables and pictorial communication, such as diagrams, conventional signs and symbols.*
- (c) grasp insights from reading literature and demonstrating the ability to:*
  - (i) deduce reasons and motives for particular spoken and written communication (other than those with an overt argumentative intent)*
  - (ii) appreciate the appropriateness of different uses of tone, mood, register, code and style in talks and speeches, in non-literary forms including scientific or technical writing, and in literary forms (prose, verse and drama), in relation to the author's intention*
  - (iii) detect connotations in the use of words and in the presentation of ideas and distinguish between connotative and denotative meaning*
  - (iv) detect and assess the apt use of devices such as pun, innuendo, exaggeration, irony and symbolism*
  - (v) recognise and respond to the appropriateness of the means, including form and structure, used by a speaker, director or author to achieve the intended effect of a talk or speech, letter, article or essay, poem, novel, story or play*
  - (vi) visualise the situation, attitudes, mood and setting of a play and appreciate how they influence the actions and interaction of actors in the performance of that play*
  - (vii) recognise implicit themes; and,*
  - (viii) respond to West Indian and other literature in English (novels, short stories, poems and plays): recognise elements of the writer's craft; respond to writers' evocation of feelings, moods, atmosphere; making critical appraisal of values and concepts expressed in literature and relate these to everyday living.*
- (d) recognise and evaluate opinion expressed in various forms as demonstrated in the ability to:*
  - (i) distinguish factual statements from unsupported opinion statements*
  - (ii) detect bias or particular perspective in the use of words and in the presentation of ideas*
  - (iii) evaluate the effectiveness of language devices used to persuade; and,*
  - (iv) recognise the range of techniques of persuasion employed in social intercourse and in the mass media and assess their argumentative effects.*

### ***Expression***

*The ability to:*

- (a) use appropriate diction, grammatical forms (both in speaking and in writing) and suitable punctuation and paragraphing to convey meaning clearly and with facility*
- (b) communicate factual information clearly, concisely and adequately in giving oral and written instructions, reports, summaries, and expositions*
- (c) acquire self-knowledge through self-expression and give aesthetic satisfaction to others in personal, creative and imaginative language by:*

*(i) organising and sequencing ideas to communicate emotional and imaginative*

*interpretations of experience; and,*

*(ii) using language (tone, mood, register, code and style) appropriate to particular situations and contexts.*

*(d) communicate personal opinion clearly and cogently in language which persuades or dissuades effectively. This will involve the ability to:*

*(i) present reasoned evaluative comments on proposals and situations of various kinds in language that is clear and appropriate to the occasion*

*(ii) demonstrate the ability to employ, wherever necessary, a range of argumentative techniques for emotional impact*

*(iii) present a logical argument using justifiable techniques related to sound oral and written debate; and,*

*(iv) research a topic or situation from different angles or perspectives in order to express an informed opinion.*

*(CXC 01/G/SYLL 15 pgs. 3-5)*

### **Student Learning Outcomes:**

Students will be able to:

- ❖ Recognize explicitly stated facts
- ❖ Extract specific information from what is read and heard
- ❖ Extract implied information
- ❖ Identify stated or implied time sequence
- ❖ Draw valid conclusions and inferences from information presented
- ❖ Recognize cause and effect relationships
- ❖ Identify main and subordinate ideas and trace their development
- ❖ Recognize the difference between denotative and connotative language
- ❖ Identify and evaluate writers' techniques in descriptive and narrative pieces
- ❖ Recognize cause and effect relationship
- ❖ Identify main and subordinate ideas and trace their development
- ❖ Develop vocabulary through: Word choice, Synonyms and antonyms, Homonyms
- ❖ Complete various topics in grammar and mechanics such as: Sentence completion, Construction shift, Equivalent Sentences, Recognition of Errors, Subject/verb agreement, Correct use of parts of speech, Correct use of tense, Rules of proximity, Punctuation and capitalization, Spelling
- ❖ Communicate factual information clearly, concisely and adequately.
- ❖ Appreciate the appropriateness of different uses of tone, mood and register.
- ❖ Using language (tone, mood, register, code and style) appropriate to particular contexts and situations.
- ❖ Recognizing the various literary devices and their contribution to meaning.
- ❖ Communicate factual information clearly, concisely and adequately.
- ❖ Appreciate the appropriateness of different uses of tone, mood and register.
- ❖ Using language (tone, mood, register, code and style) appropriate to particular contexts and situations.
- ❖ Recognizing the various literary devices and their contribution to meaning.
- ❖ Creating mood/atmosphere through description of setting and/or character(s)

