

Ascot High School
ENGLISH LANGUAGE COURSE OUTLINE
Grade Seven (7) September - December 2025

Please Note: All objectives will be achieved as far as possible using the different learning strands.

SCOPE AND SEQUENCE
TERM 1 UNIT 1

STRAND: LISTENING AND SPEAKING

- ❖ Student will engage in active listening and speaking for a variety of purposes, developing an understanding of how language works in different contexts and cultures, using SJE and JC appropriately

STRAND: FLUENCY AND WORD RECOGNITION

- ❖ Students understand and are able to apply a wide range of word recognition and decoding strategies and understand and use word meaning to reflect vocabulary development.

STRAND: READING FOR MEANING AND ENJOYMENT

- ❖ Students read a wide range of texts to understand the self, reading for meaning, fluency and engagement with text and critically responding to Literature, the demands of society and other stimuli.

STRAND: READING FOR INFORMATION

- ❖ Students apply study skills and search for information using a wide range of texts on paper and on screen

STRAND: COMMUNICATION (WRITING)

- ❖ Students will write a wide range of texts on paper and on screen for different purposes and audiences, adapting their writing to create a range of effects and impact.

STRAND: LANGUAGE STRUCTURE

- ❖ Students apply knowledge of language structure and language conventions including the use of SJE and JC for meaning and impact.

Duration	Theme	Topics	Sub-Topics	Objectives	Suggested Activities	Attainment Targets	Others	Key Skills	Remarks
Sept- Oct. 2025	Unit1 Theme: Our Personal Identity	Vocabulary Skills	Standard Jamaican English/ Jamaican Creole word translation	LISTENING AND SPEAKING	<ul style="list-style-type: none"> Listen to a Youtube programme or podcast and write down the main ideas. In small group discussions, compare others' notes to their own and seek clarification when necessary. 	LISTENING AND SPEAKING	Integration of different subject disciplines: <ul style="list-style-type: none"> • Civics – Respect • Social Studies – Care about the environment • Religious Education – Caring about others • Guidance and Counseling – Personal Growth and Development, 	LISTENING AND SPEAKING <ul style="list-style-type: none"> • Take turns in conversation/ presentation • Listen for information • Speak confidently and fluently • Discuss, classify and record ideas • Use SJE/JC appropriately • Use techniques effectively • Speak fluently • Record presentation • Evaluate oral 	
Week #1 1-5, 2025				<ul style="list-style-type: none"> Listen with a focus to respond to what is said using Standard Jamaican English and Jamaican Creole Apply phonic skills to read words with silent consonants (e.g. h,b,g) and letter strings starting with varying sounds. 	<ul style="list-style-type: none"> In small groups, develop and simulate advertisements, etc. about teenage growth and development and career paths. Classmates will listen to, extract and note main ideas and the use of SJE/JC structures. Appropriately use SJE structures, including verb 	Listen to, recall, understand and respond to speakers' messages, whether implicit or explicit Recognise, value and make distinctions between home language and SJE to improve/acquire language and literacy competencies.			
Week #2 8-12, 2025				FLUENCY AND WORD RECOGNITION		FLUENCY AND WORD RECOGNITION			

