

IMMACULATE CONCEPTION HIGH SCHOOL



ENGLISH DEPARTMENT GRADE 10 SCHOOL BASED ASSESMENT SYLLABUS

2017-2018

ENGLISH A/B

AIMS:

(See CXC 01/G/SYLL 15 p.6-7)

1. Develop the ability to use the spoken language, Caribbean Standard English (CSE1).
2. Develop in students the ability to monitor personal thinking processes through the application of meta-cognitive strategies.
3. Promote in students a willingness and ability to inform themselves about, and to contribute reasoned opinions on social issues.
4. Promote an understanding and appreciation for the variety of which language is used.
5. Promote an understanding and appreciation for the place and value of varieties of English and of the dialects and creoles of the Caribbean and other regions in different social and cultural contexts.
6. Use knowledge of the various forms of information for the students' own enlightenment, while recognizing the importance of acknowledging the contribution of such sources to their own ideas.
7. Develop the capacity to assess the reliability of sources of information including those available on the internet.

CHRISTMAS TERM - TERM ONE

1. Formation of S.B.A groups

Students should be able to:

- Form groups ranging from 4-5 students, per group.
- Cooperate with each other in a group setting.

2. Formation of S.B.A themes, within groups

Students should be able to, within their groups:

- Cooperate in order to make decisions
- Decide on a general theme for the group

3. Formation of individual topics, under the umbrella of the group theme

Students should be able to:

- Cooperate with each other
- Assist each other in the formulation of individual topics, within the respective groups.

4. 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

5. 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.

6. 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.

EASTER TERM- TERM TWO

7. Reflection #1: How each piece of data helped to shape her 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

8. 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

9. Written Report (250-300 words)

Students should be able to:

- In their groups, select the best three (3), out of the fifteen (15) artefacts
- Work together to summarize the processes [a series of steps or actions] involved in locating the three artefacts [data collected/ion]
- Work together to identify the procedures [a series of actions conducted in a certain order or manner] that facilitated the decision to use the three artefacts that were selected by the group.
- Work together to decide, and establish, the outcomes [the way a thing turns out, the consequence] of the research.

10. Reflection #3: How the process of conducting the S.B.A has made you a better person

Students should be able to:

- Individually answer the question
- Edit each other's work

11. Oral presentation plan

Students should be able to:

- Individually produce a plan for their presentation
- Assist each other in the production of the plan
- Edit each other's plan

12. Oral presentation (5 minutes)

Students should be able to:

- Before the speech, give a brief overview of genre, sources and language of their artefact.
- Deliver an oral presentation that is predominantly in English
- Use drama, poetry, prose, role play, speech, argument or exposition to present their speech