REPUBLIC OF TRINIDAD AND TOBAGO

MINISTRY OF EDUCATION

Secondary School Curriculum

English Language Arts

Curriculum Planning and Development Division

Contents

A Message from the Director

The Ministry of Education aims at improving the quality of life of all citizens through the development of knowledge, skills, attitudes and dispositions that would enable them to successfully adapt to the changing world. In keeping with this strategic direction, the Curriculum Planning and Development Division is pleased to present the revised Secondary School Curriculum. The attainment of the Value Outcomes for children as articulated in the Mission Statement of the Ministry of Education is the focus of the curriculum. To this end, nine Curriculum Guides and complementary Teachers' Guides have been developed to support the teaching and learning process.

The revised curriculum has been designed by educators to empower students to meet the rapidly changing demands of life in the 21st century, while ensuring that they acquire the prerequisite knowledge, skills and experience essential for continuing education. The curriculum advocates a more student-centered approach to teaching, and the provision of learning opportunities that are authentic, relevant and respectful of diverse learning needs and interests.

We have seen significant innovations in the use of technology in education, the need for a greater focus on morals and values and increased acquisition of life skills. There is no doubt that further shifts will take place in the coming years. The challenge for educators is to find ways to make teaching and learning inclusive, flexible and responsive to societal needs as we embrace the changes that are intended to benefit all learners.

The design of the revised curriculum documents was research-driven, based on contemporary educational theory and reflective of international best practice. These documents are intended to serve as a foundation for the development of instructional programmes to be implemented at the lower secondary level.

The Curriculum Planning and Development Division is confident that the revised Curriculum and Teachers' Guides for Forms 1–3 will contribute significantly to enhanced teaching and learning experiences in all secondary schools thus ensuring that our young graduates will be academically balanced, healthy and growing normally, well-adjusted socially and culturally, emotionally mature and happy and able to achieve their full potential, consistent with our mission for education in Trinidad and Tobago.

John Roopchan
Director
Curriculum Planning and Development Division
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PART 1

The National Curriculum for

Forms 1 - 3

National Curriculum Framework

Introduction

This curriculum framework is intended to outline the nature and purpose of the curriculum as well as the parameters for consistent curriculum implementation throughout secondary education in Trinidad and Tobago. The document sets out the principles that govern and guide teaching and learning. The term 'curriculum' is used in this document to describe the sum total of the planned experiences which occur within that environment and was designed to foster children's learning and development. These include activities and events which either directly or indirectly impact upon the child.

A clear understanding of the nature, role and function of the national curriculum for Trinidad and Tobago is a critical part of the whole positive transformation of education to provide a seamless pathway for all students through the system of teaching and learning. For Trinidad and Tobago, the National Curriculum Framework becomes the basis for all education and curriculum decision-making, including the design, development and implementation strategies for a new system of teaching and learning covering those foundation years of education. The statement of outcomes for students are a key part of this education framework and forms the basis for all subsequent decisions about teaching and learning, content, pedagogy and assessment. These must work towards fulfilling the vision for successful students and future citizens of our nation.

In order to establish common ground and ensure that the curriculum can be implemented as designed, a set of foundational principles needs to be established. This National Curriculum Framework establishes a consistent foundation for learning that is undergirded by the Ministry of Education vision, mission and the five value outcomes for all children.

The National Curriculum must ensure that all curriculum activity, including implementation at the classroom level, functions within the guiding principles of education established by the Ministry of Education. The guiding principles of the Ministry of Education *(Education Sector*

Strategic Plan 2011-2015 pg. XI) were developed after extensive stakeholder dialogue and sound analysis of the current societal and national requirements.

For an effective and relevant twenty-first century process of teaching and learning, these guiding principles are an indicator that the Ministry of Education seeks to place education in Trinidad and Tobago alongside, if not ahead of international best practices. The Ministry of Education has established an *Education Sector Strategic Plan 2011-2015* to achieve the goals of quality, innovative, challenging, flexible education for all and has begun an investment in human and material resources to achieve this outcome in a purposeful and timely fashion.

Foundation of the National Curriculum

Curriculum development is informed by the vision and mission of the Ministry of Education. The design of revised curriculum documents for implementation at the classroom level is therefore guided by the principles and policies of the Ministry of Education. A forward-looking perspective on what all schools should be facilitating in terms of student achievement is guided by the national curriculum. There is equal clarity regarding a twenty-first century education system functioning to provide the highest standard of education. The regulatory and guiding principles for education provide the overarching national framework for education.

The Ministry of Education, *Education Sector Strategic Plan: 2011-2015* and other policy documents establish the design framework for all components of the new curriculum. Principal among these are the vision, mission and the five (5) value outcomes established at the national level for all students which further guides the formulation of the desired and intended learning experiences for the classroom in the curriculum guide.

Vision of Ministry Of Education

The Ministry is leading a quality education system that responds to the diverse needs and requirements of 21st century learners, promotes inclusivity, seamlessness, equity and equality and contributes to human capital and sustainable development.

GORTT, Ministry of Education, Education Sector Strategic Plan: 2011-2015

The Mission statement is derived from the Vision of the Ministry Of Education. The Mission statement will guide the revision of the curriculum to meet the needs of the learners.

Mission of Ministry Of Education

To educate and develop children who are able to fulfil their full potential; healthy and growing normally; academically balanced; well-adjusted socially and culturally and emotionally mature and happy.

GORTT, Ministry of Education, Education Sector Strategic Plan: 2011-2015

Value Outcomes

An internal analysis of the education system, together with research conducted in international forums has shown that the curriculum is core to the development of innovative people. This curriculum is aimed at attaining the five value outcomes of the Ministry of Education that help to define standards of attainment for all secondary school students.

The Ministry of Education's overarching goal is to educate and develop children who are:

- Able to fulfil their full potential
- Academically balanced
- Healthy and growing normally
- Well-adjusted socially and culturally
- Emotionally mature and happy

Every core curriculum subject must facilitate the achievement of these value outcomes by all students. The core curriculum subjects, their content and the suggested teaching, learning and assessment strategies are the means to fulfil the holistic development of the student.

It is expected that by the end of secondary school education, students will achieve all five value outcomes in order to make informed choices and contribute to the needs of society.

The five value outcomes are described more fully below.

A. Children who will achieve their full potential.

1. Function with a purpose based on love, value, family life, service and aesthetic expression.

2. Understand and participate constructively in their career and vocational pathway.

3. Able to cope with daily challenges, set healthy boundaries and make wise social choices.

4. Productive achievers, role models with good work ethics.

5. Will function at their best with a strong sense of commitment to their interests and activities.

6. Optimize their God-given talents to advantage.

7. Enterprising and responsible in risk taking.

8. Recover quickly from setbacks and disappointments.

9. Achieve economic well-being and make a positive contribution to society.

B. Children who are adequately prepared educationally to fulfil their potential.

1. Prepared to participate in society as appropriate to their age.

2. Academically balanced to be productive (combination of appropriate skills and competencies).

3. Skilled in critical and creative thinking, problem-solving, visioning, thinking outside the box and receptive to new ideas.

4. Skilled in the use of current technology and the Internet (cyber wellness).

5. Proficient in a second language.

C. Children who are adequately developed socially and culturally.

1. Productive and have good self-image.

2. Enquiring, confident and strong among their peers, and emotionally secure, open, honest and emphatic in relationships.

3. Competent to interact and communicate with others, within different social settings and environments.

4. Patriotic and courageous in civic affairs and proud to be identified as members of the national and Caribbean Community.

5. Historically aware, including knowledge of our people.

6. Capable of informed participation in the democratic and political process.

7. Capable of functioning with good character and values in their culture.

8. Respectful of the law, authority, the rights of others, creative imagination in its different forms and of the right to divergent views.

9. Developed with interpersonal and language skills.

10. Environmentally aware, protective of the physical environment and demonstrates an understanding of sustainable development.

11. Able to lead, have good governance skills, are competent to respond to the challenges of new roles in multiple contexts and are able to manage conflict.

12. Humanely aware of the less fortunate and the disadvantaged and committed to contributing to the welfare of our community and country.

13. Functioning with an honest sense of family and community.

14. Proficient in dealing with daily conditions.

15. Skilled in finding a safe place to think and grow.

16. Confident in themselves, self-motivated, enterprising and pursue self-education and lifelong self-development and able to work independently and with others.

17. Capable of finding assistance if they are abused or neglected.

18. Spiritually aware with the emotional and intellectual resources to pursue their spiritual growth.

19. Appreciative of the contribution of the arts to daily life, cultural identity and diversity, locally, regionally and internationally.

20. Able to express themselves through the arts.

D. Children who are healthy and growing normally.

1. Secure and safe in their home, school, and community.

2. Physically fit, mentally alert, well nourished, and psychologically sound.

3. Active in exercise, sports, games and recreation.

4. Capable of wholesome interaction with peers.

5. Morally prepared for a productive life.

6. Adequately developed neurologically to overcome learning, speaking, hearing, focusing and memory or mobility challenges.

E. Children who are emotionally developed, mature and happy.

1. Able to enjoy daily life, have fun and express happiness and positive emotions.

2. Participants in entertainment and celebration.

3. Established in their peer group, satisfied with their life and able to achieve meaning in their lives.

4. Mature and able to become full-fledged, productive and enterprising citizens.

Further readings -GORTT, Ministry of Education, Education Sector Strategic Plan: 2011-2015

Education Policies That Impact on the Curriculum

Several policies from the Ministry of Education were taken into account for the revision of the Lower Secondary School Curriculum. These include the Education Sector Strategic Plan 2011-2015, the ICT policy and National Schools Code of Conduct. Three policies that have direct impact on the development and implementation of the curriculum are discussed.

Education Sector Strategic Plan 2011-2015

The Education Sector Strategic Plan purports a vision for education premised on guiding principles which informed the curriculum design and development process. They will provide reference points to ensure that the desired attributes of education are achieved. The guiding principles listed below are important components in the revised curriculum.

Principle	Elaboration
Student-Centred	The student is at the centre of everything we do.
Engaged Communities	We engage parents and families as the heart of students' lives and we support and acknowledge them as the primary guides and decision-makers for students. We engage members of local, regional and global communities as active contributors to student learning
Inclusive	We expect all students will learn in a welcoming environment regardless of place, culture or learning needs.
Proactive	We plan for a desired future, preventing problems instead of reacting to them.
Shared Responsibility	We acknowledge that education is everybody's business and therefore expect teachers, the school and education leaders to collaborate with other government and community organizations to foster student learning.
Innovative	We explore new learning opportunities through research, innovation and professional development to ensure continuous improvement of student learning.
	We enable meaningful and relevant learning through a range of opportunities

Flexible	appropriate to each student's development stage.
Equitable	We ensure that every student will have the benefit of high-quality learning opportunities.
Accountable	We explain to the citizens of Trinidad and Tobago the outcomes of our students and our use of funding.
Transformative Leadership	We believe that people with vision and passion can achieve great things. We therefore empower and inspire out staff and stakeholders to create positive and lasting changes in the education system.
Quality	We are committed to meeting our won quality standards that are driven by the requirements of our customers. Each of us takes charge to ensure that these standards are implemented in our individual areas of authority.
Teacher Empowerment	We create the environment for excellence in teaching practice that improves the learning of all students, deepens educators content knowledge, provides them with research-based instructional strategies to assist students in meeting rigorous academic standards and prepares them to use various types of classroom assessments appropriately.

ICT in the Curriculum

The ICT Policy goals and objectives of the Ministry of Education are to:

i. Ensure all stakeholders possess the critical requisite skills and competencies to use ICT in the education system as a tool to enhance learning and teaching, communication and research and to generate innovative processes;

ii. Encourage innovative models of ICT use such as:
   - teacher education;
   - teaching;
   - learning; and
   - curriculum materials development

iii. Harmonize activities, approaches and standards in the use of ICT within the Education System

iv. Encourage critical and creative thinking, lifelong learning and social responsibility;

ICT in education in Trinidad and Tobago would create an educational system in which students

leave schools as confident, creative and productive users of new technologies, including information and communication technologies and understand the impact of those technologies on society.

The Ministry of Education's ICT in Education Policy (pp. 28–29) refers to Curriculum Content and Learning Resources as:

- Curriculum and content must increasingly maximize the use of ICT.
- ICT must be integrated into the development and delivery of the curriculum.
- The ICT curriculum needs to be reviewed frequently in order to maintain its relevance.
- ICT integration and ICT competency measures across the curriculum shall be driven through the development and delivery of an ICT-infused curriculum.

ICT in education would create an environment that encourages creativity, innovation, critical thinking and decision making.

Inclusive Education Policy

The Ministry of Education is committed to "support the delivery of inclusive education in all schools by providing support and services to all learners and by taking appropriate steps to make education available, accessible, acceptable and adaptable to all learners." An inclusive curriculum is acknowledged to be the most important factor in achieving inclusive education. In planning and teaching the school curriculum, teachers are therefore required to give due regard to the following principles:

i. The National Curriculum Guides set out what most students should be taught at lower secondary school but teachers should teach the required knowledge and skills in ways that suit students' interests and abilities. This means exercising flexibility and drawing from curricula for earlier or later class levels to provide learning opportunities that allow students to make progress and experience success. The degrees of differentiation exercised will depend on the levels of student attainment.

ii. Varied approaches to teaching, learning and assessment should be planned to allow all students to participate fully and effectively. Account should be taken of diverse cultures, beliefs, strengths and interests that exist in any classroom and that influence the way students learn.

Copies of these documents may be obtained from the Ministry offices or the website at http://moe.edu.tt/***.***

The Curriculum Development Process

The term 'curriculum' has several meanings, depending on the context and the perspective of curriculum theory that is applied to the definition. Most theories concur that there are four fundamental components within definitions of curriculum:

- Curriculum as the transmission of a body of knowledge.
- Curriculum as product - defined by the ends or achievements expected.
- Curriculum as process.
- Curriculum as praxis

This revised curriculum subscribes to an eclectic approach which is an amalgamation of the above definitions.

The foundation of the National Curriculum is also informed by a wealth of available curriculum theories and processes. The major forces that influence and shape the organization and content of the curriculum include:

1. Educational philosophy and understandings about the nature of knowledge
2. Society and culture
3. The learner and learning process
4. Learning theories
5. The nature and structure of subject matter to be learned

These areas represent the foundation on which the national curriculum is revised. These areas will inform educational goals with the aim of developing a coherent, culturally focused and dynamically evolving curriculum.

This revised curriculum displays a learner-centred design with philosophical assumptions that are mainly constructivist. It seeks to educate and develop children who are able to fulfil their full potential; healthy and growing normally; academically balanced; well-adjusted socially and culturally and emotionally mature and happy.

The curriculum process was developed through four stages:

Stage 1 of the curriculum development process consisted of consultations with stakeholders from a cross-section of the national community. The Ministry of Education conducted one national consultation on the secondary education curriculum, along with 3 joint-district consultations and one in Tobago. Consultations were held with representatives from the various divisions of the Ministry of Education, Students, denominational and local school boards; members from the primary and secondary principals association, members of the business community, Unions, representatives from tertiary institutions, representatives from Non-Governmental Organizations (NGOs), parents and special interest groups. These key stakeholders provided valuable information which helped to inform curriculum change to better prepare students to meet the needs of society.

Stage 2 of the process involved the analysis of findings from opinions, experts, relevant documents and best practices which informed the design of the revised curriculum to enable a set of desirable outcomes and essential competencies to be possessed by all students.

Data from different sources together with other policy documents were examined and a unanimous decision was taken for the following to be core:

English Language Arts, Mathematics, Science, Visual and Performing Arts (VAPA), Physical Education and Sports, Spanish, Technology Education, Information and Communication Technology (ICT) and Social Sciences which comprise History, Geography, Social Studies, Religious Education and Health and Family Life Education (HFLE). In order to develop the student holistically, emphasis was also placed on ICT integration, Sexuality and Sexual Health Education, Health and Wellness, Literacy and Numeracy.

At **Stage 3**, subject experts produced the revised curriculum documents. For each subject, a Curriculum Guide and Teachers' Guide were developed. Teachers with specific subject or curriculum development skills from schools were also included in the creation of these curriculum documents. The outputs of this phase included learning outcomes specific to each subject that contribute to the fulfilment of the national outcomes; subject content; teaching,

learning and assessment strategies to support the outcomes. As part of the development process, the curriculum was validated by feedback solicited from Universities and other key stakeholders. Continued consultations with key stakeholders provided feedback to inform curriculum evaluation and further validation.

These curriculum documents will provide learning opportunities, teaching and learning strategies, assessment strategies and instructional plans which will contribute to the full potential of the students.

Stage 4 involved the implementation of the revised curriculum. Implementation of the curriculum is a dynamic process, requiring collaboration of the curriculum coordinators / officers and teachers. In implementing, teachers are expected to use the formal curriculum, as described in the curriculum guides, to plan work and teach in a manner that accomplishes the outcomes described. Teachers are expected to translate those outcomes into units of study, determining the appropriate sequence and time allocation according to the learning needs of their students. Although the curriculum documents provide sample teaching and assessment strategies, it is also the role of the teacher to select and use sound teaching practices, continually assessing student learning and systematically providing feedback to curriculum teams for use in revising and improving the guides.