Week #3 15-19, 2025		Punctuations	Question mark, period, comma, exclamation mark	<ul style="list-style-type: none">• Use syntactic (language structure cues such as word order, language patterns, punctuation to identify words and use these as clues to meaning. READING FOR MEANING AND ENJOYMENT <ul style="list-style-type: none">• Use various strategies to extract meaning from texts, e.g.• Previewing, paraphrasing, re-reading• Establish purpose for reading	tenses, subject/verb agreement and sentence structure. <ul style="list-style-type: none">• Work in groups to create a variety of word games (puzzles, hopscotch, etc.) to practise decoding a variety of words with silent letters (e.g. honour, Thomas, comb). Word games may be created online. Include words encountered in reading about personal identity.• In a ‘Show My Skill’ vocabulary session, share two words that have been learnt with a peer. Read the words from flashcards, give their meanings and use these words to construct sentences. Share the sentences with peer(s).• Categorize given sentences and construct sentences of the different types. Expand simple sentences to reflect other sentence types.• Students create a venn diagram showing the similarities and differences between the sentence functions.• Students will be given a template of a friendly letter to populate each section with their own information.	recognise words through repeated exposure and mnemonic devices Build vocabulary through various strategies. READING FOR MEANING AND ENJOYMENT <p>Read for meaning, fluency and enjoyment of texts, using a variety of clues to gain information and identify ideas and events</p> READING FOR INFORMATION <p>Research activities on issues and interests by generating ideas and exploring texts using a range of strategies.</p> COMMUNICATION (WRITING) <p>Use SJE and JC appropriately and incorporate multimedia approaches to their writing.</p> <p>Develop approaches to the writing process to enable them to organize their ideas into a coherent structure including layout, sections and paragraphs</p> LANGUAGE STRUCTURE <p>Use and adapt a range of sentence structures according</p>	Goals and Interests Visual Art Create pictures of scenes and characters Information Technology – Internet use (accessing, creating and using WebQuest, podcasts) Drama – Roleplay Creating Rhythm Library Science – Study skills (text features) ASSESSMENT CRITERIA: <ul style="list-style-type: none">• Sight words for different instructional levels are reinforced using word games.• Feature search prompts are able to be used to effectively locate information in texts.• Sentences and paragraphs reflect the accurate use of linking/transition	presentations FLUENCY AND WORD RECOGNITION <p>Identify the use of syntactic clues</p> <ul style="list-style-type: none">• Discuss syntactic clues READING FOR MEANING AND ENJOYMENT <p>Use search engine safely to perform single topic searches</p> <p>Create graphic organizers</p> READING FOR INFORMATION <p>Create and format document</p> <ul style="list-style-type: none">• Locate information• Organize words and meanings in the glossaryWork in groups• Locate information• Present information• Create/collect and use visual aids• Give feedback on presentation COMMUNICATION (WRITING) <ul style="list-style-type: none">• Write a prologue• Work in groups• Navigate websites• Use given prompts• Use appropriate	
Week #4 Sept 22-26, 2025		Sentence Structure	Simple and compound sentences						
Week#5 Sept/Oct 29- 3, 2025		Sentence Functions	-Declarative -Imperative -Interrogative -Exclamatory						
Week #6 Oct. 6-10, 2025		Letter Writing	Informal Letter (friendly letter)						
Week #7 Oct.13-17, 2025				<ul style="list-style-type: none">• Research activities on issues and interests by generating and exploring texts using a range of strategies. STRAND: COMMUNICATION (WRITING) <ul style="list-style-type: none">• Use friendly letter format to compose letters for a variety					

				<p>of purposes.</p> <ul style="list-style-type: none">• Identify the topic, purpose, and audience for variety of writing form <p>LANGUAGE STRUCTURE</p> <ul style="list-style-type: none">• Generate sentences of different lengths and structure to make for easier reading.• Identify different sentence structure combinations as appropriate to the different functions to give directions/instructions, to narrate or to inform• Select and use effectively, different punctuation marks for different writing function—comma, full stop, exclamation mark and question mark• Use connectives to link and extend sentences• Use subject-verb agreement appropriately• Discriminate between the formal and informal usage of the JC and SJE• Use capital letters correctly• Spell grade level words appropriately• Use common and proper noun		<p>to context, distinguishing between SJE and JC Write sentences which are grammatically accurate and correctly punctuated, using SJE appropriately.</p>	<p>al words and phrases.</p> <ul style="list-style-type: none">• Active listening skills/Nonverbal indicators clearly demonstrated throughout group presentation and discussions. <p>KEY VOCABULARY</p> <p>personal identity family community belong special unique abilities interests voice express opinion male female friends gender address school roles rights parent guardian self-esteem</p>	<p>letter format.</p> <p>LANGUAGE STRUCTURE</p> <ul style="list-style-type: none">• Locate and collate information• Work collaboratively in groups• Create sentences applying subject/verb agreement rules	
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SESSIONAL TEST 1

SESSIONAL TEST 2 (Practical)-

Create a poster to clearly define the punctuation marks. Outline one(1) example for each. Be creative.