- ❖ Creating impactful beginnings (exposition), using dialogue efficiently and effectively (review dialogue format, including punctuation)
- ❖ sustaining suspense, building up to climax and creating unpredictable endings/endings with a twist.
- ❖ Brainstorming/ Mapping Ideas
- ❖ Creating effective thesis Statements
- ❖ Formulate topic Sentences
- ❖ Explore paragraphing
- ❖ Construct compelling introductions of essays
- ❖ Develop the body of the essay
- ❖ Present logical arguments using justifiable techniques.
- ❖ Communicating personal opinions clearly to effectively persuade intended audience
- ❖ Write effective conclusions

## **School Based Assessment**

- A) i. form groups ranging from 4-5 students, per group  
 ii. cooperate with each other in a group setting

- B) Formation of S.B.A. themes and topics, within the groups  
 i. decide on a general theme for the group  
 ii. assist each other in the formation of individual topics  
 iii. cooperate in order to make decisions

### **Complete Plan of Investigation (100 words)**

Students should be able to:

- Individually formulate a plan of investigation
- Within their groups, assist each other in formulating the plan of investigation
- Within their groups, edit each other's plan of investigation

### **Complete Participation Measure**

Students should be able to:

- Complete the participation measure form
- Listen to the teacher's evaluation of their individual participation within the group
- Weigh the teacher's views about their level of individual participation against their own view.
- Make adjustments to their individual participation, where necessary.

## **Complete Indicators of group activity/ Research**

Students should be able to:

- Research their individual topics
- Acquire three (3) appropriate artefacts in relation to their personal topics.
- Assist each other in determining the appropriateness of their artefacts, within their groups.

**Reflection #1: How each piece of data helped to shape your thinking about the personal topic.**

Students should be able to:

- Complete a reflection, using three artefacts, to answer the above question
- Assist each other, within the groups, in the formulation of an answer
- Edit each other's reflection

**Reflection #2: Use of language in the artefacts.**

Students should be able to:

- Complete a reflection, using three artefacts, to discuss the use of language
- Assist each other, within the groups, in the formulation of the reflection
- Edit each other's reflection

## **Guidelines/Suggestions for Teaching Methods and Student Learning Activities:**

- ❖ Use of a variety of materials such as stories, poems, songs, reports, newspaper/magazine articles, drama extracts and other literary pieces, and provide set questions on them.
- ❖ Evaluate writers' descriptive and narrative techniques in various pieces.
- ❖ Identify cause and effect relationships in written pieces provided by teacher
- ❖ Identify and evaluate writer's use of literary devices in comprehension passages
- ❖ summarising a radio news item
- ❖ condensing passages from the prescribed text
- ❖ summarising one of the topics in a recorded conversation
- ❖ Use of dictionary and thesaurus, scrabble; word-a-day; vocabulary notebooks;
- ❖ Rewriting items for different purposes, situations and audiences; oral and written sentence
- ❖ completion and cloze exercises, proof-reading exercises to identify and correct errors
- ❖ of number, concord, reported speech, journal writing, oral interviews, impromptu speeches.
- ❖ Summarize newspaper articles
- ❖ Complete fact versus opinion worksheets
- ❖ Practice writing various types of formal letters
- ❖ Identifying narrative elements and evaluating their appropriateness
- ❖ Writing and critiquing personal narratives.
- ❖ Evaluation of advertisements - identifying audience and intent
- ❖ Creation of original advertisements (utilize the use of technology)
- ❖ Incorporate oral persuasive techniques such as
  - Debates
  - Panel discussions
  - Oral critiques
  - Evaluation of newspaper articles, editorials
  - Argumentative essays, letters, commentaries

### **1. Guidelines/Suggestions for Methods of Student Evaluation:**

- ❖ Quizzes and Tests: Regular assessments to check understanding of key concepts.
- ❖ Classwork: Assignments completed during class that help monitor ongoing student progress and understanding.
- ❖ Homework Assignments: Tasks assigned for completion outside of class, reinforcing concepts taught and promoting independent study.
- ❖ Research Papers: In-depth analysis of a specific historical event or theme.
- ❖ Class Participation: Assessment based on engagement in discussions and activities.
- ❖ Presentations: Students present their research findings to the class.
- ❖ Final Exam: A comprehensive exam covering all course material.

- ❖ **Group Projects:** Team assignments that assess collaborative and interpersonal skills along with individual contributions.
- ❖ **Peer Reviews:** A process where students evaluate each other's work, providing feedback and gaining insights from peers.
- ❖ **Reflections:** Written insights by students on their learning experiences, often discussing what they learned and areas for improvement.
- ❖ **Self-Grading:** Allowing students to evaluate their own work, fostering self-reflection and critical thinking about their performance.

**2. Suggested Readings: English for All – An Examination Level- by Roy Narinesingh, CSEC ENGLISH A SYLLABUS,**

**3. Additional Readings: Articles, New reports, short stories, poems, novels, biographies, blogs**

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