The revised curriculum documents will be implemented initially for Forms 1 then at the Form 2 level and finally at the Form 3 level. Curriculum officers responsible for specific subject areas will monitor and support teachers in the implementation of this curriculum through school visits.

A curriculum development system provides support for the tasks of curriculum implementation. The system advocated by the Ministry of Education involves stakeholders, specialist curriculum officers, principals, heads of departments and teachers, each with specific roles and responsibilities. Some of these are outlined in the table below.

System Component	Members	Role
Strategic Executive Team (SET) of the Ministry of Education	Consultants, Advisors	• Advise on curriculum policy, goals and standards.
Curriculum Planning and Development Division (Head Office and District-based)	Curriculum officers	• Plan and develop curriculum. • Provide leadership in identifying curriculum goals and determining the process for development of curriculum materials. • Lead writing teams (which include teachers). • Monitor implementation. • Provide teacher support. •Facilitate teacher professional development for curriculum implementation. • Advise on processes and materials for effective implementation and student assessment. • Evaluate curriculum.
School Curriculum Management Team	Principal/Vice Principal and Heads of Departments	• Make major decisions concerning the school curriculum, such as assigning resources. • Provide guidelines for Instructional Planning Teams.
Instructional Planning Teams/School Instructional Committees	Teachers	• Cooperate on tasks necessary for effective implementation, such as: yearly work plans, units of study, development of materials to individualize the curriculum, identification and development of learning materials, student assessment and evaluation.

At the school level, the curriculum refers to all the learning and other experiences that the school plans for its students. It includes the formal or written curriculum, as well as the informal curriculum which is comprised of other developmental opportunities provided by the school such as those offered by student clubs, societies and committees and sporting organizations (e.g. cricket team, debating society, Guides, Cadets).

The School Curriculum Management team develops a School Curriculum that must be in alignment with the National Curriculum. The School Curriculum Management team usually consists of the Principal and/or Vice Principal and Heads of Department. The duties of the School Curriculum Management team include the development of school culture, goals, vision and curriculum in alignment with the national curriculum and culture. It also provides support for curriculum work and performs evaluation functions.

In providing support for curriculum work, the Management team may, for instance:

- encourage teachers to identify challenges and try new ideas;

- develop timetables to allow for development of curriculum materials, for example,

  yearly plans, units, instructional materials;

- ensure availability of learning materials;

- provide instructional leadership;

- ensure that appropriate strategies are formulated to promote student success.

- monitors the curriculum (using, for example, observation, test scores, student books,

  formal and informal discussions with different stakeholders);

- assesses the hidden curriculum (including discipline policies, fund allocation, physical

  environment);

- evaluates the school programme of studies.

The roles of instructional teams are described below:

- Develop/Revise/Evaluate work programmes
- Determine resource needs

- Identify/Develop instructional materials
- Conduct classroom action research
- Integrate and align curriculum
- Identify and develop appropriate assessment practices
- Develop reporting instruments and procedures (student and teacher performance)
- Keep records

The roles of teachers are described below:

- Develop/Revise instructional programme
- Individualize curriculum to suit students' needs and interests
- Develop/Evaluate/Revise unit plans
- Develop/Select appropriate learning materials
- Select appropriate teaching strategies to facilitate student success
- Integrate the curriculum as far as possible, and where appropriate
- Select appropriate assessment strategies
- Monitor/Assess student learning and keep records
- Evaluate student performance
- Evaluate classroom programmes
- Conduct action research
- Collaborate with colleagues

The revised lower secondary curriculum for Trinidad and Tobago provides every opportunity for the child to learn, master new important skills and develop attributes and values that are critical to their role as emerging productive, caring and responsible citizens.

The Core Curriculum Subjects

The core curriculum subjects are those for which every student is required to demonstrate achievement of the stated outcomes in Forms 1–3.

A minimum time allocation is recommended for each core subject. The principal, as instructional leader of the school, will make the final decision as to time allocation, according to the needs of the students and the resources available at any given time.

The table below shows the suggested minimum number of periods per subject based on:

- A 6 day cycle
- 7 periods per day
- Approximately 40 minutes per period

Subject	No. of periods per week
English Language Arts (ELA)	7
Mathematics	7
Spanish	3
Science – Physics, Chemistry and Biology	6
Physical Education and Sports	2
Technology Education	3
Visual and Performing Arts (VAPA)	4
Information and Communication Technology (ICT)	2
Social Sciences - History, Geography, Religious Education, Social Studies Health and Family Life Education (HFLE)	6

SUGGESTED TIMETABLE—2 PERIODS ARE UNASSIGNED AND THESE MAY BE USED AS NEEDED

Period	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6
1	HFLE	MATH	SOC.SCI-Geography			HFLE/RE
2	ELA	MATH	SCI-Physics	VAPA	ELA	MATH
3	ELA	TECH ED	SCI-Physics	VAPA	VAPA	MATH
	B	R	E	A	K	
4	SCI-Biology	SPAN	ELA	MATH	ICT	ELA
5	SCI-Biology	SPAN	MATH	TECH ED	ICT	ELA
	L	U	N	C	H	
6	MATH	SOC.SCI – Social Studies	PHYS.ED. & SPORTS	SPAN	SCI-Chemistry	SOC.SCI-History
7	TECH. ED	SOC.SCI-Social Studies	PHYS.ED. & SPORTS	ELA	SCI-Chemistry	VAPA

Information and Communication Technology (ICT) Infusion into the Curriculum

Information and Communication Technology (ICT) infused in the curriculum is intended to ultimately transform teaching and learning to meet the needs of twenty-first century learners and better prepare them to be global citizens. The use of ICT integration initiatives should support the development of critical skills such as knowledge construction, problem-solving, critical thinking, collaboration, communication, innovation, inquiry, digital literacy and entrepreneurship.

ICT covers all the technologies used for the handling and communication of information. These technologies include:

- Computers/laptops
- Storage devices (e.g. flash drives, CDs)
- Mobile devices/handheld devices
- Satellite communication
- Audio & Audio visual systems
- Cloud computing
- Email/messaging

In addition to the above named technologies, there is a generation of Web 2.0 tools that facilitate a more engaging and interactive learning experience in the classroom. The following is a small sample that may be useful to teachers and students:

- Social networking sites (including educational social networking platforms like Edmodo)
- Blogs, wikis, forums
- Photo and Video sharing tools (e.g. Flickr, Instagram, Youtube)
- Cloud storage (e.g. Skydrive, Dropbox, Deego)
- Digital Story telling tools (e.g. Story Maker)
- Social bookmarking and annotation tools (e.g. Diigo)
- Inspirational tools and lessons (e.g. TED Talks/Ed)
- Screen casting/screen capture tools (e.g. Jing)

- Word cloud generators (e.g. Wordle, Tagxedo)

The process of integrating ICT into the curriculum requires that administrators and teachers find ways to incorporate ICTs into teaching and learning to maximize educational outcomes, making learning relevant and meaningful. This integration can only be successful if it is carefully planned, managed, monitored and evaluated. Additionally, appropriate measures should be devised to provide support wherever needed according to the context of the school environment.

It is hoped that educators continue to be creative and resourceful, making full use of the resources that are available to them as they plan instruction.

Literacy across the Curriculum

Literacy is about more than reading and writing – it is about how we communicate in society. It is about social practices and relationships, about knowledge, language and culture. Literacy … finds its place in our lives alongside other ways of communicating. Indeed, literacy itself takes many forms: on paper, on the computer screen, on TV, on posters and signs. Those who use literacy take it for granted – but those who cannot use it are excluded from much communication in today's world. Indeed, it is the excluded who can best appreciate the notion of "literacy as freedom". (UNESCO, Statement for the United Nations Literacy Decade, 2003–2012)

The revised lower secondary curriculum addresses the literacy needs of all learners as they interact with a variety of texts across the different subject disciplines. Research indicates that students who struggle have significant difficulty navigating mathematics, science and social sciences texts in which the language is expository, dense and full of difficult vocabulary (Allen 2000). This underscores the need for all teachers to support students' literacy development since literacy skills are needed if students are to access the entire curriculum.

Teachers of English address students' literacy by teaching the skills of listening, speaking, reading and writing in an explicit and systematic manner. The goal of literacy instruction is to improve learning by building students' comprehension and communication skills. **Teachers of other content areas** have the responsibility of extending students' literacy instruction by teaching the subject-specific literacy of their respective subject areas. Literacy is embedded in every subject so teachers must create literacy-rich activities for students that will strengthen and support subject-specific learning.

The table below illustrates generic literacy activities that content area teachers and students can engage in to build the core skills of listening, speaking, reading, writing and representing as the curriculum is enacted in all subjects.

Table 1: BUILDING LITERACY SKILLS ACROSS ALL SUBJECT AREAS

LITERACY SKILLS	STUDENT ACTIVITY IN ALL SUBJECTS	TEACHER SUPPORT
Listening and Speaking	Engage in collaborative discussions	Set ground rules for discussions
• Aesthetic	Make oral presentations that include use	Listen attentively

LITERACY SKILLS	STUDENT ACTIVITY IN ALL SUBJECTS	TEACHER SUPPORT
Listening • Efferent Listening • Critical Listening	of ICTs Express ideas, perceptions and feelings about what is being learnt Listen to videos, film clips, audio tapes, DVDs, CDs Engage in discussions related to their learning and to their multicultural environment Engage in critical listening to process information and solve problems Engage in critical reflection on ethical issues related to subject	Facilitate discussions and explanations Source audio texts of related content for discussion Help students interpret and analyse what they listen to Develop students' presentation skills
Reading Textbooks E-books Reports Interviews Surveys Newspapers Magazines Multi-media texts	Engage in individual, peer and group reading Extract details relevant to learning Make inter-textual references Access and read e-books and online information Critically reflect on and interpret ideas presented in multi-media texts Identify problems and discuss solutions Read for information and enjoyment	Model reading of subject content to students Model the **Think Aloud** strategy Engage students in reading as a process Explain technical terminology and subject-specific vocabulary Indicate features of text and internal organization in subject-specific materials Provide graphic organisers/ concept map templates for student use Help students interpret, analyse and evaluate subject-specific content Help students connect subject content to the world beyond

LITERACY SKILLS	STUDENT ACTIVITY IN ALL SUBJECTS	TEACHER SUPPORT
		the classroom
Writing Expository Persuasive Technical Reflective	Use graphic organisers to plan and record ideas	Infuse technology when modelling writing of subject content
	Engage in individual and shared writing	Explore subject-specific vocabulary and language use
	Create descriptions, songs, raps, narrations, explanations	Explain internal organization of subject-specific texts
	Create comics and story boards	Provide graphic organizers/ concept map templates
	Engage in reflective thinking when writing	Create blogs for collaboration
	Use ICTs to produce and publish pieces	Encourage emailing of student responses
		Help students interpret, analyse and evaluate what they write
Representing	Present work learnt through role play, movement, monologues, tables, graphs, maps, songs, posters, diagrams, letters, brochures, written paragraphs, essays, reports, cartoons, comics, models, digital presentations	Encourage a range of presentation types/modes
		Infuse ICTs when teaching subject content
		Encourage use of ICTs in students' presentations

Failure to acquire literacy skills for learning across subject disciplines is a major risk which the revised curriculum seeks to address. Literacy lies at the heart of student understanding and achievement. For the curriculum to be enacted in a meaningful manner that benefits all students, effective subject-specific literacy teaching is critical. Each content area requires skills for effective reading and studying of text materials. To support literacy development, content area teachers must know how to teach the skills so that students can bridge existing gaps. Literacy

skills are essential for good communication, critical thinking and problem-solving at school and for success in life beyond school.

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PART 2

The English Language Arts Curriculum

Introduction

The revised English Language Arts curriculum builds on the previous edition by promoting the development of the learner through focused skills building in language, literature and literacy. The learner is at the centre of language education as reflected in all the outcomes for listening, speaking, reading, writing and media literacy. The curriculum addresses, through an integrated approach to the development of these skills, the changing ways adolescents learn English as well as the challenges they face when learning this language. Language learning in the twenty-first century is intended to empower young persons to contribute in meaningful ways within school and within the larger society. Since language has the power to transform lives, students who are challenged by language need tangible and substantial support. The English Language Arts curriculum acknowledges this challenge and attempts to provide support to teachers who implement the programme and interact directly with diverse learners within the regular classroom. This support is evident in the teaching of grammar related to the language skills being targeted as illustrated in the accompanying Teacher's Guide and the Reading Literacy Support Guide.

There is alignment between the new Primary English Language Arts curriculum introduced from September 2013 and that of the revised lower secondary school curriculum. The concentrated focus on language skills development in explicit ways is continued as is the overall focus on building students' literacy skills. Additional attention is placed on critical language awareness so that learners develop the ability to interrogate the Standard English and English Creole languages and investigate how language is used for particular purposes. The learner also builds appreciation for the creative use of language for wholesome pleasure through the study of literature of the region and that of the wider world.

The lower secondary curriculum builds on the primary curriculum with regard to continuous assessment of language learning. The compilation of a Language Portfolio is new. This portfolio will contain evidence of student learning of listening, speaking, reading, literary appreciation and media literacy skills across the three years. The portfolio will also reflect a process approach to the teaching of the discrete communication skills of listening, reading and writing. This ensures

that both process and product will be taught and assessed. At the primary level, students are now in the practice of using writing portfolios that illustrate and chart their writing development. At the secondary level, the demonstration of language skill for writing development, the creation of a portfolio (electronic or print) is advised. This is one significant way in which, for language learning and assessment, students will makes use of the technologies that have been provided by the Ministry of Education as learning tools.

The revised lower secondary English Language Arts curriculum is also aligned with and provides the foundation on which language learning can be continued at the upper secondary which culminates with the assessment of objectives stated in the CSEC English syllabus. At the end of the English language programme experienced at secondary school, it is intended that the planned curriculum outcomes and the Value Outcomes for Children articulated in the corporate strategic plan of the Ministry of Education will be achieved.

Philosophy

Language helps to create the lived reality of human beings. The possibilities of particular world views are made manifest through language and within language. All human beings must therefore be given the opportunity to become effective users of language in order to support their ability to realize all dimensions of their human potential, to function well in an ever changing world, and to maintain satisfying social relationships. They must be given opportunities to learn language skills by interacting with others in meaningful contexts to carry out personal and social functions in an emotionally mature manner that will enhance their lives, contribute to their social and cultural adjustment and help them to assume the responsibilities of citizens of a democratic society. The English Language Arts curriculum must continue to be perceived by students as being relevant to their lives and cultures which undergo constant transformation; it must also satisfy their needs and interests and pave the way for students to achieve their full potential.

English Language Arts education, therefore, should:

- facilitate a variety of forms of effective communication with others;

- allow entrance and effective participation in other speech communities;

- provide the fundamental basis for development of competence in other subject areas;

- build aesthetic appreciation, for language itself and for other art forms;

- develop critical language and literacy awareness;

- prepare students for interaction in different contexts;

- empower students with life skills;

- prepare students for the world of work.

Vision

All students will acquire competence in the English Language Arts. Students will be able to communicate effectively in Standard English and in other dialects, and out of a strong sense of values, use language in pursuit of lifelong goals and in participating as informed members of society.

Rationale

The teaching of English allows opportunity to impact significantly on student learning across the entire curriculum. English is the language of education: of teaching, learning and assessment, in Trinidad and Tobago. Building skills and competencies in Standard English is a priority since English is the international language for education, trade and for communication on the Internet for billions across the globe. The reality of the English Creole, a vibrant language of the heart for most learners of English, is acknowledged and valued as English is targeted. Students of our Republic are simultaneously, citizens of the larger world and in this age of technology and rapid communication, they must be empowered to use language to impact on the world. English provides them with the requisite tools for effective communication nationally, regionally and globally. Language and literacy skills acquisition also build students' confidence and trigger increased improvement in learning. In particular, proficiency in English lays the groundwork for students to develop creative and critical thinking and problem solving skills necessary for nation building in the twenty-first century.

At the Secondary school, English Language Arts is at the core of the curriculum. Additionally, English literacy is embedded alongside the literacies to be developed in every subject. Teachers of English lead the drive for improvement in performance in English and support the larger academic performance initiative across the core subjects. General understanding of English literacy can facilitate learning if focus is placed on the communication skills of speaking, listening, reading, writing and representing. Those five literacy skills are critical since they allow students to engage fully with learning across the curriculum. It is reasonable to assert that English is indeed fundamental to students' understanding of their academic and personal selves as it is to their self-empowerment. Approaches to effective English Language teaching and learning are unlimited as education research indicates. The curriculum, including the accompanying Teacher's Guide, presents best practices in language education for each of the first three years at secondary school.

