

**IMMACULATE CONCEPTION HIGH SCHOOL
ENGLISH DEPARTMENT**



**GRADE 7
ENGLISH CURRICULUM
September 2017 – June 2018**

ENGLISH LANGUAGE

GENERAL AIMS:

The English Language syllabus aims to build on what students learnt at the GSAT level and develop on them.

1. The ability to use the spoken and written language, Caribbean Standard English (CSE) and the Jamaican Standard English (JSE), with precision, clarity and grammatical correctness.
2. The ability to understand, use and respond to spoken and written Caribbean Standard English and the Jamaican Standard English
3. The ability to use language effectively for communicating in a variety of contexts, be it social, academic and/or professional.
4. The ability to give effective articulation to experience (real or imagined).

SKILLS AND ABILITIES TO BE ASSESSED:

The ability to:

1. Understand meanings conveyed through word choice and grammar (in reading) through punctuation and paragraphing.
2. Obtain information accurately by:
 - a. Recognizing facts stated explicitly.
 - b. Extract specific information from what is read.
 - c. Extract implied information.
3. Distinguish between fact and opinion.
4. Discern cause and effect relationships.
5. Compare and contrast
6. Select the main idea
7. Use appropriate diction, grammatical forms (both in speaking and writing) and suitable punctuation and paragraphing to convey meaning clearly.
8. Give aesthetic satisfaction to others in a personal, creative and imaginative language.

PRESCRIBED TEXTBOOKS:

English For All Book One
Maraj
Grammar Plus

Roy Narinesingh & Bhadase Seetahal-

Anne Seaton & Rosalind Fergusson

TERM ONE

Theme: Our Personal Identity

- A. **Grammar** (Grammar and Composition Book 1 can also be used as a resource).

- a. Parts of Speech (revision) Introduction to the eight parts of speech. Focus on the six below paying attention to the subtopics in parentheses.
1. Nouns (*major classes, plural nouns, nouns and the possessive form*)
 2. Pronouns (*personal pronouns, cases of personal pronouns, types of pronouns, pronoun problems: who or whom*)
 3. Adjectives (*descriptive adjectives, proper adjectives, nouns and verbs used as adjectives*)
 4. Verbs, (*verb tenses - past tense, present tense, future tense; perfect tense {irregular and regular verbs}, conjugation of verbs*)
 5. Adverbs (*adverbs of time, place, manner, degree, interrogative adverbs*)
 6. Conjunctions (*subordinating conjunctions; coordinating conjunctions*)
- b. The Sentence
Focus on:
1. Definition of a sentence
 2. Examination of the subject and predicate
 3. Kinds of Sentences (*exclamatory, declarative, imperative, interrogative*) *Function and application*
 4. Sentence Structures (*simple, compound and complex*). *Definition and application*
 5. Subject- Verb agreement (*singular subjects and plural modifiers, verb agreement with indefinite pronouns, verb agreement with **there** and **or**, verb agreement with collective nouns*)
- c. Mechanics (revision)
1. Rules of Capitalization
 2. End Marks and their functions (*period, exclamation point, question mark*)
 3. Uses of the Comma
- d. Vocabulary
1. Root words (*meanings and derivatives*)
 2. Affixes and their functions
 3. Spelling. (*words taken from literature texts*)

B. Comprehension

Review the following skills. Focus on the identification and application of each skill.

1. Main idea and supporting details

2. Drawing valid conclusions and inferences from information presented. (*Literal and interpretive levels*)
3. Context clues: *definition clues, synonym and antonym clues, example clues, punctuation, explanation*
4. Recognize and appreciate different genres (*narrative, expository*)
5. Distinguish between fiction and non-fiction.

C. WRITING SKILLS

Paragraph Writing

- The topic, supporting sentences and concluding sentence.
- Elements of a paragraph: unity, order, coherence and completeness.
- Indentation
- Division of ideas
- Connectives/ transitional words or phrases
- Sentence Fragments and Run on
- Overloaded and Choppy Sentence

Descriptive Writing: Show; Don't Tell

- Use of sensory words and details.
- Use of adjectives and adverbs to describe people, places and things.
- The use of spatial order in paragraph development
- The use of literary devices such simile, metaphor, personification and alliteration in creating imagery
- Extended writing skills – introduction; transitional words and phrases; conclusion

TERM TWO

Theme: Citizenship and Nation Building

A. Descriptive Writing

- Revision of skills in term one.

