

**IMMACULATE CONCEPTION HIGH SCHOOL**

**ENGLISH DEPARTMENT**



**GRADE NINE**

**ENGLISH LANGUAGE**

**Unit 1 – Theme: Establishing Healthy Relationships**

**Unit 2 – Refining My Character**

**A. Comprehension** (*practice with both prose and poetry*)

1. Review of the levels of comprehension
2. Skills to cover:
  - I. Drawing conclusions
  - II. Identifying main ideas
  - III. Context clues

IV. Identifying cause & effect

**B. Grammar and Mechanics**

- i. Sentence Structure
  - subject and predicate (revision)
  - objects and complements (revision)
  - prepositional phrases (revision)
  - appositive phrases
- ii. Verbal Phrases (revision)
  - participial
  - infinitive
  - gerund
- iii. Clauses (revision)
  - adjectival
  - adverbial
  - noun
- iv. Sentence and sentence fragments
- v. Punctuation – sentence types e.g. complex- compound (revision)

**C. Vocabulary Development**

- i. Word recognition
  - ii. Word derivation
  - iii. Spelling
  - iv. Synonyms and antonyms
  - v. Root words – suffixes and prefixes
1. Narrative Writing : Review of short story elements
  2. establishing mood, tone, setting
  3. use of sensory details, figurative language, diction to create imagery
  4. use of spatial order
  5. Engaging readers by creating effective beginnings (integrating descriptive elements)
  6. Establishing various moods/atmosphere, settings, characters
  7. Building suspense, creating climax
  8. Creating impactful resolutions

**Please note:**

1. *Descriptive Writing* as a topic has been struck from the syllabus as a result of the changes in the English A syllabus however the skills are still to be taught, particularly those under 2,3,4 in the list above.

<b>Standardized Review Test # 2</b>
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**EASTER TERM – TERM TWO**

**Unit 1 – Theme: Connecting With the Past, Present & Future**

**Unit 2 – Theme: The 21<sup>st</sup> Century Learner**

**A. Comprehension Skills**

- i. Interpreting statistical data
- ii. Making inferences from prose and non-prose data

- iii. Practice in higher level comprehension skills – synthesis and evaluation
- iv. Literary comprehension practice

**Standardized Review Test (Comprehension)**

**B. Grammar and Mechanics (Continued)**

- i. Error recognition
- ii. Usage
- iii. Direct and reported speech

**C. Vocabulary development (cont'd)**

**D. Research, Summary skills and report writing (*Skills for Project based learning*)**

- conducting investigation
- summarizing lengthy passages
- report using evidence, statistics and figures
- summarizing information from interviews and other forms of data collection

**Standardized (*Project based learning*) Assignment #4**

**SUMMER TERM – TERM THREE**

**Theme: Shaping My Destiny**

**A. Composition/Essay writing skills**

- i. Expository writing
- ii. Language of persuasion – Newspapers – Letters to the Editor, advertisements, book blurbs, etc.
- iii. Argumentative/persuasive writing

**Standardized Review Test # 5 - (Persuasive Essay)**

**B. Presentation for Group projects (*Skills for Project based learning cont'd*)**

Focus on fostering the students' skills in:

- preparing and delivering speeches in a variety of settings/scenarios to varied audiences and different age levels.
- research skills
- introduction to the APA documentation style to prepare reference lists that highlight materials cited in written work
- using language to provide humour, convey irony, reinforce main ideas/stance

**Standardized Review Test # 6 – (Group presentations)**

**C. Grammar and Mechanics and Vocabulary Development (Continued)**

- i. Usage
- ii. Error recognition
- iii. Sentence completion
- iv. Equivalent sentences

## **Standardized Review Test**

### **Suggested activities:**

- i. Role play and dramatizations
- ii. Advertising jingles
- iii. Campaign speeches (e.g. Head-girl, Student Council, etc.)
- iv. Debates

**REVISION OF YEAR'S SYLLABUS FOR EXAMS IN JUNE**