The revised national lower secondary English Language Arts curriculum builds on the former by continuing to promote skills development and focus on the learner as an active contributor to the process. The curriculum recognises that students learn at different rates and that their skills development will vary. The curriculum also recognises language learning as a recursive process that develops through exploration and engagement in ever-widening contexts. Active teaching is encouraged as specified in the learning outcomes for all of the skills: Listening, Speaking, Reading, Literary Appreciation, Writing and Media Literacy. The revised outcomes are indicative of the direction toward meaningful, active learning that is authentic and self-directed. Students investigate and explore topics as they analyse their learning experiences in English Language Arts. The revised English Language Arts curriculum has a strong critical language and literacy awareness built into it. Students must be empowered to interrogate language itself and to develop their critical consciousness. In so doing, they will be less vulnerable to subtle persuasion and hidden agendas of speakers and writers. This therefore has implication for how language and literacy are taught to adolescent learners.

Questions abound in any discussion on approaches advocated in a national curriculum. Why teach English alone? Why not teach English Creole as well as English? Why not use a second

language approach to teaching English since it is not, for the majority of students, their first language? It is necessary therefore to underscore that both English Creole and English are valued in the curriculum. Both are legitimate languages impacting on learners as they attempt to learn English, learn about English and learn via English simultaneously! This is indeed an enormous task but not an impossible one. How teaching and learning occur in the classroom, how dynamic and engaging are the learning experiences planned are the determining factors. In learning English, students examine contexts of language usage and determine how meaning is shaped by a range of social factors. They also clarify their own language usage and better understand how speakers of English Creole are perceived. The study of English serves to build appreciation for English Creole which is itself a key aspect of our culture and dispel stereotypes and other negative assumptions about speakers of different regional Creoles. The study of English also builds appreciation for the English language.

Literature is an essential component of the English Language Arts programme. The study of literature leads to enhanced understanding of the three literary genres and to enjoyment of reading itself. An active, performance-based approach to teaching and learning across the three literary genres is promoted in the revised lower secondary curriculum. The skill of literary appreciation is developed alongside all the communication skills. Values learnt whether overtly as specified in the learning outcomes or gleaned covertly; shape the consciousness of the learner. Values such as empathy, kindness, integrity, respect and understanding of self, others and the environment are necessary outcomes of the study of literature. The multi-cultural society of Trinidad and Tobago benefits as students, through their exploration of literature and language, develop their critical thinking along with their capacity for cultural understanding.

The English Language Arts curriculum advocates an integrated approach to language and literacy learning and skills development. A lesson with a particular skill focus draws on the other Language Arts skills to make the learning intelligible. Twenty-first century language learners must communicate using ICTs. The infusion of information and communication technologies in English Language learning is therefore an asset. Students respond naturally and happily to technology as learning tools and as resources. There is synergy between the communication skills and the communication technologies. The revised English curriculum promotes meaningful

use of ICTs in learning English and in producing and publishing print and multimodal texts. Through both responding to texts and creating new texts using a range of media, students increase their knowledge of language features, devices and structure along with their understanding of the purposes for and uses of language. Students also develop appreciation for the power of language in communication and for enjoyment.

Goals of the
English Language Arts Curriculum

The main goal of the English Language Arts curriculum is to create confident students who can use and produce language effectively and who can negotiate multi-modal texts of increasing complexity. Their knowledge and control of language will empower them to function in the twenty-first century as competent and informed citizens of the democratic Republic of Trinidad and Tobago.

Students will:

- demonstrate proficiency in the skills of listening, speaking, reading, writing, and visual representation;
- use the communication skills as tools for learning across various disciplines
- use language for reflection;
- use language to communicate for a variety of purposes;
- respond critically and sensitively to a variety of literary and informational texts;
- appreciate the language and literature of different cultures;
- use language to demonstrate creative and critical thinking;
- become strategic thinkers, speakers, readers and writers.

Connections and Integration

A coherent view of relationships among the learner, the learning process, teaching, and language should inform everyday transformation within the classroom. Current views derived from language education research continue to call for the integration of the language arts. The claims are:

- The language arts skills are so strongly interrelated that no single skill can be taught in isolation
- The strands of language are so closely interwoven that speaking, listening, reading, writing and representing can emerge simultaneously in any one teaching and learning activity
- Communication is a dynamic complex of interdependent systems involving thinking, speaking, listening, reading, writing, and viewing
- Language is an ongoing meaning-making process
- Learning language is an integrated, holistic, interactive process
- Language growth and development is not a sequential, linear process

Language development and the attainment of conceptual comprehension are fundamental to development and achievement in other subject areas. The design of this document supports an interdisciplinary approach in which language and the development of the language skills undergird student performance across all the subject areas.

English Language Arts teachers are encouraged to draw from other subject areas, firstly, as a means of signalling to students the necessity for developing competence in language so as to negotiate texts in other disciplines. In addition, links with other subject areas help to ensure that students recognise that what counts as valid formal knowledge in different disciplines should not be compartmentalised but should be used as necessary to interpret, understand, and solve problems in the real world in which they live. The development of their language skills allows them, as human beings, to negotiate and add meaning to that world.

Content and Performance Standards

The content and performance standards represent the skills that are to be achieved at the end of the first three years at secondary school. The content standards identified below indicate the general knowledge and skills that students must develop as a result of teaching and learning activities. The performance standards provide benchmarks that indicate the extent to which students are satisfactorily applying language and demonstrating what they know and can do.

Listening & Speaking

Content Standard

Students listen, comprehend, and use verbal and non-verbal cues to effectively communicate with an audience.

Performance Standards

1. **Students demonstrate ability to use skills and strategies of listening and speaking**

   • Use intonation, pausing, emphasis, and rhythm to speak with expression so as to convey meaning
   • Use appropriate facial expressions, gestures, paralinguistics, body language, postures, proxemics, haptics and eye contact to support speech
   • Distinguish basic stress and intonation patterns in oral language
   • Identify mood, emotions and attitudes conveyed by pronunciation and stress patterns

2. **Students demonstrate ability to pronounce words accurately**

   • Use sounds, stress and intonation patterns
   • Integrate stress, intonation and rhythm when pronouncing
   • Enunciate words clearly
   • Detect mispronunciation and self-correct
   • Identify the differences in vowel and consonant sounds
   • Distinguish between Creole and Standard English phonology, morphology and syntax
   • Code switch between Creole and Standard English in context

3. **Students demonstrate ability to attend to, comprehend, and assimilate information**
   • Identify significant details
   • Make connections between ideas
   • Respond accurately in different communicative situations
   • Respond with enjoyment to the cadence of language used for creative purposes

4. **Students demonstrate ability to listen critically in different communicative situations**
   • Deduce bias

- Deduce propaganda or concealed agenda
- Detect fallacies
- Distinguish between facts and opinions
- Identify significant language cues in audio and audio-visual texts
- Analyse persuasion and argument in text
- Determine the purpose and distinguishing features of oral texts

Reading

Content Standard

Students read a variety of texts to gain information and knowledge; to appreciate themselves, others, and the cultures of the world; and to gain pleasure.

Performance Standards

1. **Students read with fluency and comprehension**

   - Read accurately, quickly and with expression
   - Read level-appropriate texts, fiction and non-fiction, with confidence
   - Use, with facility, a variety of comprehension skills: literal, inferential, critical, and creative
   - Recognise barriers to comprehension: internal text structures, vocabulary and sentence structure
   - Monitor comprehension of their reading and use self-correcting strategies

2. **Students use a range of strategies to derive meaning from texts**

   - Use knowledge of phonemic awareness and word structure to aid comprehension of texts
   - Infer meaning of unfamiliar words by using context clues
   - Use textual cues and organisation patterns to assist in comprehension of texts
   - Use resources to discover the meaning, pronunciation, and derivation of unknown words

3. **Students demonstrate an adequate level of analysis, synthesis, and evaluation in response to a variety of texts**

   - Interpret and analyse the relationship between language choice and author's purpose
   - Explain and defend critical opinions of texts read
   - Develop criteria for evaluation of text
   - Develop critical language awareness

Literary Appreciation

Content Standard

Students interpret and respond to a range of genres with sensitivity to the writer's purpose and craft. Students read in order to understand self, to gain insight into the human condition, and to appreciate diverse cultures.

Performance Standards

1. **Students read prose, poetry, and drama with fluency and comprehension**

   • Apply a variety of strategies to derive meaning from texts
   • Discuss language, meaning, and ideas in various texts in relation to rhetorical purpose and audience
   • Understand the defining characteristics of a variety of literary genres

2. **Students apply knowledge of the elements of literature to derive optimal meaning from prose, poetry, and drama**

   • Examine the relationship between setting and structure
   • Understand elements of plot development
   • Demonstrate an understanding of how theme is generated
   • Trace how conflict is developed and resolved
   • Understand character development in text
   • Make inferences about characters' qualities and actions
   • Demonstrate an understanding of literary devices
   • Demonstrate an understanding of narrative voice

3. **Students analyse and evaluate prose, poetry, and drama**

   • Interpret and analyse the effectiveness of the use of the elements of different genres
   • Compare and contrast techniques used by writers in different texts
   • Respond to literary works clearly and coherently, using examples from texts read to support responses

4. **Students respond to texts critically and with sensitivity**

   • Examine how writers use language in oral and written text to impact the listener/reader
   • Examine author's purpose and intent
   • Discuss meaning and ideas in texts, making connections between what they read and their personal experience and diverse cultures
   • Demonstrate empathy with characters

5. **Students use the study of literature to develop an understanding of the human condition**

- Value characters in literary texts as representative of human thought, actions, and feelings
- Appreciate conflict as an integral part of life and as critical to understanding relationships
- Appreciate the importance of taking responsibility for one's actions
- Value the power of the written and spoken word

Writing

Content Standard

Students write for a range of different purposes, demonstrating sensitivity to audience, and using appropriate and grammatically correct language and organisational structures to effectively communicate thoughts, ideas, and feelings.

Performance Standards

1. **Students demonstrate competence in the use of the writing process**

- Decide on a form and general purpose for writing
- Use pre-writing skills
- Select appropriate content for different writing tasks
- Determine appropriate language
- Organize ideas coherently
- Revise and edit written compositions
- Present writing using a variety of media to enhance communication

2. **Students manipulate language effectively for different communicative purposes**

- Create a variety of **expository** forms
    - o State purpose clearly
    - o Gather relevant and accurate evidence/details
    - o Use register, tone and voice appropriate to the intended audience and context
    - o Use different organizational patterns within expository pieces
    - o Integrate information to develop intelligible pieces

- Create a variety of **persuasive/argumentative** pieces
    - o Determine clear position, target, audience, purpose
    - o Gather reliable evidence to support a position
    - o Use appropriate rhetorical devices
    - o Develop ideas logically and coherently

- Produce a variety of **narrative** pieces

- Select forms that are suited to purpose
- Use descriptive and figurative language
- Use language to create imagery
- Use emotive language to communicate a range of feelings, moods and ideas
- Employ elements suited to different genres

- Create a variety of **reflective** pieces
    - Scrutinise personal experiences
    - Examine reactions and feelings
    - Evaluate the experience
    - Draw conclusions based on analysis
    - Use language to deepen reflection
    - Demonstrate critical reflection

3. **Students demonstrate ability to respond critically to a variety of texts and writing tasks**
    - Distinguish between fact and opinion
    - Identify problems and recommend solutions
    - Compare and contrast ideas from a variety of texts
    - Draw inferences and explain, in writing, inferences derived from a variety of texts
    - Explain the importance of new understandings to self and others
    - Respond to new learning in a variety of written forms

4. **Students demonstrate competence in grammatical and mechanical conventions of writing**
    - Display competence in the mechanics of writing
    - Demonstrate understanding of word origin, prefixes, suffixes, morphemes and spelling patterns
    - Demonstrate competence in the use of the grammar of the English language

5. **Students engage in research by generating questions, and evaluating and synthesizing information from different sources**
    - Decide on a focus for research
    - Explore a variety of topics and ideas
    - Determine time parameters for the research activity
    - Examine sources of information
    - Critique information and websites selected
    - Collect and record information, utilizing a variety of strategies and tools
    - Connect relevant ideas from research to support the development of texts

Media Literacy

Content Standard

Students interpret and produce a wide variety of oral and audio-visual text and become sensitive to the impact of visual and aural language in their social, national, and global environments.

Performance Standards

1. **Students distinguish among the features of a wide range of oral and audio-visual text**
    *   Identify the features of texts from different media
    *   Examine the functions served by the features in oral and audio-visual texts

2. **Students demonstrate facility in using and creating oral and audio-visual texts to clarify, support, and generate ideas**
    *   Use a variety of design elements to create oral and audio-visual texts
    *   Use a variety of oral and audio-visual texts for different communicative purposes

3. **Students appraise the effectiveness of the content of oral and audio-visual texts to clarify, support, and generate ideas**
    *   Evaluate the merits of the use of different forms of media
    *   Evaluate the impact of different forms of oral and audio-visual texts on audience

4. **Demonstrate an awareness of the relationship between print and non-print texts**
    *   Use visual stimuli to create other types of texts
    *   Relate print to non-print media in communicating ideas, thoughts, feelings

5. **Demonstrate use of media for research**
    *   Evaluate websites
    *   Evaluate information
    *   Use appropriate websites to conduct research

6. **Demonstrate responsible use of social media**
    *   Apply the conventions of netiquette
    *   Apply the principles of ethics in use and creation of media texts

PART 3

Content Framework for the English Language Arts Curriculum

FORM 1 TERM 1					
*Teachers are advised to select grammar topics **relevant** to students' learning needs and the teaching/learning context.*					
LISTENING & SPEAKING	**READING**	**LITERARY APPRECIATION**	**WRITING**	**MEDIA LITERACY**	**RELATED GRAMMAR & SPELLING**
• Listening/Speaking Etiquette • Aesthetic/ Appreciative Listening • Listening	• Main Idea • Topic sentence	• Literary Genres (Prose, Poetry and Drama)	• Informal Letters • Reflective Writing	• Media Literacy: Types of Media	• Article • Simple Sentences • Phrases • Clauses (independent and dependent) • Sentence Analysis • Pronouns: Subject and Object • Transitive and Intransitive verbs • Punctuation Marks (full stop, question mark, exclamation mark) • Spelling (suffixes, prefixes, morphemes, spelling patterns)
• Efferent Listening: Listening for details • Oracy: communication	• Organisational Patterns: Spatial Order • Categorising • Vocabulary in Context	• Literary Elements	• Descriptions (Factual) • Reflective Writing	• Media Literacy: Social Media	• Nouns (count and non-count) • Adjectives • Compound sentences • Coordinating Conjunctions • Punctuation Marks (comma, semicolon) • Transitional words and phrases

FORM 1 TERM 1					
*Teachers are advised to select grammar topics **relevant** to students' learning needs and the teaching/learning context.*					
• Listening • Efferent Listening: Listening for details	• Explicit Details • Vocabulary in context	• Literary Element: Character	• Descriptions (Character) • Reflective Writing	• Visual Representation: Graphic Organisers	• Pronouns (interrogative) • Adjectives (regular and irregular) • Subject and Verb Agreement • Verbs (indicative mood) • Punctuation Marks (comma)
• Critical Listening: Verbal Directions and Instructions • Oracy: Pronunciation	• Following Directions and Instructions • Vocabulary in context • Barriers to comprehension	• Literary Element: Point of View	• Exposition: Giving Directions and Instructions • Reflective Writing	• Visual Interpretation: Procedural Pictorial Texts	• Pronouns (antecedent) • Verbs (imperative mood) • Prepositions (place and time) • Subject and Verb Agreement • Punctuation Marks (colon, semicolon, slash, dash) • Transitional words and phrases • Spelling (suffixes, prefixes, morphemes, spelling patterns)

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			FORM 1 TERM 2		
*Teachers are advised to select grammar topics **relevant** to students' learning needs and the teaching/learning context.*					
LISTENING & SPEAKING	**READING**	**LITERARY APPRECIATION**	**WRITING**	**MEDIA LITERACY**	**RELATED GRAMMAR & SPELLING**
• Efferent Listening: Listening for details • Listening	• Explicit Details • Vocabulary in Context	• Literary Element: Setting	• Description: Place/Setting • Reflective Writing	• Visual Representation: Graphic Organisers	• Adjectives (positive, comparative and superlative) • Adverbs (place and time) • Phrases • Participle and Infinitive Phrases • Absolute phrases • Adjectival and Adverbial phrases • Spelling (suffixes, prefixes, morphemes, spelling patterns)
• Oracy: Pronunciation	• Sequencing • Predicting Outcomes	• Literary Element: Plot • Literary Element: Conflict	• Expository Writing: Simple Report	• Visual Representation: Graphic Organisers	• Adverbs (manner, frequency, purpose) • Clause (independent and dependent) • Complex sentences • Subordinating Conjunctions • Transitional words and phrases • Indirect Speech • Punctuation (comma)