B. Comprehension

- Revision or continuation of skills introduced in term one.

C. Narrative Writing

- Plot development through conflict
- Character (*describe characters based on speech, action and interactions with others*)
- Setting
- Theme
- Dialogue- uses: forwarding the plot, developing character
- See Narrative Writing on pages 99-101 in Grammar & Composition

D. Grammar (Grammar & Composition)

- Complements (*predicate nominative, predicate adjective*)
- Vocabulary (*Synonyms and Antonyms*)

TERM THREE

Theme: Recreation and Health

A. Letter Writing

Review the following areas:

1. Parts and function of a friendly letter
2. Format, content and tone of a formal/ business letter (*Complaint/ Invitation/ Request - tied in with the theme*)
3. *Block and indented (semi-block)*

B. Comprehension

1. Revisions of Skills learnt in Terms 1 and 2.
2. Emphasis on inferential meaning.

C. Grammar and Mechanics

1. Revision of skills learnt in Terms 1 and 2.

D. Research and Reporting (Portable)

1. Gathering information- valid/ reputable sources (.edu, .org, .gov)
2. Oral presentation of data
3. Writing a bibliography- citing sources
4. Evils of plagiarism

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ENGLISH LITERATURE

GENERAL AIMS:

The English Literature

syllabus aims to build on what students learnt at the GSAT level and develop on them.

1. To develop in students the ability to use the spoken and written language, Caribbean Standard English and the Jamaican Standard English, with precision, clarity and grammatical correctness.

2. To develop the ability to understand, use and respond to spoken and written Caribbean Standard English and the Jamaican Standard English.
3. To foster students' appreciation for the diversity in the use of language.
4. To promote artistic and aesthetic appreciation among students.
5. To introduce students to the range of literary devices used by writers.
6. To develop students' critical skills with regards to literature.
7. To foster an enjoyment and understanding of the different literary modes.

SKILLS AND ABILITIES TO BE ASSESSED:

The ability to:

1. Read poetry to show how word choice conveys imagery
2. Discuss shades of meanings of synonyms.
3. Read aloud to show appreciation of punctuation and meaning.
4. Appreciate the appropriateness of different uses of tone, mood, code and style in talks and speeches in literary forms.
5. Detect connotations in the use of words
6. Detect and assess the apt use of literary devices.
7. Identify and trace themes.
8. Identify values expressed in texts, assessing these with reason and supporting ideas.
9. Assess the identity of a character and explain motivation.
10. Identify (in group discussion and individual writing) values encountered in texts and evaluate them in personal, social and ethical levels.

PRESCRIBED TEXTBOOKS:

My Father, Sun-Sun Johnson

The Lion, the Witch and the Wardrobe

Sunsong book 1

Over our Way

The Enchanted Island

C. Everard Palmer

C.S. Lewis

Pamela Mordecai

Jean D'Costa and Velma Pollard

Ian Serrailier

TERM ONE

Theme: Our Personal Identity

A. PROSE FICTION

My Father, Sun Sun Johnson

Focus on the following areas:

- Background (context) of the story and the author
- Understanding of elements of plot development (Introduction, Conflict, Rising Action, Climax, Falling Action, Resolution)
- Examination of Character traits and motivations

- Recognition of Setting and its impact on the story's plot
- Identification of Themes – loyalty, friendship, determination, pride, ambition, greed, and selflessness
- Symbols- their meanings and importance
- Identification and discussion of the use of literary devices utilized by the author
- Identification and interpretation of point of view
- Connecting experiences and ideas in novel to students' experiences

B. SHORT STORY APPRECIATION

Over Our Way

Focus on the following areas:

- Identification and understanding of features of the short story
- Identification and writing about theme/s evident in selections
- Examination of the type/s of conflict(s) seen in selections and their resolution
- Examination of Character traits and motivations
- Writing in response to short story (*eg. letters, journal entries*)

Selections:

1. Millicent
2. The Devils of Rose Hall
3. The Water Woman and her Lover
4. Ascot

C. POETRY

Sunsong 1

Poetry appreciation through:

- Showing and reading types of poems for meanings and appreciation – Dramatic, Lyrical and Narrative
- Identifying relationship between structure and meaning
- Commenting on effect created (supported by evidence)
- Making connections with poems read outside the classroom
- Understanding poetic language (poet's choice of words) to determine poet's message.
- Oral expression (correct phrasing to ensure comprehension)

Selections:

1. "New Scholar"
2. "The Pig's Tale"
3. "The David Jazz"
4. "At the theatre"

D. ESSAY WRITING- The Literary Essay

- Development of introduction, including thesis statement (main idea of the essay)
- Body (Topic Sentence, Supporting Ideas),
- Conclusion
- Using relevant details from text for support
- Use of transitional words and Phrases

NB. Literary devices to be taught over the entire year :

- Rhyme
- Rhythm
- Simile
- Metaphor
- Alliteration
- Personification
- Onomatopoeia
- Rhetorical questions

TERM TWO

Theme: Citizenship and Nation Building

A. PROSE FICTION

The Lion, the Witch and the Wardrobe

Focus on the following areas:

- Background (context) of the story and the author
- Understanding of elements of plot development (Introduction, Conflict, Rising Action, Climax, Falling Action, Resolution)
- Examination of Character traits and motivations
- Recognition of Setting and its impact on the story's plot
- Identification of Themes – loyalty, friendship, determination, pride, ambition, greed, and selflessness
- Symbols- their meanings and importance
- Identification and discussion of the use of literary devices utilized by the author
- Identification and interpretation of point of view
- Making connections with texts read outside the classroom
- Connecting experiences and ideas in novel to students' experiences

A. SHORT STORY APPRECIATION

Over Our Way

Focus on the following areas:

- Identification and understanding of features of the short story
- Identification and writing about theme/s evident in selections
- Examination of the type/s of conflict(s) seen in selections and their resolution
- Examination of Character traits and motivations
- Writing in response to short story

Selections:

1. The legend of Talon
2. Peeta of the Deep Sea
3. Anancy and Mongoose

B. POETRY APPRECIATION

Sunsong book 1

Poetry appreciation through:

- Showing and reading types of poems for meanings and appreciation – Dramatic, Lyrical and Narrative
- Identifying relationship between structure and meaning
- Commenting on effect created (supported by evidence)
- Making connections with poems read outside the classroom
- Understanding poetic language (poet’s choice of words) to determine poet’s message.
- Oral expression (correct phrasing to ensure comprehension)

Selections:

1. “Soliloquy of a Turkey”
2. “The Creation”
3. “Market morning”
4. “There was a naughty boy”
5. “Happy New Year, anyway”

TERM THREE

Theme: Recreation and Health

A. SHORT STORY APPRECIATION

The Enchanted Island

Focus on the following areas:

- Background (context) of the story
- Introduction to Shakespeare –The man and his times
- Understanding of elements of plot development (Introduction, Conflict, Rising Action, Climax, Falling Action, Resolution)
- Examination of Character traits and motivations
- Recognition of Setting and its impact on the story’s plot
- Identification of Themes
- Identification and discussion of the use of literary devices utilized by the author

- Identification and interpretation of point of view
- Making connections with texts read outside the classroom

Selections:

1. The Taming of the Shrew
2. The Merchant of Venice
3. Twelfth-Night
4. Julius Caesar
5. Macbeth

B. POETRY APPRECIATION

Sunsong book 1

Poetry appreciation through:

- Reading types of poems for meanings and appreciation – Dramatic, Lyrical and Narrative
- Identifying relationship between structure and meaning
- Commenting on effect created supported by evidence
- Making connections with poems read outside the classroom
- Understanding poetic language (poet’s choice of words) to determine poet’s message.
- Oral expression (correct phrasing to ensure comprehension)

Selection:

1. “Ballad of an Old Woman”
2. “Lament for Sam Sharpe”
3. “The old wife and the ghost”
4. “A ballad of the Jericho Road”

End of Year Exam