FORM 1 TERM 2					
*Teachers are advised to select grammar topics **relevant** to students' learning needs and the teaching/learning context.*					
	• Implied Main Idea • Inference • Vocabulary in context		• Narrative Perspective: First and Third Person Points of View • Reflective Writing	• Visual Representation: Timelines and Storyboards	• Personal and Relative Pronouns • Relative clauses • Adjective and Adverb clauses • Verbs (present and past tense) • Transitional words and phrases
• Oral Communication	• Critical Reading • Barriers to Comprehension	• Literary device: Symbolism • Literary device: Comparisons	• Creative Writing: Poetry • Reflective Writing	• Visual Interpretation: Signs and Symbols	• Abstract Nouns • Pronouns (demonstrative) • Adjective placement • Prepositional phrases • Noun phrases • Verbs (present and past) • Punctuation Marks (full stop, comma, question mark, exclamation mark) • Spelling (suffixes, prefixes, morphemes, spelling patterns)

FORM 1 TERM 3

*Teachers are advised to select grammar topics **relevant** to students' learning needs and the teaching/learning context.*

LISTENING & SPEAKING	READING	LITERARY APPRECIATION	WRITING	MEDIA LITERACY	RELATED GRAMMAR & SPELLING
• Oracy (Pronunciation and Enunciation) • Oracy: Characteristics of an effective speaker • Non-verbal Communication • Interviewing Skills	• Critical Reading • Inference	• Literary Element: Character • Literary Element: Plot	• Creative Writing: Dialogue • Reflective Writing	• Visual Interpretation: Visual Texts	• Pronouns (possessive) • Possessives • Verbs (active and passive) • Contractions • Exclamation • Direct speech • Apostrophe • Punctuation (ellipses, comma quotation marks, exclamation) • Spelling (suffixes, prefixes, morphemes, spelling patterns)
• Critical Listening: Fact and Opinion • Listening • Oracy: Introductions	• Distinguishing between Fact and Opinion • Topic Sentence • Barriers to Comprehension	• Literary Element: Point of View	• Persuasion: Personal Opinion • Reflective Writing	• Media Literacy: Social Media	• Pronouns (indefinite) • Subject and Verb Agreement • Verbs (Subjunctive mood) • Verbs (future tense) • Dangling modifier • Double negative
	• Vocabulary in context • Comparison and Contrast • Summary Skills	• Literary Genres	• Summary: News Headlines • Reflective Writing	• Media Literacy: Headlines and Captions	• Pronouns (intensive and reflective) • Subject and Verb Agreement • Clichés and redundancies • Abbreviations • Punctuation (parentheses and brackets) • Spelling (suffixes, prefixes, morphemes, spelling patterns)

FORM 2 TERM 1					
*Teachers are advised to select grammar topics **relevant** to students' learning needs and the teaching/learning context.*					
LISTENING & SPEAKING	**READING**	**LITERARY APPRECIATION**	**WRITING**	**MEDIA LITERACY**	**RELATED GRAMMAR & SPELLING**
• Listening/Speaking Etiquette • Aesthetic Listening: Identifying emotions evoked from oral text • Oracy: Pronunciation • Oracy: Register/Language	• Critical Reading • Inference	• Literary Element: Character Development • Literary Element: Point of View	• Creative Writing: Story • Reflective Writing	• Visual Representation: Creating Digital Stories	• Verbs (progressive tense) • Compound sentences • Coordinating Conjunctions • Punctuation Marks (comma, semicolon) • Transitional words and phrases • Spelling (suffixes, prefixes, morphemes, spelling patterns, technical words, words derived from other languages)
• Efferent Listening: Listening for details in oral texts	• Main Idea • Topic Sentence	• Literary Element: Setting	• Formal Letter	• Media Literacy: Print and Non-Print texts	• Subject and Verb Agreement • Verbs (indicative mood) • Punctuation Marks (comma) • Transitional words and phrases
• Efferent Listening: Listening for details-main idea in oral texts • Oral Communication	• Sequencing • Vocabulary in context	• Literary Element: Plot Structure • Literary Element: Theme	• Reflective Writing	• Visual Representation: Elements of Design • Visual Interpretation: Analysing Visual Text	• Phrases (adjectival and adverbial) • Verbs (Subjunctive mood) • Verbs (perfect tense) • Transitional words and phrases

FORM 2 TERM 1					
*Teachers are advised to select grammar topics **relevant** to students' learning needs and the teaching/learning context.*					
LISTENING & SPEAKING	**READING**	**LITERARY APPRECIATION**	**WRITING**	**MEDIA LITERACY**	**RELATED GRAMMAR & SPELLING**
• Interviewing Skills • Oracy: Characteristics of an effective Speaker	• Structure-Problem and Solution • Vocabulary in context • Topic Sentence	• Literary Element: Conflict	• Expository Writing: Problem and Solution	• Research Skills • Media Literacy: Social Media	• Subject and verb agreement • Complex sentences • Subordinating conjunctions • Transitional words and phrases • Punctuation (comma) • Spelling (suffixes, prefixes, morphemes, spelling patterns, technical words, words derived from other languages)

FORM 2 TERM 2					
*Teachers are advised to select grammar topics **relevant** to students' learning needs and the teaching/learning context.*					
LISTENING & SPEAKING	**READING**	**LITERARY APPRECIATION**	**WRITING**	**MEDIA LITERACY**	**RELATED GRAMMAR & SPELLING**
• Aesthetic Listening • Oracy (Pronunciation and Enunciation) • Oral Communication	• Critical Reading • Inference	• Literary Devices: Rhythm and Rhyme • Literary Device: Alliteration	• Creative Writing: Poetry • Reflective Writing	• Media Literacy: Persuasive Techniques- Jingle	• Prepositional phrases • Noun phrases • Verbs (present and future tense) • Punctuation Marks (full stop, comma, question mark, exclamation mark) • Spelling (suffixes, prefixes, morphemes, spelling patterns, technical words, words derived from other languages)
• Oracy: Enunciation • Discriminative Listening	• Critical Reading • Inference	• Literary Device: Assonance • Literary Device: Pun	• Creative Writing: Poetry • Reflective Writing	• Media Literacy: Persuasive Techniques- Calypsos	• Personal and Relative Pronouns • Adjective and adverb clauses • Verbs (past tense)
• Critical Listening	• Structure-Cause and Effect • Vocabulary in context • Topic Sentence	• Literary Element: Mood and Tone	• Expository Writing: Cause and Effect • Reflective Writing	• Research Skills • Media Literacy: Social Media	• Subject and Verb agreement • Transitional words and phrases • Dangling modifier • Double negative • Spelling (suffixes, prefixes, morphemes, spelling patterns, technical words, words derived from other languages)

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FORM 2 TERM 3

*Teachers are advised to select grammar topics **relevant** to students' learning needs and the teaching/learning context.*

LISTENING & SPEAKING	READING	LITERARY APPRECIATION	WRITING	MEDIA LITERACY	RELATED GRAMMAR & SPELLING
• Oracy: Pronunciation	• Author's Purpose and Point of View • Critical Reading	• Literary Element: Character Development (main character) • Literary Element: Point of View	• Creative Writing: Dramatic Pieces	• Visual Representation: Creating Comic Strips • Visual Interpretation: Caricature	• Adjectives (positive, comparative and superlative) • Verbs (present and future tense) • Adverbs (place and time) • Participle and Infinitive Phrases • Spelling (suffixes, prefixes, morphemes, spelling patterns, technical words, words derived from other languages)
• Critical Listening • Oracy: Characteristics of an effective Speaker • Non-verbal Communication	• Vocabulary in context • Fallacies: Hasty Generalisations and Faulty Reasoning	• Literary Element: Conflict • Literary Element: Theme	• Argument: Essay and Speeches	• Research Skills • Detecting Bias	• Verbs (imperative mood) • Subject and Verb Agreement • Punctuation Marks (colon, semicolon, slash, dash) • Transitional words and phrases
• Efferent Listening: Listening for details • Critical Listening	• Summary Skills	• Literary Elements	• Summary Writing • Reflective Writing	• Media Literacy: Social Media	• Subject and Verb Agreement • Clichés and redundancies • Punctuation (parentheses and brackets) • Spelling (suffixes, prefixes, morphemes, spelling patterns, technical words, words derived from other languages)

FORM 3 TERM 1

*Teachers are advised to select grammar topics **relevant** to students' learning needs and the teaching/learning context.*

LISTENING & SPEAKING	READING	LITERARY APPRECIATION	WRITING	MEDIA LITERACY	RELATED GRAMMAR & SPELLING
• Listening/Speaking Etiquette • Critical and Discriminative Listening: Literary genres • Oral Communication	• Critical Reading • Inference: implied messages	• Literary Element: Setting/ Atmosphere • Literary Element: Theme	• Creative Writing- Story • Reflective Writing	• Stereotyping	• Pronouns (subject, object and relative) • Phrases and clauses • Compound and complex sentences • Subject and verb agreement • Spelling (suffixes, prefixes, morphemes, spelling patterns, unusual plurals, technical words, words derived from other languages)
• Critical Listening: Persuasion • Interviewing Skills	• Topic Sentence • Vocabulary in Context	• Literary Element: Role of Character • Literary Element: Point of View	• Writing: Persuasion (Advertisements and Essays)	• Media Literacy: Advertisements • Media Literacy: Social Media	• Pronouns (antecedent) • Verbs (imperative mood) • Subject and verb agreement • Punctuation (colon, semicolon, comma)
• Efferent Listening: Listening for details • Interviewing Skills	• Vocabulary in Context	• Literary Element: Conflict	• Expository Writing: Proposal • Reflective Writing	• Research Skills	• Verbs (imperative and indicative mood) • Verbs (tense) • Subject and Verb Agreement • Punctuation (colon, dash, parentheses and brackets) • Spelling (suffixes, prefixes, morphemes, spelling patterns, unusual plurals, technical words, words derived from other languages)

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FORM 3 TERM 2					
*Teachers are advised to select grammar topics **relevant** to students' learning needs and the teaching/learning context.*					
LISTENING & SPEAKING	**READING**	**LITERARY APPRECIATION**	**WRITING**	**MEDIA LITERACY**	**RELATED GRAMMAR & SPELLING**
• Oral Communication	• Critical Reading • Vocabulary in context	• Literary Device: Imagery • Literary Element: Mood and Tone	• Creative Writing: Poetry • Reflective Writing	• Promotional Media: Brochure	• Pronouns (possessive) • Punctuation (colon, dash, parentheses and brackets) • Verbs (subjunctive mood) • Spelling (suffixes, prefixes, morphemes, spelling patterns, unusual plurals, technical words, words derived from other languages)
• Efferent Listening: Listening for details	• Cause and Effect	• Literary Device: Onomatopoeia • Literary Device: Symbolism	• Expository Writing: Cause and Effect • Reflective Writing	• Media Literacy: Social Media • Research Skills	• Pronouns (indefinite and intensive) • Subject and verb Agreement • Verbs (present and past tense)
• Discriminative Listening- Sounds in Poetry • Discriminative Listening- Speech	• Comparison and Contrast • Topic Sentence • Vocabulary in context	• Literary Device: Rhythm and Rhyme	• Expository Writing: Comparison and Contrast • Reflective Writing	• Research Skills	• Subject and Verb agreement • Transitional words and phrases • Dangling modifier • Double negative • Spelling (suffixes, prefixes, morphemes, spelling patterns, unusual plurals, technical words, words derived from other languages)

FORM 3 TERM 3

*Teachers are advised to select grammar topics **relevant** to students' learning needs and the teaching/learning context.*

LISTENING & SPEAKING	READING	LITERARY APPRECIATION	WRITING	MEDIA LITERACY	RELATED GRAMMAR & SPELLING
• Oral communication • Oracy: Questioning	• Informational Texts-Comprehending Forms • Inference	• Literary Element: Theme	• Creative Writing: Dramatic Pieces • Reflective Writing	• Media Literacy: Social Media	• Forming Possessives • Apostrophe • Spelling (suffixes, prefixes, morphemes, spelling patterns, unusual plurals, technical words, words derived from other languages)
• Critical Listening (Argument) • Critical Listening: Speeches	• Opinion: Supported and Unsupported • Author's Purpose and Point of View	• Literary Device: Hyperbole	• Argument: Essays and Speeches • Reflective Writing	• Research Skills	• Clichés and redundancies
• Oracy: Pronunciation and Enunciation	• Summary	• Literary Element: Point of View	• Summary Writing	• Conventions of Media: Creating Visual Texts-Presentation Tools • Media Literacy: Headlines and Captions	• Sentence analysis • Spelling (suffixes, prefixes, morphemes, spelling patterns, technical words, unusual plurals, words derived from other languages)

Understanding the Curriculum Outcomes

Teachers would note that the curriculum content is presented differently from the previous Curriculum document. Outcomes in the different strands have been aligned to demonstrate how they can be developed concurrently. Samples of these intra-disciplinary learning experiences have been provided in lesson plans found in the *Teacher's Guide*.

Figure 1 illustrates how outcomes have been aligned across strands. Students are exposed to persuasion in Listening and Speaking, Reading, Literary Appreciation Writing and Media Literacy.

Suggested Teaching/Learning Strategies and Assessment Strategies are provided explicitly in the *Teacher's Guide*.

Figure 1: Annotated Curriculum Outcomes

Form 3 Term 1					Level and Term repeated on each page.
LISTENING & SPEAKING	**READING**	**LITERARY APPRECIATION**	**WRITING**	**MEDIA LITERACY**	Strands are repeated on each page
Students will be able to:					
Critical Listening (Persuasion)	*Topic Sentence*	*Literary Element: Role of Character*	*Writing: Persuasion (Advertisements and Essays)*	*Media Literacy: Advertisements*	Topics are bold
1.120 assess language use

1.121 recognise persuasive strategies

1.122 detect possible hidden agendas

1.123 demonstrate awareness of the language of persuasion

1.124 build appreciation for persuasive oral texts | 2.135 investigate the structure of topic sentences across texts

2.136 differentiate topic sentences in expository and creative texts

2.137 evaluate how topic ideas are expanded

2.138 value the contribution of well-crafted topic | 3.113 examine roles of characters in a story

3.114 analyse motives for characters' actions

3.115 evaluate the writer's crafting of characters in a story

3.116 make connections between literary characters and individuals in society | 4.64 engage in a process approach when writing persuasive pieces

4.83 determine purpose and audience for writing

4.84 write advertisements and essays

4.85 use rhetorical devices | 5.98 explain the function of advertisements

5.99 infer the implied messages in advertisements

5.100 create advertisements for non-print media

5.101 become sensitive to the persuasive power of language | Outcomes are connected across strands e.g. 1.121, 2.135, 3.113, 4.64, 5.101

Outcomes are numbered. Some outcomes are repeated on several pages where necessary. |

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Outcomes of the English Language Arts Curriculum

FORM 1 TERM 1				
LISTENING & SPEAKING	**READING**	**LITERARY APPRECIATION**	**WRITING**	**MEDIA LITERACY**
Students will be able to:				
Listening/Speaking Etiquette 1.1 display respectful listening and speaking behaviour *Aesthetic/Appreciative Listening* 1.2 display appreciation for stories and music of various cultures 1.3 investigate how language is used in oral stimuli *Listening* 1.4 demonstrate an understanding of pre-listening activities 1.5 contextualise listening based on a given stimulus 1.6 activate and link current knowledge related to a given	*Main Idea* 2.1 identify the main idea in written text 2.2 select supporting details 2.3 explore the relationship between main ideas and supporting details *Topic Sentence* 2.4 identify the topic sentence in paragraphs 2.5 identify supporting details in paragraphs 2.6 determine the importance of topic sentences in texts 2.7 evaluate topic sentences in texts	*Literary Genres* 3.1 identify the literary genres of prose, poetry, and drama 3.2 investigate how language is used to deepen the reader's experience 3.3 develop an appreciation for the creative imagination of writers	*Informal Letters* 4.1 engage in a process approach when writing informal letters 4.2 determine a purpose for writing 4.13 generate content for varying types of informal letters 4.14 organize content into a cohesive whole 4.15 demonstrate internal and external organisation of text 4.16 demonstrate awareness of audience 4.17 use language suited to writing an informal letter 4.18 use appropriate tone	*Media Literacy: Types of Media* 5.1 identify different types of media 5.2 demonstrate an understanding of media 5.3 differentiate between types of media and their attributes 5.4 create informal letters using media 5.5 explore how media is used in learning

FORM 1 TERM 1				
LISTENING & SPEAKING	**READING**	**LITERARY APPRECIATION**	**WRITING**	**MEDIA LITERACY**
Students will be able to:				
stimulus 1.7 identify related information based on a given stimulus 1.8 activate oral language related to a given stimulus 1.9 value the importance of pre-listening	*Refer to outcomes in the preceding page.*	*Refer to outcomes in the preceding page.*	4.19 value the conventions of letter writing ***Reflective Writing*** 4.20 recall learning experiences 4.21 write reflections based on learning experiences 4.22 value reflective writing	*Refer to outcomes in the preceding page.*
Efferent Listening: Listening for details 1.10 listen for the main idea in a given message 1.11 listen for explicit details in a given message 1.12 listen for implicit details in a given message 1.13 respond appropriately to message given 1.14 value efferent listening as an essential life skill	***Organizational Patterns: Spatial Order*** 2.8 identify organizational patterns in texts 2.9 identify key words and phrases that indicate spatial order 2.10 examine how organizational patterns aid meaning ***Categorising*** 2.11 categorise information in text	***Literary Elements*** 3.4 identify literary elements in prose, poetry and drama 3.5 explore how the literary elements contribute to a work of fiction 3.6 value the literary elements in the different genres	***Descriptions (factual)*** 4.23 engage in a process approach when writing factual descriptions 4.2 determine a purpose for writing 4.14 organize content into a cohesive whole 4.15 demonstrate internal and external organisation of text 4.16 demonstrate awareness of audience	***Media Literacy: Social Media*** 5.6 apply the conventions of netiquette 5.7 use social media to communicate language learning experiences 5.8 apply the principles of ethics when creating media 5.9 use respectful language in communicating via social media 5.10 become responsible users of digital media

FORM 1 TERM 1				
LISTENING & SPEAKING	**READING**	**LITERARY APPRECIATION**	**WRITING**	**MEDIA LITERACY**
Students will be able to:				
Oracy: communication 1.15 use English to communicate a message orally 1.16 become more confident speakers	2.12 identify words used in text to categorise ***Vocabulary in Context*** 2.13 determine the meaning of words in context 2.14 locate context clues to facilitate meaning of text 2.15 detect vocabulary related to spatial order 2.16 detect literary jargon associated with poetry, prose, drama	*Refer to outcomes in the preceding page.*	4.24 use appropriate language to describe physical features and characteristics 4.25 use spatial awareness in factual descriptions 4.26 demonstrate internal organisation of text ***Reflective Writing*** 4.20 recall learning experiences 4.21 write reflections based on learning experiences 4.22 value reflective writing	*Refer to outcomes in the preceding page.*
Listening 1.17 demonstrate active listening 1.18 display appropriate listening etiquette 1.19 identify the speaker's point of view	***Explicit Details*** 2.17 list explicit details in given texts 2.18 answer literal questions based on given texts 2.19 create literal questions based on given texts	***Literary Element: Character*** 3.7 determine major and minor characters in a literary work 3.8 identify the physical characteristics of a protagonist in a text	***Descriptions: Character*** 4.27 engage in a process approach when writing character descriptions 4.2 determine a purpose for writing 4.14 organize content into a	***Visual Representation: Graphic Organisers*** 5.11 demonstrate an understanding of graphic organisers 5. 12 identify different types of graphic organisers 5.13 use appropriate graphic

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FORM 1 TERM 1				
LISTENING & SPEAKING	**READING**	**LITERARY APPRECIATION**	**WRITING**	**MEDIA LITERACY**
Students will be able to:				
1.20 discuss the content of the speaker's presentation 1.21 ask related questions ***Efferent Listening: Listening for details*** 1.10 listen for the main idea in a given message 1.12 listen for implicit details in a given message 1.13 respond appropriately to message given 1.14 value efferent listening as an essential life skill	2.20 explain the importance of identifying key information in texts ***Vocabulary in Context*** 2.13 determine the meaning of words in context 2.14 locate context clues to facilitate the meaning of text 2.16 detect literary jargon associated with poetry, prose, drama 2.22 identify multiple-meaning words and synonyms 2.23 differentiate between connotative and denotative meaning	3.9 deduce character traits 3.10 explain the importance of accurately assessing a person's character 3.11 reflect on the uniqueness of characters	cohesive whole 4.15 demonstrate internal and external organisation of text 4.16 demonstrate awareness of audience 4.28 describe physical attributes, personality traits and mannerisms 4.29 reflect on the use of description in depicting characters vividly ***Reflective Writing*** 4.20 recall learning experiences 4.21 write reflections based on learning experiences 4.22 value reflective writing	organisers appropriate to purpose 5.14 value the importance of graphic organisers in organising and presenting information learnt

FORM 1 TERM 1				
LISTENING & SPEAKING	**READING**	**LITERARY APPRECIATION**	**WRITING**	**MEDIA LITERACY**
Students will be able to:				
Critical Listening: Verbal Directions and Instructions 1.22 identify the language of directions and instructions 1.23 follow directions and instructions accurately 1.24 practise giving clear oral directions and instructions *Oracy: Pronunciation* 1.25 distinguish between English Creole and Standard English based on phonology, morphology and syntax 1.26 code switch between English Creole and Standard English based on context 1.27 pronounce initial, middle and end sounds in Standard English words accurately	*Following Directions/Instructions* 2.24 list features of directions and instructions 2.25 identify the language structures used in directions and instructions 2.26 value the importance of clarity and precision in directions and instructions *Vocabulary in Context* 2.27 identify technical vocabulary in context area texts *Barriers to Comprehension* 2.28 recognise barriers to reading comprehension 2.29 identify strategies to reduce barriers to reading comprehension 2.30 use appropriate strategies to facilitate comprehension	*Literary Element: Point of View* 3.12 identify different points of view in literary works 3.13 examine how point of view shapes relationships among characters 3.14 respect the point of view of others	*Exposition: Giving Directions/Instructions* 4.30 engage in a process approach when writing directions and instructions 4.2 determine a purpose for writing 4.31 identify details significant to directions and instructions 4.14 organize content into a cohesive whole 4.32 sequence information using clear and precise language 4.33 write simple directions and instructions 4.34 value the need for precision and clarity when giving directions and instructions	*Visual Interpretation: Procedural Pictorial Text* 5.15 demonstrate an understanding of procedural pictorial texts 5.16 explain the purpose of procedural texts 5.17 identify the formats of various types of procedural texts 5.18 create simple maps from given directions 5.19 value the importance of procedural pictorial texts

FORM 1 TERM 1				
LISTENING & SPEAKING	**READING**	**LITERARY APPRECIATION**	**WRITING**	**MEDIA LITERACY**
Students will be able to:				
Refer to outcomes in the preceding page.	*Refer to outcomes in the preceding page.*	*Refer to outcomes in the preceding page.*	***Reflective Writing*** 4.20 recall learning experiences 4.21 write reflections based on learning experiences 4.22 value reflective writing	*Refer to outcomes in the preceding page.*

FORM 1 TERM 2				
LISTENING & SPEAKING	**READING**	**LITERARY APPRECIATION**	**WRITING**	**MEDIA LITERACY**
Students will be able to:				
Efferent Listening: Listening for details 1.11 listen for explicit details in a given message 1.12 listen for implicit details in a given message 1.13 respond appropriately to message given 1.14 value efferent listening as an essential life skill *Listening* 1.28 demonstrate an understanding of during-listening activities 1.18 display appropriate listening etiquette 1.19 identify the speaker's point of view 1.29 discuss the speaker's content 1.21 ask related questions	*Explicit Details* 2.17 list explicit details in given texts 2.18 answer literal questions based on given texts 2.20 explain the importance of identifying key information in texts *Vocabulary in Context* 2.13 determine the meaning of words in context 2.31 identify multiple-meaning words in context 2.32 locate context clues to determine meaning of text 2.33 identify multiple-meaning words 2.34 distinguish the difference between connotative and denotative words	*Literary Element: Setting* 3.15 demonstrate an understanding of setting 3.16 identify elements that constitute setting 3.17 describe different types of setting in literary texts 3.18 explore how settings shape the events of the narrative	*Description: Place/Setting* 4.35 engage in a process approach when writing 4.2 determine a purpose for writing 4.14 organize content into a cohesive whole 4.26 demonstrate internal organisation of text 4.16 demonstrate awareness of audience 4.36 create descriptions of settings 4.37 use vivid language that link mood with setting 4.38 explore the use of language in the creation of effective setting	*Visual Representation: Graphic Organisers* 5.11 demonstrate an understanding of graphic organisers 5.12 identify different types of graphic organisers 5.20 use appropriate graphic organisers to suit purpose 5.14 value the importance of graphic organisers in organising and presenting information learnt

FORM 1 TERM 2				
LISTENING & SPEAKING	**READING**	**LITERARY APPRECIATION**	**WRITING**	**MEDIA LITERACY**
Students will be able to:				
1.30 be attentive to non-verbal cues 1.31 recognise barriers to listening 1.32 value the importance of respectful listening	2.35 categorise words peculiar to setting in literary texts 2.36 value the use of clues as facilitators of comprehension	*Refer to outcomes in the preceding page.*	***Reflective Writing*** 4.39 reflect on learning experiences 4.21 write reflections based on learning experiences 4.22 value reflective writing	*Refer to outcomes in the preceding page.*
Oracy: Pronunciation 1.25 distinguish between English Creole and Standard English based on phonology, morphology and syntax 1.34 distinguish between Creole and Standard English pronunciation 1.35 use Standard English pronunciation of initial, middle and end sounds when expressing self 1.26 code switch between English Creole and Standard English based on context 1.36 explore how	***Sequencing*** 2.37 identify the sequence in written text 2.38 follow a sequence of events in a written text 2.39 detect words that indicate sequence ***Predicting Outcomes*** 2.40 detect cues in written text 2.41 determine relationship among significant details in the text 2.42 predict what may	***Literary Element: Plot*** 3.19 identify the major events in a plot 3.20 discuss the role of the major character in the plot 3.21 value plot as an integral element of prose and drama ***Literary Element: Conflict*** 3.22 identify types of conflict in literary works 3.23 determine sources of conflict 3.24 discuss the ways in	***Expository: Simple Report*** 4.40 engage in a process approach when writing simple reports 4.2 determine a purpose for writing 4.41 generate content for the simple report 4.42 organise content into a cohesive whole 4.15 demonstrate internal and external organisation of text 4.43 use formal language when writing a simple report 4.44 use formal tone	***Visual Representation: Graphic Organisers*** 5.11 demonstrate an understanding of graphic organisers 5.12 identify different types of graphic organisers 5.20 use appropriate graphic organisers to suit purpose 5.14 value the importance of graphic organisers in organising and presenting information learnt

FORM 1 TERM 2				
LISTENING & SPEAKING	**READING**	**LITERARY APPRECIATION**	**WRITING**	**MEDIA LITERACY**
Students will be able to:				
pronunciation and enunciation are used to communicate effectively 1.37 value both English Creole and Standard English as effective means of communication	happen from details stated and implied 2.43 make logical predictions 2.44 explain why it is important to make predictions when reading ***Implied Main Idea*** 2.45 detect connections among details in a text 2.46 infer the main idea 2.47 explain the relationship between main ideas and supporting details ***Inference*** 2.48 infer meaning from text 2.49 discern implicit messages 2.50 justify inferences with evidence	which conflict affects individuals 3.25 determine appropriate ways of resolving conflict 3.26 value problem solving as integral to conflict resolution	4.45 value the conventions of report writing ***Narrative Perspective: First and Third Person Points of View*** 4.35 engage in a process approach when writing 4.42 organise content into a cohesive whole 4.15 demonstrate internal and external organisation of text 4.46 determine a perspective for a writing piece 4.47 differentiate between first and third person points of view 4.48 write a story using the first person point of view 4.49 write using the third person point of view 4.50 explore perspective in narrative	***Visual Representation: Timelines and Storyboards*** 5.21 explain how visual aids are helpful in interpreting the sequence of events 5.22 organise pictures in chronological order 5.23 create visual representations of a story 5.24 create a storyboard

		FORM 1 TERM 2		
LISTENING & SPEAKING	**READING**	**LITERARY APPRECIATION**	**WRITING**	**MEDIA LITERACY**
Students will be able to:				
Refer to outcomes in the preceding page.	*Vocabulary in Context* 2.51 detect use of context clues to convey meaning 2.23 differentiate between connotative and denotative meaning 2.52 detect vocabulary associated with conflict in literature texts 2.53 examine emotive words in literature texts	*Refer to outcomes in the preceding page.*	4.51 recognise that points of view can lead to different kinds of interpretations and reactions	*Refer to outcomes in the preceding page.*
Oral Communication 1.38 use English to communicate a simple message 1.39 use tone, mood, pitch, volume, and pace when communicating 1.16 become more confident speakers	*Critical Reading* 2.54 investigate the context (local/historical) of text 2.55 use this knowledge to support comprehension 2.56 discuss how language features aid comprehension	*Literary Device: Symbolism* 3.27 investigate the use of symbolism in poetry 3.28 detect the relationship between symbols and meaning in poems 3.29 explain the effectiveness of the use of symbols in selected poems	*Creative Writing: Poetry* 4.52 engage in a process approach when writing poetry 4.14 organize content into a cohesive whole 4.15 demonstrate internal and external organisation 4.53 respond to a given stimulus 4.54 determine a theme 4.55 determine	*Visual Interpretation: Signs and Symbols* 5.25 identify signs and symbols in the environment and community 5.26 state the purpose of signs and symbols 5.27 examine the techniques used to create signs and symbols 5.28 deduce message conveyed by signs and symbols

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FORM 1 TERM 2				
LISTENING & SPEAKING	**READING**	**LITERARY APPRECIATION**	**WRITING**	**MEDIA LITERACY**
Students will be able to:				
Refer to outcomes in the preceding page.	***Barriers to Comprehension*** 2.28 recognise barriers to reading comprehension 2.29 identify strategies to reduce barriers to reading comprehension 2.30 use appropriate strategies to facilitate comprehension 2.57 demonstrate an understanding of barriers to reading comprehension	***Literary Devices: Comparisons*** 3.30 investigate the use of simile, metaphor and personification in texts 3.31 identify examples of simile metaphor and personification in literature texts 3.32 explain the use of each literary device in context 3.33 explore the use of figurative language to deepen the reader's experience	persona/speaking voice 4.56 develop a simple rhythm and rhyme scheme 4.57 use literal and figurative language to create imagery 4.58 create a suitable title for a poem 4.59 explore language as a vehicle for creative expression ***Reflective Writing*** 4.39 reflect on learning experiences 4.21 write reflections based on learning experiences 4.22 value reflective writing	5.29 use symbols in texts created 5.30 value signs and symbols in communication

FORM 1 TERM 3				
LISTENING & SPEAKING	**READING**	**LITERARY APPRECIATION**	**WRITING**	**MEDIA LITERACY**
Students will be able to:				
Oracy (Pronunciation and Enunciation) 1.25 distinguish between English Creole and Standard English based on phonology, morphology and syntax 1.40 pronounce Standard English words accurately 1.41 enunciate words to create desired effect 1.26 code switch between English Creole and Standard English based on context 1.42 demonstrate control of Standard English in formal interactions 1.43 investigate links between accents and idioms and social identity *Oracy: Characteristics of an effective Speaker* 1.44 identify the characteristics of an effective speaker	*Critical Reading* 2.58 investigate the context of literary texts 2.55 use this knowledge to support comprehension 2.56 discuss how language features aid comprehension 2.59 investigate authors' manipulation of language to achieve particular effects 2.60 make critical comparisons across texts *Inference* 2.48 infer meaning from text 2.49 discern implicit messages 2.61 discern agendas of writing and writers	*Literary Element: Character* 3.34 determine major and minor characters in prose fiction 3.35 identify the physical characteristics of individuals in text 3.9 deduce character traits 3.10 explain the importance of accurately assessing a person's character 3.36 develop an appreciation of the uniqueness of individuals in real life *Literary Element: Plot* 3.19 identify the major events in a plot 3.20 discuss the role of the major character in the plot 3.21 value plot as an integral element of prose and drama	*Creative Writing: Dialogue* 4.60 engage in a process approach when writing dialogue 4.26 demonstrate internal organisation of text 4.53 respond to a given stimulus 4.61 produce dialogue for particular effects 4.62 determine dialogue for particular characters 4.57 use literal and figurative language to create imagery 4.63 value the role of dialogue in revealing character *Reflective Writing* 4.39 reflect on learning experiences 4.21 write reflections based on learning experiences 4.22 value reflective writing	**Visual Interpretation: Visual Texts** 5.31 determine the elements of effective visual texts 5.32 describe patterns in visual texts 5.33 interpret the message conveyed in visual texts 5.34 explore how visual images (tables, maps, diagrams) contribute to understanding of information in texts 5.35 create visual texts

FORM 1 TERM 3				
LISTENING & SPEAKING	**READING**	**LITERARY APPRECIATION**	**WRITING**	**MEDIA LITERACY**
Students will be able to:				
1.45 demonstrate effective oracy skills 1.46 display respect for an audience when speaking 1.47 value effective speech ***Non-verbal Communication*** 1.48 use facial expressions, gestures, para-linguistics, body language and posture, proxemics, haptics and eye contact appropriate to context. ***Interviewing Skills*** 1.49 generate and ask questions related to a topic 1.50 respond appropriately to questions asked 1.51 speak with confidence 1.52 use language to suit audience and purpose	*Refer to outcomes in the preceding page.*	*Refer to outcomes in the preceding page.*	*Refer to outcomes in the preceding page.*	*Refer to outcomes in the preceding page.*

FORM 1 TERM 3				
LISTENING & SPEAKING	**READING**	**LITERARY APPRECIATION**	**WRITING**	**MEDIA LITERACY**
Students will be able to:				
Critical Listening: Fact and Opinion 1.53 discriminate between fact and opinion in speech and in audio-visual stimuli 1.54 identify techniques used to present a point of view 1.55 determine bias 1.56 respect the opinions of others *Listening* 1.57 demonstrate an understanding of post-listening activities 1.58 answer questions based on information presented 1.59 analyse information presented 1.60 determine reactions to information presented	*Distinguishing Between Fact & Opinion* 2.62 identify facts and opinions 2.63 differentiate between fact and opinion 2.64 detect the use of objective language 2.65 detect the use of subjective language and bias *Topic Sentence* 2.66 identify the topic sentence in texts 2.67 examine how the topic idea is expanded within the paragraph 2.68 explore topic sentences in content area texts 2.69 value the contribution of carefully crafted topic sentences in texts	*Literary Element: Point of View* 3.37 identify different points of view in writing 3.38 examine how point of view affects relationships among characters 3.14 respect the point of view of others	*Persuasion: Personal Opinion* 4.64 engage in a process approach when writing persuasive pieces 4.14 organize content into a cohesive whole 4.15 demonstrate internal and external organisation of text 4.65 write opinions on given topics 4.66 support opinion with convincing arguments 4.67 respect the opinions of others *Reflective Writing* 4.39 reflect on learning experiences 4.21 write reflections based on learning experiences 4.22 value reflective writing	*Media Literacy: Social Media* 5.6 apply the conventions of netiquette 5.36 apply the principles of ethics in use and creation of media texts 5.9 use respectful language in communicating via social media 5.37 display respect for digital resources

FORM 1 TERM 3				
LISTENING & SPEAKING	**READING**	**LITERARY APPRECIATION**	**WRITING**	**MEDIA LITERACY**
Students will be able to:				
Oracy: Introductions 1.61 identify the content of an introductory speech 1.62 use appropriate register to introduce a speaker 1.63 maintain control of Standard English when presenting	*Barriers to Comprehension* 2.57 demonstrate an understanding of barriers to reading comprehension 2.28 recognise barriers to reading comprehension 2.70 apply strategies to facilitate comprehension 2.71 select appropriate strategies to reduce barriers to reading comprehension	*Refer to outcomes in the preceding page.*	*Refer to outcomes in the preceding page.*	*Refer to outcomes in the preceding page.*
	Vocabulary in Context 2.72 detect words that indicate objectivity 2.73 detect emotive words 2.74 detect economy of words used in headlines 2.75 identify technical vocabulary in content area texts	*Literary Genres* 3.39 explore the literary genres of prose, poetry, and drama 3.40 describe the characteristics of each genre 3.41 determine similarities and differences among literary genres 3.42 investigate how language is used to deepen the experience of the reader	*Summary: News Headlines* 4.35 engage in a process approach when writing 4.68 organize content to impact the reader 4.69 identify main ideas 4.70 use clear, concise language 4.71 use emotive language that captures an audience 4.72 display appreciation for the	*Media Literacy: Headlines and Captions* 5.38 determine the purpose of headlines and captions 5.39 investigate techniques used in the creation of headlines and captions 5.40 create headlines and captions for chosen articles and pictures 5.41 value the power of concise language *Refer to outcomes in the*

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FORM 1 TERM 3				
LISTENING & SPEAKING	**READING**	**LITERARY APPRECIATION**	**WRITING**	**MEDIA LITERACY**
Students will be able to:				
Refer to outcomes in the preceding page.	***Comparison and Contrast*** 2.76 identify the language of comparison and contrast 2.78 identify similarities and differences in texts ***Summary Skills*** 2.79 locate the main ideas in content area texts 2.80 differentiate between relevant and irrelevant details 2.81 detect words that categorize a group of items 2.82 detect words that summarises phrases or ideas 2.83 identify connectives within paragraphs		power of language ***Reflective Writing*** 4.39 reflect on learning experiences 4.21 write reflections based on learning experiences 4.22 value reflective writing	*preceding page.*

FORM 2 TERM 1				
LISTENING & SPEAKING	**READING**	**LITERARY APPRECIATION**	**WRITING**	**MEDIA LITERACY**
Students will be able to:				
Listening/Speaking Etiquette 1.1 display respectful listening and speaking behaviour *Aesthetic Listening* 1.64 identify emotions and feelings evoked from oral texts 1.65 explore the emotions experienced after listening 1.66 make connections with life experiences 1.67 demonstrate sensitivity to aesthetic stimuli *Oral Pronunciation* 1.68 explore effective Standard English pronunciation and enunciation 1.69 distinguish between English Creole and Standard	*Critical Reading* 2.84 examine the purpose, audience and context of text 2.55 use this knowledge to support comprehension 2.85 examine how language and text structure contribute to meaning *Inference* 2.48 infer meaning from text 2.49 discern implicit messages 2.50 justify inferences with evidence	*Literary Element: Character Development* 3.43 distinguish between major and minor characters in prose fiction 3.44 examine how an author uses language to develop character 3.45 determine reason for character changes 3.46 relate experiences of fictional characters to that of human beings *Literary Element: Point of View* 3.47 identify different points of view in prose fiction 3.48 examine how points of view affect relationships among characters 3.14 respect the point of view of others	*Creative Writing: Story* 4.73 engage in a process approach when writing stories 4.2 determine a purpose for writing 4.14 organize content into a cohesive whole 4.26 demonstrate internal organisation of text 4.16 demonstrate awareness of audience 4.123 generate an appropriate plot 4.74 determine characters and motives 4.75 generate dialogue related to plot and character 4.76 develop setting appropriate to theme 4.77 use literal and figurative	*Visual Representation: Creating digital stories* 5.42 examine digital stories to determine elements 5.43 select pictures based on a stimulus 5.44 write script for narration of the story 5.45 create digital stories 5.46 select appropriate audio-visual effects 5.47 value digital stories as creative expression

FORM 2 TERM 1				
LISTENING & SPEAKING	**READING**	**LITERARY APPRECIATION**	**WRITING**	**MEDIA LITERACY**
English pronunciation and enunciation 1.70 use simple Standard English grammatical structures and vocabulary 1.26 code switch between English Creole and Standard English based on context *Oracy: Register/Language* 1.71 select register appropriate to audience and context 1.72 use language appropriate to register 1.73 demonstrate an appreciation for registers	*Refer to outcomes in the preceding page.*	3.49 explore how points of view can lead to different kinds of interpretation and reactions	language 4.59 explore language as a vehicle for creative expression ***Reflective Writing*** 4.78 examine learning experiences across subject areas 4.79 write reflections on their strengths and on challenges faced as learners 4.80 value reflective writing as a means for self-empowerment	*Refer to outcomes in the preceding page.*
Efferent Listening: Listening for details 1.74 detect main ideas in oral texts 1.75 identify relevant details in oral texts 1.76 value attentive listening	***Main Idea*** 2.86 determine the main idea in written text 2.2 select supporting details 2.47 explain the relationship between main ideas and	***Literary Element: Setting*** 3.50 examine writers' depiction of setting across genres 3.51 discuss aspects of setting in specific texts	***Formal Letter*** 4.158 engage in a process approach when writing formal letters 4.159 make connections between purpose, audience, and content	***Media Literacy – Print and Non-print texts*** 5.48 identify types of print and non-print texts 5.49 differentiate between print and non-print texts 5.50 explore the purposes and

FORM 2 TERM 1				
LISTENING & SPEAKING	**READING**	**LITERARY APPRECIATION**	**WRITING**	**MEDIA LITERACY**
as a learning strategy across subjects	supporting details ***Topic Sentence*** 2.66 identify the topic sentence in texts 2.87 examine how the topic idea is expanded within the paragraph 2.68 explore the use of topic sentences in content area texts 2.88 value the contribution of well-crafted topic sentences in texts	3.52 examine the relationship between setting and themes 3.53 make connections with settings in real life	4.160 apply the format of formal letters 4.161 generate content for different types of formal letters 4.14 organize content into a cohesive whole 4.162 use language suited to formal letters 4.15 demonstrate internal and external organisation of text 4.163 value the conventions of formal letter writing	functions of both forms of media 5.51 use media to create formal letters
Efferent Listening: Listening for details 1.74 detect main idea in oral texts 1.75 identify relevant details in oral texts 1.76 value attentive listening as a learning strategy across subjects	***Sequencing*** 2.89 identify the sequencing in written texts 2.90 reflect on the impact of sequencing on comprehension of text	***Literary Element: Plot Structure*** 3.54 identify different types of plot structure in prose fiction 3.55 analyse the plot structure of a given text 3.56 value well-crafted plot 3.57 determine the relationship between plot structure and writer's purpose	***Reflective Writing*** 4.78 examine learning experiences across subject areas 4.79 write reflections on their strengths and on challenges faced as learners 4.80 value reflective writing as a means for self-empowerment	***Visual Representation: Elements of Design*** 5.52 identify design elements that are common in visual texts 5.53 evaluate the importance of each element to the complete text 5.54 create visual texts that will illustrate their understanding of imagery in

FORM 2 TERM 1				
LISTENING & SPEAKING	**READING**	**LITERARY APPRECIATION**	**WRITING**	**MEDIA LITERACY**
Oral Communication 1.77 use formal spoken English to communicate a simple message 1.78 use appropriate tone, mood, pitch, volume, and pace when communicating 1.16 become more confident speakers 1.79 differentiate between oral and written formal English	*Vocabulary in Context* 2.13 determine the meaning of words in context 2.91 use context clues to infer meaning 2.92 examine multiple-meaning words, synonyms, and homonyms in context 2.93 distinguish between connotative and denotative words	*Theme* 3.58 explore the development of themes in literary genres 3.59 identify themes in a selected story 3.60 determine the relationship between theme and character 3.61 determine the relationship between theme and plot 3.62 determine how language is used to reveal a theme 3.63 make connections between themes in literary works and those in real life	*Refer to outcomes in the preceding page.*	literary texts 5.55 explore the use of visual representations as learning tools *Visual Interpretation: Analysing Visual Text* 5.56 explore visual texts as support for story 5.57 critique visual texts 5.58 value visual texts as creative media
Interviewing Skills 1.80 generate and ask questions using Standard English structures 1.50 respond appropriately to questions asked	*Structure-Problem and Solution* 2.94 examine internal structure (problems and solution) in content area texts 2.95 explore how knowledge of internal structure facilitates comprehension	*Literary Element: Conflict* 3.64 explore writers' presentation of conflict in literary genres 3.65 determine the ways in which conflict affects individuals	*Expository Writing: Problem and Solution* 4.104 engage in a process approach when writing expository pieces 4.2 determine a purpose for writing	*Research Skills* 5.59 discuss the benefits of using the internet as research tool 5.60 identify different types of websites used for research

FORM 2 TERM 1				
LISTENING & SPEAKING	**READING**	**LITERARY APPRECIATION**	**WRITING**	**MEDIA LITERACY**
1.51 speak with confidence ***Oracy: Characteristics of an effective Speaker*** 1.44 identify the characteristics of an effective speaker 1.45 demonstrate effective oracy skills 1.46 display respect for an audience when speaking 1.81 value Standard English as an effective means of communication	2.96 discuss the importance of internal structure in conveying information ***Vocabulary in Context*** 2.97 determine the context of unfamiliar words 2.98 identify multiple-meaning words, synonyms and homonyms in context 2.99 detect technical vocabulary in context ***Topic Sentence*** 2.66 identify the topic sentence in texts 2.100 examine how the topic sentence is expanded within the paragraph 2.68 explore the use of topic sentences in content area texts	3.66 determine how conflict affects relationships in texts 3.67 examine how differing perspectives fuel conflict 3.68 examine how conflict is resolved in literary texts 3.69 differentiate between internal and external conflict 3.70 explore ways of resolving conflict in real life	4.154 determine the appropriate form 4.14 organize content into a cohesive whole 4.15 demonstrate internal and external organisation of text 4.16 demonstrate awareness of audience 4.155 identify problem 4.156 determine possible solutions 4.101 sequence ideas logically 4.102 use transitional words and phrases effectively 4.108 write a cohesive piece 4.157 discuss the importance of internal structure in expository texts	5.61 evaluate websites using given criteria 5.62 use appropriate websites to conduct research 5.63 value critical thinking when selecting and exploring websites ***Media Literacy: Social Media*** 5.6 apply the conventions of netiquette 5.36 apply the principles of ethics in use and creation of media texts 5.64 use appropriate language in communicating via social media 5.65 display respect as digital citizens

FORM 2 TERM 2				
LISTENING & SPEAKING	**READING**	**LITERARY APPRECIATION**	**WRITING**	**MEDIA LITERACY**
Students will be able to:				
Aesthetic Listening 1.82 identify emotions evoked from oral texts 1.65 explore the emotions experienced after listening 1.66 make connections with life experiences *Oracy (Pronunciation and Enunciation)* 1.25 distinguish between English Creole and Standard English based on phonology, morphology and syntax 1.40 pronounce Standard English words accurately 1.41 enunciate words to create desired effect 1.26 code switch between English Creole and Standard English based on context	*Critical Reading* 2.101 examine the purpose, audience and contexts of texts 2.102 use this knowledge to support comprehension of texts 2.103 examine how language and text structure contribute to understanding of texts *Inference* 2.48 infer meaning from text 2.49 discern implicit messages 2.50 justify inferences with evidence from texts	*Literary Devices: Rhythm and Rhyme* 3.71 identify rhyme in poems 3.72 examine how rhyme influences the reader's interpretation 3.73 demonstrate an understanding of metre 3.74 analyse the relationship between rhythm and poetic form 3.75 explore the effects of rhyme and rhythm *Literary Device: Alliteration* 3.76 explore use of alliteration in literary texts 3.77 investigate writers' play with sounds and words to achieve particular effects 3.78 explain the effectiveness of alliteration in context 3.79 explore the use of aural	*Creative Writing: Poetry* 4.95 engage in a process approach when writing poems 4.2 determine a purpose for writing 4.151 demonstrate internal organisation of poems 4.16 demonstrate awareness of audience 4.54 determine a theme 4.55 determine persona/speaking voice 4.56 develop a simple rhythm and rhyme scheme 4.57 use literal and figurative language to create imagery 4.152 appreciate language as a vehicle for creative expression	*Media Literacy: Persuasive Techniques –Jingle* 5.68 explore jingles in a variety of media 5.69 determine the elements of jingles 5.70 use persuasive language 5.71 employ rhythm and rhyme in the creation of jingles 5.72 create original jingles to express learning

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		FORM 2 TERM 2		
LISTENING & SPEAKING	**READING**	**LITERARY APPRECIATION**	**WRITING**	**MEDIA LITERACY**
1.42 demonstrate control of Standard English in formal interactions 1.43 investigate links between accents and idioms and social identity ***Oral Communication*** 1.83 use spoken English to communicate a message 1.39 use tone, mood, pitch, volume and pace when communicating 1.84 experiment with language features to clarify ideas 1.16 become more confident speakers of English	*Refer to outcomes in the preceding page.*	language to deepen the experience of the reader	***Reflective Writing*** 4.78 examine learning experiences across subject areas 4.79 write reflections on their strengths and on challenges faced as learners 4.80 value reflective writing as a means for self-empowerment	*Refer to outcomes in the preceding page.*
Oracy: Enunciation 1.85 enunciate clearly sounds within words 1.86 differentiate among words with similar sounds	***Critical Reading*** 2.104 examine thematic concerns of writers 2.105 discuss how language is used to present the writer's concerns	***Literary device: Assonance*** 3.80 explore use of assonance in poems 3.77 investigate writers' play with sounds and words to achieve particular effects	***Creative Writing: Poetry*** 4.150 engage in a process approach when writing poems 4.2 determine a purpose for writing	***Media Literacy: Persuasive Techniques –Calypsos*** 5.73 explore a variety of calypsos 5.74 determine the elements of calypso

FORM 2 TERM 2				
LISTENING & SPEAKING	**READING**	**LITERARY APPRECIATION**	**WRITING**	**MEDIA LITERACY**
1.87 value enunciation in effective communication *Discriminative Listening* 1.88 differentiate between alliteration and assonance in audio texts 1.89 detect pun in audio texts and presentations 1.90 differentiate between accents of speakers 1.91 determine how accents and idioms express social identity 1.92 develop an appreciation of regional dialects 1.93 display an appreciation for accurate pronunciation and enunciation	2.106 explore possible hidden agendas of writers 2.55 use this knowledge to support comprehension 2.85 examine how language and text structure contribute to meaning *Inference* 2.48 infer meaning from text 2.49 discern implicit messages 2.50 justify inferences with evidence 2.107 discern innuendoes and ambiguities in texts 2.108 discuss writers' intent	3.81 explain the effectiveness of the use of assonance in context 3.82 explore the use of figurative language to deepen the experience of the reader 3.83 value performance of poetic works *Literary Device: Pun* 3.84 demonstrate an understanding of pun 3.85 identify examples of pun in literary works 3.86 explain the effectiveness of each pun in its context 3.87 become sensitive to the creative power of words	4.14 organize content into a cohesive whole 4.26 demonstrate internal organisation of text 4.16 demonstrate awareness of audience 4.54 determine a theme 4.55 determine persona/speaking voice 4.56 develop a simple rhythm and rhyme scheme 4.57 use literal and figurative language to create imagery 4.59 explore language as a vehicle for creative expression *Reflective Writing* 4.78 examine learning experiences across subject areas 4.79 write reflections on their strengths and on challenges	5.75 detect persuasive language 5.76 employ puns and aural effects in creation of calypsos 5.77 create original calypsos

		FORM 2 TERM 2		
LISTENING & SPEAKING	**READING**	**LITERARY APPRECIATION**	**WRITING**	**MEDIA LITERACY**
Refer to outcomes in the preceding page.	*Refer to outcomes in the preceding page.*	*Refer to outcomes in the preceding page.*	faced as learners 4.80 value reflective writing as a means for self-empowerment	*Refer to outcomes in the preceding page.*
Critical Listening 1.94 identify significant language cues (paralinguistic/linguistic) in audio and audio-visual stimuli 1.95 listen critically to evaluate opinions and ideas 1.96 listen to detect tone of voice 1.97 detect language that is prejudicial or demeaning 1.98 value critical listening skills	***Structure-Cause & Effect*** 2.109 examine internal structure (cause and effect) in content area texts 2.95 explore how knowledge of internal structure facilitates comprehension 2.96 discuss the importance of internal structure in conveying information ***Vocabulary in Context*** 2.110 detect words that reveal tone 2.111 detect words that reveal mood 2.75 identify technical vocabulary in content area texts	***Literary Element: Mood and Tone*** 3.88 demonstrate an understanding of mood and tone in poetic works 3.89 investigate how writers use language to create mood and tone 3.90 examine the relationships among character, tone of voice and overall mood 3.91 explain the effectiveness of tone and mood in literary texts 3.92 value respectful tone in everyday interactions	***Expository Writing: Cause and Effect*** 4.98 engage in a process approach when writing expository pieces 4.14 organize content into a cohesive whole 4.26 demonstrate internal organisation of text 4.147 identify causes 4.148 determine effects 4.101 sequence ideas logically 4.102 use transitional words and phrases effectively 4.149 explore internal structure in written pieces	***Research Skills*** 5.59 discuss the benefits of using the internet as research tool 5.78 identify purposes for which websites may be used 5.60 identify different types of websites used for research 5.61 evaluate websites using given criteria 5.62 use appropriate websites to conduct research 5.63 value critical thinking when selecting and exploring websites

FORM 2 TERM 2				
LISTENING & SPEAKING	**READING**	**LITERARY APPRECIATION**	**WRITING**	**MEDIA LITERACY**
Refer to outcomes in the preceding page.	*Topic Sentence* 2.66 identify the topic sentence in texts 2.100 examine how the topic sentence is expanded within the paragraph 2.68 explore the use of topic sentences in content area texts	*Refer to outcomes in the preceding page.*	*Reflective Writing* 4.78 examine learning experiences across subject areas 4.79 write reflections on their strengths and on challenges faced as learners 4.80 value reflective writing as a means for self-empowerment	*Media Literacy: Social Media* 5.6 apply the conventions of netiquette 5.36 apply the principles of ethics in use and creation of media texts 5.9 use respectful language in communicating via social media 5.79 become responsible users of social media

FORM 2 TERM 3				
LISTENING & SPEAKING	**READING**	**LITERARY APPRECIATION**	**WRITING**	**MEDIA LITERACY**
Students will be able to:				
Oracy: Pronunciation 1.25 distinguish between English Creole and Standard English based on phonology, morphology and syntax 1.40 pronounce Standard English words accurately 1.26 code switch between English Creole and Standard English based on context 1.99 display an appreciation for the correct Standard English pronunciation 1.100 value English Creole and Standard English as effective means of communication	*Author's Purpose and Point of View* 2.101 explore point of view in literary genres 2.102 examine language to determine a writer's purpose 2.103 explain differing viewpoints about texts studied 2.104 make connections among content, point of view, and purpose 2.105 become sensitised to differing points of view *Critical Reading* 2.101 examine the purpose, audience and contexts of texts 2.55 use this knowledge to support comprehension 2.112 detect possible hidden agendas	*Literary Element: Character Development* 3.93 investigate main characters in literary texts 3.94 determine what distinguishes a main character from others 3.95 discern strengths and weaknesses in main characters 3.96 investigate how a writer depicts changes in a character 3.97 develop appreciation for effective crafting of characters *Literary Element: Point of View* 3.12 identify different points of view in literary works 3.48 examine how points of view affect relationships among characters 3.14 respect the point of view of others	*Creative Writing: Dramatic Pieces* 4.141 engage in a process approach when writing dramatic pieces 4.115 determine purpose and audience 4.142 generate an exciting plot 4.143 determine characters related to plot 4.144 create setting linked to plot 4.75 generate dialogue related to plot and character 4.145 create relevant stage directions 4.14 organize content into a cohesive whole 4.146 develop appreciation for dramatic impact	*Visual Representation: Creating Comic Strips* 5.80 examine the features of comic strips 5.81 explain the devices used in comic strips 5.82 determine the functions of comic strips 5.83 create comic strips using a variety of media *Visual Interpretation: Caricature* 5.84 examine caricatures of famous people 5.85 state the functions of caricatures 5.86 deduce messages sent through caricature 5.87 become aware of the possible negative effects of caricatures

FORM 2 TERM 3				
LISTENING & SPEAKING	**READING**	**LITERARY APPRECIATION**	**WRITING**	**MEDIA LITERACY**
Students will be able to:				
Refer to outcomes in the preceding page.	2.113 respond critically to points of view in text 2.114 develop critical language awareness 2.115 value critical thinking as a means of self-empowerment	3.98 recognise that points of view can lead to different kinds of interpretations and reactions	*Refer to outcomes in the preceding page.*	*Refer to outcomes in the preceding page.*
Critical Listening 1.101 identify persuasive language in audio and audio-visual stimuli 1.102 determine speakers' intent 1.103 challenge assumptions and stereotypes of oral language use *Oracy: The Characteristics of an effective Speaker* 1.44 identify the characteristics of an effective speaker 1.45 demonstrate effective	*Vocabulary in Context* 2.116 determine vocabulary and idioms related to conflict 2.117 deduce emotive words and expressions in text 2.75 identify technical vocabulary in content area texts *Fallacies: Hasty Generalization and Faulty Reasoning* 2.118 investigate instances of *hasty generalization* and *faulty reasoning* in texts	*Literary Element: Conflict* 3.64 explore writers' presentation of conflict in literary genres 3.67 examine how differing perspectives fuel conflict 3.66 determine how conflict affects relationships in texts 3.68 examine how conflict is resolved in literary texts 3.70 explore ways of resolving conflict in real life	*Argument: Essays and Speeches* 4.114 engage in a process approach when writing essays and speeches 4.115 determine purpose and audience 4.14 organize content into a cohesive whole 4.15 demonstrate internal and external organisation of text 4.133 create a thesis statement 4.118 support ideas with evidence	*Research Skills* 5.59 discuss the benefits of using the internet as research tool discuss purposes for which websites may be used 5.60 identify different types of websites used for research 5.61 evaluate websites using given criteria 5.62 use appropriate websites to conduct research 5.63 value critical thinking when selecting and exploring websites

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FORM 2 TERM 3				
LISTENING & SPEAKING	**READING**	**LITERARY APPRECIATION**	**WRITING**	**MEDIA LITERACY**
Students will be able to:				
oracy skills 1.104 respect a speaker's point of view 1.47 value effective speech **Non-verbal Communication** 1.48 use facial expressions, gestures, para-linguistics, body language and posture, proxemics, haptics and eye contact appropriate to context. 1.105 use non-verbal cues to support oral communication	2.119 discuss the dangers implicit in hasty generalisation and faulty reasoning 2.120 evaluate the effects of hasty generalizations and faulty reasoning in given contexts	**Theme** 3.99 examine how themes are developed in literary works 3.100 discuss theme as a unifying force in a story 3.60 determine the relationship between theme and character 3.61 determine the relationship between theme and plot 3.62 determine how language is used to reveal a theme 3.63 make connections between themes in literary works and those in real life	4.134 explore differing points of view 4.135 acknowledge counter-arguments and rebuttals 4.136 present logical arguments 4.137 use persuasive techniques and devices 4.138 use transitional words and phrases to produce coherent writing 4.139 value sound judgements 4.140 value critical thinking	**Detecting Bias** 5.88 demonstrate an understanding of bias 5.89 identify bias in visual texts 5.90 explain how bias is constructed in visual texts 5.91 determine the impact of bias on readers 5.92 explain the importance of developing critical thinking skills in becoming an informed digital citizen
Efferent Listening: Listening for details 1.106 identify significant events/details in audio and audio-visual texts 1.107 detect main ideas in oral presentations 1.108 summarise information	**Summary Skills** 2.121 determine the main ideas in text 2.122 determine relevant supporting details 2.123 detect words that summarise phrases or ideas	**Literary Elements** 3.101 examine the inter-relatedness of literary elements 3.102 display an appreciation for the contribution of each element to the effectiveness of literary works	**Summary Writing:** 4.123 engage in a process approach when writing summaries 4.26 demonstrate internal organisation of text 4.69 identify main ideas	**Media Literacy: Social Media** 5.6 apply the conventions of netiquette 5.36 apply the principles of ethics in use and creation of media texts 5.64 use appropriate language

FORM 2 TERM 3				
LISTENING & SPEAKING	**READING**	**LITERARY APPRECIATION**	**WRITING**	**MEDIA LITERACY**
Students will be able to:				
from audio and audio-visual texts 1.109 explore the dangers in omitting salient information ***Critical Listening*** 1.94 identify significant language cues (paralinguistic/linguistic) in audio and audio-visual stimuli 1.110 determine the logical sequence of information in oral texts 1.111 categorize information in audio and audio-visual texts 1.98 value critical listening skills	2.124 examine writers' use of concise language 2.125 develop appreciation for economical use of words	*Refer to outcomes in the preceding page.*	4.131 identify relevant details 4.132 discriminate between relevant and irrelevant information 4.125 classify information 4.126 use concise language 4.127 select words that can be used to replace phrases 4.128 synthesise information into a coherent unit ***Reflective Writing*** 4.78 examine learning experiences across subject areas 4.79 write reflections on their strengths and on challenges faced as learners 4.80 value reflective writing as a means for self-empowerment	in communicating via social media 5.79 become responsible users of social media

FORM 3 TERM 1				
LISTENING & SPEAKING	**READING**	**LITERARY APPRECIATION**	**WRITING**	**MEDIA LITERACY**
Students will be able to:				
Listening/Speaking Etiquette 1.1 display respectful listening and speaking behaviour *Critical and Discriminative Listening (literary genres)* 1.112 detect themes in oral texts 1.113 differentiate tone and mood 1.114 demonstrate critical listening 1.115 demonstrate discriminative listening *Oral Communication* 1.116 use a range of Standard English grammatical structures and vocabulary 1.117 maintain control of Standard English structures when conversing 1.168 explore effective	*Critical Reading* 2.126 compare the historical, social and cultural contexts of texts 2.127 interpret how people and their cultures are represented by writers 2.128 investigate how writers manipulate language for particular purposes and effects 2.129 critique language for evidence of bias 2.60 make critical comparisons across texts *Inference* 2.130 discern implied messages 2.131 connect text to prior knowledge and experience 2.132 distinguish inference from other comprehension	*Literary Element: Setting/Atmosphere* 3.103 compare settings in literary texts 3.104 analyse settings to determine strategies used by writers 3.105 compare and contrast functions of settings in texts 3.106 reflect on how setting contributes to meaning *Literary Element: Theme* 3.107 explore the development of themes in stories 3.108 investigate the relationship between theme, plot and character 3.109 investigate the relationships among theme, setting and atmosphere 3.110 relate theme to points of view	*Creative Writing: Story* 4.73 engage in a process approach when writing stories 4.26 demonstrate internal organisation of text 4.74 generate an interesting plot 4.74 determine characters and motives 4.75 generate dialogue related to plot and character 4.76 develop setting appropriate to theme 4.81 use language creatively 4.14 organize content into a cohesive whole 4.59 explore language as a vehicle for creative expression	*Stereotype* 5.93 explore stereotypes in real life 5.94 discuss examples of stereotyping in the media 5.95 investigate the impact of stereotyping 5.96 discuss how stereotypes can be promoted via the Internet 5.97 explore ways of combating negative stereotypes

FORM 3 TERM 1				
LISTENING & SPEAKING	**READING**	**LITERARY APPRECIATION**	**WRITING**	**MEDIA LITERACY**
Students will be able to:				
Standard English pronunciation and enunciation 1.37 value both English Creole and Standard English as effective means of communication 1.119 become more confident speakers of Standard English	strategies 2.134 value inference as a thinking strategy	3.111 make connections between themes in literary works and those in real life 3.112 develop appreciation for thematic concerns of writers	*Reflective Writing* 4.82 evaluate learning experiences 4.21 write reflections based on learning experiences 4.22 value reflective writing	*Refer to outcomes in the preceding page.*
Critical Listening (Persuasion) 1.120 assess language use 1.121 recognise persuasive strategies 1.122 detect possible hidden agendas 1.123 demonstrate awareness of the language of persuasion 1.124 build appreciation for persuasive oral texts	*Topic Sentence* 2.135 investigate the structure of topic sentences across texts 2.136 differentiate topic sentences in expository and creative texts 2.137 evaluate how topic ideas are expanded 2.138 value the contribution of well-crafted topic sentences in authentic texts	*Literary Element: Role of Character* 3.113 examine roles of characters in a story 3.114 analyse motives for characters' actions 3.115 evaluate the writer's crafting of characters in a story 3.116 make connections between literary characters and individuals in society 3.117 recognise the efforts of writers in depicting humans 3.118 demonstrate appreciation for writers' craft	*Writing: Persuasion (Advertisements and Essays)* 4.64 engage in a process approach when writing persuasive pieces 4.83 determine purpose and audience for writing 4.84 write advertisements and essays 4.85 use rhetorical devices 4.86 use formal and informal register appropriate to context 4.87 use tone appropriate to the issue	*Media Literacy: Advertisements* 5.98 explain the function of advertisements 5.99 infer the implied messages in advertisements 5.100 create advertisements for non-print media 5.101 become sensitive to the persuasive power of language *Media Literacy: Social Media* 5.6 apply the conventions of netiquette

FORM 3 TERM 1				
LISTENING & SPEAKING	**READING**	**LITERARY APPRECIATION**	**WRITING**	**MEDIA LITERACY**
Students will be able to:				
Interviewing Skills 1.125 use language appropriate to audience and purpose 1.126 generate and ask questions specific to a research topic 1.127 clarify questions posed to interviewee 1.128 respond critically to answers received 1.51 speak with confidence	*Vocabulary in Context* 2.139 categorise words associated with perspectives and points of view 2.140 categorise emotive words related to persuasion 2.141 detect rhetorical terms 2.142 explore technical vocabulary in content area texts	*Literary Element: Point of View* 3.119 examine different points of view across literary texts 3.120 develop a point of view on an issue in a literary text 3.121 justify point of view on an issue using evidence 3.122 examine how point of view affects relationships in literary texts 3.123 respect alternative points of view	4.88 use descriptive language to create sensory impact 4.14 organize content into a cohesive whole 4.89 create advertisements 4.130 create essays 4.26 demonstrate internal organisation of text 4.90 become sensitive to the persuasive power of language	5.36 apply the principles of ethics in use and creation of media texts 5.9 use respectful language in communicating via social media 5.79 become responsible users of social media 5.102 demonstrate critical thinking
Efferent Listening: Listening for details 1.129 detect conflict in oral stories 1.130 detect motives for characters' actions 1.131 interpret actions arising from conflict 1.132 develop appreciation for	*Vocabulary in Context* 2.143 categorise words associated with perspectives and points of view 2.144 categorise emotive words related to conflict 2.141 detect rhetorical terms 2.142 explore technical	*Literary Element: Conflict* 3.124 explain the role of conflict in story 3.114 analyse motives for characters' actions 3.125 deduce the impact of conflict on individuals and societies	*Expository: Proposal* 4.91 engage in a process approach when writing proposals 4.2 determine a purpose for writing the proposal 4.92 generate content for proposals	*Research Skills* 5.59 discuss the benefits of using the internet as research tool 5.103 determine purposes for which websites may be used 5.104 compare different types of websites used for research

FORM 3 TERM 1				
LISTENING & SPEAKING	**READING**	**LITERARY APPRECIATION**	**WRITING**	**MEDIA LITERACY**
Students will be able to:				
efferent listening ***Interviewing Skills*** 1.125 use language appropriate to audience and purpose 1.133 generate and ask appropriate questions specific to a research topic 1.127 clarify questions posed to interviewee 1.128 respond critically to answers received 1.51 speak with confidence	vocabulary in content area texts	3.126 appreciate the role of conflict in the human experience	4.14 organize content into a cohesive whole 4.93 demonstrate internal and external organisation of proposals 4.43 use formal language 4.18 use appropriate tone 4.94 value the conventions of proposal writing ***Reflective Writing*** 4.82 evaluate learning experiences 4.21 write reflections based on learning experiences 4.22 value reflective writing	5.61 evaluate websites using given criteria 5.62 use appropriate websites to conduct research 5.105 value the need to be critical when exploring, selecting, and using websites

FORM 3 TERM 2				
LISTENING & SPEAKING	**READING**	**LITERARY APPRECIATION**	**WRITING**	**MEDIA LITERACY**
Students will be able to:				
Oral Communication 1.116 use a range of Standard English grammatical structures and vocabulary 1.117 maintain control of Standard English structures when conversing 1.68 explore effective Standard English pronunciation and enunciation 1.37 value both English Creole and Standard English as effective means of communication 1.119 become more confident speakers of Standard English	*Critical Reading* 2.126 compare the historical, social and cultural contexts of texts 2.127 interpret how people and their cultures are represented by writers 2.128 investigate how writers manipulate language for particular purposes and effects 2.60 make critical comparisons across texts *Vocabulary in Context* 2.145 detect English Creole words in literary texts 2.146 categorise types of imagery found in literary texts 2.147 create an inventory of words related to tone from texts	*Literary Device: Imagery* 3.127 investigate various types of imagery across literary texts 3.128 compare poets' use of imagery 3.129 analyse recurring imagery in poems 3.130 explain the effectiveness of imagery in texts 3.131 explore writers' use of language to create effects 3.132 develop an appreciation for use of imagery in poems, stories and dramatic pieces *Literary Element: Mood and Tone* 3.133 demonstrate an understanding of mood and tone in poetry 3.134 discuss how mood and tone are created by writers	*Creative Writing: Poetry* 4.95 engage in a process approach when writing poems 4.16 demonstrate awareness of audience 4.54 determine a theme 4.96 determine mood and atmosphere 4.55 determine persona/speaking voice 4.97 develop rhythm and rhyme scheme 4.57 use literal and figurative language to create imagery 4.14 organize content into a cohesive whole 4.26 demonstrate internal organisation of text 4.59 explore language as a vehicle for creative	*Promotional Media: Brochure* 5.106 explore features of brochures 5.107 explain functions of brochures 5.108 categorize brochures according to types 5.109 determine the design elements of a brochure 5.110 produce brochures 5.111 value the brochure as a tool of communication

FORM 3 TERM 2				
LISTENING & SPEAKING	**READING**	**LITERARY APPRECIATION**	**WRITING**	**MEDIA LITERACY**
Students will be able to:				
Refer to outcomes in the preceding page.	2.148 create an inventory of words related to mood from texts	3.135 explain the effectiveness of mood and tone in literary texts 3.136 develop an appreciation for respectful tone 3.137 value the contribution of tone and mood on the reader	expression **Reflective Writing** 4.82 evaluate learning experiences 4.21 write reflections based on learning experiences 4.22 value reflective writing	*Refer to outcomes in the preceding page.*
Efferent Listening: Listening for details 1.118 identify significant events/details in oral and audio-visual texts 1.134 formulate oral questions related to information listened to 1.135 summarise orally, new information gleaned 1.136 value listening as an active thinking process	***Cause & Effect*** 2.109 examine internal structure (cause and effect) in content area texts 2.149 explore how knowledge of this internal structure facilitates comprehension 2.150 discuss the importance of internal structure for conveying information	***Literary Device: Onomatopoeia*** 3.138 demonstrate an understanding of onomatopoeia 3.139 explain the use of onomatopoeia in context 3.140 compare use of onomatopoeia with other types of sound patterning in poetry 3.141 value how onomatopoeia enriches the experience of the listener	***Expository Writing: Cause and Effect*** 4.98 engage in a process approach when writing expository pieces 4.99 determine causes of an identified issue 4.100 determine related effects 4.101 sequence ideas logically 4.102 use transitional words and phrases effectively	***Media Literacy: Social Media*** 5.6 apply the conventions of netiquette 5.36 apply the principles of ethics in use and creation of media texts 5.9 use respectful language in communicating via social media 5.79 become responsible users of social media

FORM 3 TERM 2				
LISTENING & SPEAKING	**READING**	**LITERARY APPRECIATION**	**WRITING**	**MEDIA LITERACY**
Students will be able to:				
Refer to outcomes in the preceding page.	*Refer to outcomes in the preceding page.*	***Literary Device: Symbolism*** 3.142 explore symbols in literary texts 3.143 explain the use of symbols in context 3.144 analyse the effectiveness of symbols in identified literary texts 3.145 investigate how interpretation of symbols vary according to culture	4.103 write a cohesive expository piece 4.14 organize content into a cohesive whole 4.26 demonstrate internal organisation of text ***Reflective Writing*** 4.82 evaluate learning experiences 4.21 write reflections based on learning experiences 4.22 value reflective writing	***Research Skills*** 5.112 explore the benefits of using the internet as research tool 5.103 determine purposes for which websites may be used 5.113 investigate different types of websites used for research 5.61 evaluate websites using given criteria 5.62 use appropriate websites to conduct research 5.114 value critical thinking when exploring, selecting, and using websites
Discriminative Listening-Sounds in Poetry 1.137 discriminate between full rhymes and half-rhymes 1.138 differentiate among sound echoes/patterns	***Comparison and Contrast*** 2.151 investigate the language of comparison and contrast in their content area texts	***Literary Devices: Rhythm and Rhyme*** 3.146 explore rhyme in poems 3.147 differentiate full rhyme from half-rhyme	***Expository Writing: Comparison and Contrast*** 4.104 engage in a process approach when writing expository pieces 4.105 analyse the issue/topic	***Research Skills*** 5.112 explore the benefits of using the internet as research tool 5.78 identify purposes for which websites may be used

FORM 3 TERM 2				
LISTENING & SPEAKING	**READING**	**LITERARY APPRECIATION**	**WRITING**	**MEDIA LITERACY**
Students will be able to:				
1.139 detect the rhythm of the speaking voice 1.140 demonstrate appreciation for phonological features of poems ***Discriminative Listening: Speech*** 1.90 differentiate between accents of speakers 1.141 differentiate between Standard English and Creole English pronunciation 1.93 display an appreciation for accurate pronunciation and enunciation 1.92 develop an appreciation of regional dialects	2.152 detect similarities and differences in texts 2.153 examine the organisational structure of different texts 2.154 categorise information gleaned 2.155 become more discerning readers ***Topic Sentence*** 2.156 identify the topic sentences in expository texts 2.157 examine how the topic ideas are expanded within the texts 2.158 explore topic sentences related to comparison and contrast in texts 2.159 explore topic sentences related to cause and effect 2.160 value the contribution of well-crafted topic	3.148 discuss the contribution of rhyme to the poem 3.149 investigate the relationship between rhythm and metre 3.150 make connections between rhythm and meaning 3.151 value the contribution of rhyme and rhythm in poetic works	4.106 determine points of similarities 4.107 determine points of differences 4.101 sequence ideas logically 4.102 use transitional words and phrases effectively 4.108 write a cohesive piece 4.14 organize content into a cohesive whole 4.26 demonstrate internal organisation of text ***Reflective Writing*** 4.82 evaluate learning experiences 4.21 write reflections based on learning experiences 4.22 value reflective writing	5.113 investigate different types of websites used for research 5.61 evaluate websites using given criteria 5.62 use appropriate websites to conduct research 5.63 value critical thinking when selecting and exploring websites

FORM 3 TERM 2				
LISTENING & SPEAKING	**READING**	**LITERARY APPRECIATION**	**WRITING**	**MEDIA LITERACY**
Students will be able to:				
Refer to outcomes in the preceding page.	sentences ***Vocabulary in Context*** 2.161 categorise words associated with rhyme and rhythm in poetry 2.162 categorise words associated with sound patterns in poems	*Refer to outcomes in the preceding page.*	***Reflective Writing*** 4.82 evaluate learning experiences 4.21 write reflections based on learning experiences 4.22 value reflective writing	*Refer to outcomes in the preceding page.*

FORM 3 TERM 3				
LISTENING & SPEAKING	**READING**	**LITERARY APPRECIATION**	**WRITING**	**MEDIA LITERACY**
Students will be able to:				
Oral Communication 1.116 use a range of Standard English grammatical structures and vocabulary 1.142 speak using appropriate syntax in formal and formal contexts 1.143 engage in extended conversations with increasing fluency and control of grammatical patterns 1.144 become adept at effective Standard English pronunciation and enunciation 1.145 develop appreciation for Standard English as an international language *Oracy: Questioning* 1.146 pose questions using basic grammatical structure for questions in Standard English	*Informational texts-Comprehending Forms* 2.163 explore organisation of information on forms 2.164 compare structure and language features in forms 2.165 interpret information on forms 2.166 interpret standard abbreviations used 2.167 analyse information on forms by integrating and linking ideas 2.168 differentiate between informational and imaginative texts 2.169 demonstrate honesty and accuracy when completing forms *Inference* 2.131 connect text to prior knowledge and experience	*Literary Element: Theme* 3.152 investigate how themes are developed in dramatic pieces 3.153 deduce themes in dramatic extracts/ plays 3.154 investigate the relationships among theme, plot and character 3.155 investigate the relationships among theme, setting, and atmosphere 3.110 relate theme to points of view 3.112 develop appreciation for thematic concerns of writers 3.62 determine how language is used to reveal a theme 3.63 make connections between themes in literary works and those in real life	*Creative Writing: Dramatic Pieces* 4.109 engage in a process approach when writing dramatic pieces. 4.2 determine a purpose for writing 4.16 demonstrate awareness of audience 4.54 determine a theme 4.110 determine characters 4.111 create stage directions 4.112 create dialogue appropriate to plot and theme 4.76 develop setting appropriate to theme 4.57 use literal and figurative language to create imagery 4.14 organize content into a cohesive whole 4.26 demonstrate internal	*Media Literacy: Social Media* 5.6 apply the conventions of netiquette 5.36 apply the principles of ethics in use and creation of media texts 5.9 use respectful language in communicating via social media 5.115 become responsible users and producers of social media

FORM 3 TERM 3				
LISTENING & SPEAKING	**READING**	**LITERARY APPRECIATION**	**WRITING**	**MEDIA LITERACY**
Students will be able to:				
1.147 pose questions using English Creole structures 1.148 differentiate between English and English Creole questions 1.149 demonstrate understanding of structures for forming questions in English	2.130 discern implied messages 2.170 discern motives, purposes and intentions 2.132 distinguish inference from other comprehension strategies 2.134 value inference as a thinking strategy	*Refer to outcomes in the preceding page.*	organisation of text 4.113 develop appreciation for drama as creative expression ***Reflective Writing*** 4.82 evaluate learning experiences 4.21 write reflections based on learning experiences 4.22 value reflective writing	*Refer to outcomes in the preceding page.*
Critical Listening (Argument) 1.150 differentiate main arguments from counter-arguments 1.151 judge the effectiveness of persuasive techniques used 1.152 assess the validity of arguments presented 1.153 determine overt and covert agendas 1.154 demonstrate respect for	***Opinion: Supported/Unsupported*** 2.171 extract opinions from texts 2.172 differentiate between supported and unsupported opinions 2.173 examine bias in argumentative texts 2.174 evaluate subjective language in texts 2.175 detect well-supported	***Literary Device: Hyperbole*** 3.156 explore writers' use of hyperbole in literary texts 3.157 examine the language of hyperbole 3.158 explain the effectiveness of hyperbole in context 3.159 deduce effects of hyperboles used by writers 3.160 distinguish hyperbole from other literary devices	***Argument: Essays and Speeches*** 4.114 engage in a process approach when writing essays and speeches 4.115 determine purpose and audience 4.116 formulate a thesis idea 4.117 use logical arguments 4.118 support ideas with evidence	***Research Skills'*** 5.116 debate the benefits of using the internet as research tool 5.103 determine purposes for which websites may be used 5.60 identify different types of websites used for research 5.61 evaluate websites using given criteria 5.62 use appropriate websites

FORM 3 TERM 3				
LISTENING & SPEAKING	**READING**	**LITERARY APPRECIATION**	**WRITING**	**MEDIA LITERACY**
Students will be able to:				
the views of others ***Critical Listening: Speeches*** 1.155 detect the distinguishing features of speeches 1.156 determine audience impact 1.157 assess the effectiveness of the speech 1.158 build appreciation for formal and informal speeches	opinions ***Author's Purpose and Point of View*** 2.176 examine different perspectives 2.177 explore points of view in literary genres 2.102 examine language to determine a writer's purpose 2.178 make connections among content, point of view and purpose 2.103 explain differing viewpoints about texts studied 2.105 become sensitised to differing points of view	3.161 value the creativity of writers	4.119 use persuasive techniques/devices 4.120 use transitional words and phrases 4.14 organize content into a cohesive whole 4.15 demonstrate internal and external organisation of text 4.121 value the importance of sound arguments 4.122 become critical thinkers ***Reflective Writing*** 4.82 evaluate learning experiences 4.21 write reflections based on learning experiences 4.22 value reflective writing	to conduct research 5.63 value critical thinking when selecting and exploring websites

FORM 3 TERM 3				
LISTENING & SPEAKING	**READING**	**LITERARY APPRECIATION**	**WRITING**	**MEDIA LITERACY**
Students will be able to:				
Oracy (Pronunciation and Enunciation) 1.159 use Standard English pronunciation 1.160 enunciate accurately 1.161 demonstrate awareness of word stress patterns 1.162 differentiate English Creole pronunciation 1.26 code switch between English Creole and Standard English based on context 1.163 use Standard English for formal interactions	*Summary* 2.179 distinguish main arguments in text 2.180 differentiate between relevant and irrelevant information 2.181 detect words that categorise a group of items 2.82 detect words that summarises phrases or ideas 2.83 identify connectives within paragraphs 2.182 develop appreciation for summary skills	*Literary Element: Point of View* 3.119 examine different points of view across literary texts 3.120 develop a point of view on an issue in a literary text 3.162 justify point of view on issue using evidence 3.122 examine how point of view affects relationships in literary texts 3.123 respect alternative points of view	*Summary Writing* 4.123 engage in a process approach when writing summaries 4.14 organize content into a cohesive whole 4.69 identify main ideas 4.124 determine relevant details 4.125 classify information 4.126 use concise language 4.127 select words that can be used to replace phrases 4.128 synthesise information into a coherent unit 4.26 demonstrate internal organisation of text 4.129 value concise language	*Conventions of Media Creating Visual Texts: Presentation Tools* 5.117 select presentation tools for effective communication 5.118 apply appropriate design principles when creating presentations 5.119 use presentation tools when representing learning *Media Literacy: Headlines and Captions* 5.66 discuss purposes for headlines and captions 5.67 examine techniques used in the creation of headlines and captions 5.40 create headlines and captions for chosen articles and pictures 5.41 value the power of concise language

Conclusion

This revised English Language Arts Curriculum Guide documents the range of outcomes that students must attain on completion of the first level of secondary education, leading to assessment at the National Certificate of Secondary Education (NCSE) Level 1. **The Curriculum Guide is intended to be used concurrently with the Teacher's Guide.** The Content Framework with related Grammar and Spelling is presented purposely in both documents. Teachers will also find the accompanying Reading Literacy Support Guide of good use when planning lessons for students whose English and Reading literacy needs are pronounced.

In the Curriculum Guide, the Content Framework with related Grammar and Spelling mirrors the intended learning outcomes for each term in each year (Forms 1-3). This functions to direct teachers to the requisite learning outcomes per topic to be achieved through the development of the various literacy skills. Additionally, the outcomes have been organised with a greater degree of alignment to help teachers perceive the interrelated nature of the skills. The objectives to be achieved through each of the strands (listening, speaking, reading, writing, literary appreciation, and media literacy) have been aligned in such a way as to show connections that can be made in developing a unit of work.

The teaching of English grammar is compulsory. Teachers are to note that teaching grammar in isolation is discouraged strongly since this approach not improve students' understanding and application of grammar in writing and speaking. The related grammar and spelling in the Content Framework provides direction and suggestions for the teaching of grammar in context. This is intended to boost students' understanding and use of grammar and spelling as their literacy skills develop.

The Teacher's Guide is a complement to the Curriculum Guide. It includes a range of teaching and learning instructional support materials inclusive of suggested teaching/learning strategies and suggested assessment strategies. Teachers are expected to ensure that students attain the outcomes of the curriculum by using the additional support materials found in the Teacher's

Guide. Additionally, the Content Framework with related Grammar and Spelling is linked to and prefaces the additional support materials. Teachers are not limited to the materials presented in the Teacher's Guide and are also encouraged to explore other ways of using both Guides that can contribute to making student learning meaningful. For example, teachers may use a thematic approach that draws on students' interests, thus ensuring student engagement to improve teaching and learning.

For the students whose English and Reading literacy skills need stronger scaffolding, the revised curriculum presents the Reading Literacy Support Guide that targets specifically reading comprehension, vocabulary and word study skills. This segment of the curriculum advocates systematic and explicit skills development in the three areas in order to bridge the gaps and better prepare students to access the entire English Language Arts programme.