<div>SCOPE AND SEQUENCE</div> <div>TERM 1 Unit 2</div> <div>STRAND: LISTENING AND SPEAKING</div> <div>❖ Student will engage in active listening and speaking for a variety of purposes, developing an understanding of how language works in different contexts and cultures, using SJE and JC appropriately</div> <div>STRAND: FLUENCY AND RECOGNITION</div> <div>❖ Students understand and are able to apply a wide range of word recognition and decoding strategies and understand and use word meaning to reflect vocabulary development.</div> <div>STRAND: READING FOR MEANING AND ENJOYMENT</div> <div>❖ Students read a wide range of texts to understand the self, reading for meaning, fluency and engagement with text and critically responding to Literature, the demands of society and other stimuli.</div> <div>STRAND: READING FOR INFORMATION</div> <div>❖ Students apply study skills and search for information using a wide range of texts on paper and on screen</div> <div>STRAND: COMMUNICATION (WRITING)</div> <div>❖ Students will write a wide range of texts on paper and on screen for different purposes and audiences, adapting their writing to create a range of effects and impact.</div>	
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STRAND: LANGUAGE STRUCTURE ❖ Students apply knowledge of language structure and language conventions including the use of SJE and JC for meaning and impact.								
October Week #1 21-24, 2025 Week #2 27-31, 2025	Unit 2 Theme: Our Social Identity	LANGUAGE STRUCTURE (Punctuation)	Standard Jamaican English(S.J.E) versus Jamaican Creole(J.C.) Colon and Semi-colon	LISTENING AND SPEAKING • Distinguish between the use of specific SJE/JC structures • Use different language forms for a range of creative purposes • Extract main ideas from a speaker's presentation FLUENCY AND WORD RECOGNITION • Recognise key words by applying specific word recognition clues including the use of affixes and context • Use analogy to help show the meaning of words through comparison of ideas • Work cooperatively with their peers to examine strategies used to decode and decipher pronunciation and meaning of unknown vocabulary • Use context clues to determine the meaning of technical and specialised words READING FOR MEANING AND ENJOYMENT • Use various strategies to extract meaning from texts., e.g. self-question/ use of context clues	Listen to poems, stories and other speech presentations made in Jamaican Creole (JC) and Standard Jamaican English (SJE) (a) Distinguish between the structures of both languages focusing on sound system, structure of words/spelling, pitch of voice, grammatical structure and meaning. (b) Determine which language structures would be appropriate in various social settings and groups. In groups, perform various pieces – speeches, drama, stories (including Anancy stories) and poems – using Jamaican Creole and Standard Jamaican In small groups, compile a list of challenging words which contain affixes. Break words into their constituent parts (prefix, root word, suffix) and write each part on word cards. Scramble the word cards and exchange with another group who will use sets of three cards (prefix, root word and suffix) to form complete words. Use their knowledge of affixes (or research) to arrive at the meaning of the words. Present their word sets to	LISTENING AND SPEAKING Recognise, value and make distinctions between home language and Standard Jamaican English to improve/ acquire language and literacy competencies. ICT ATTAINMENT TARGETS: DIGITAL CITIZENSHIP - Recognise the human, ethical, social, cultural and legal issues and implications surrounding the use of technology and practice online safety and ethical behaviour. COMMUNICATION AND COLLABORATION - Use technology to communicate ideas and information, and work collaboratively to support individual needs and contribution to the learning of others. FLUENCY AND WORD RECOGNITION Use a range of word recognition clues to identify new words Automatically recognise words through repeated exposure and mnemonic devices Build vocabulary through various strategies.	Integration of different subject disciplines: • Civics – Respect • Social Studies – Care about the environment • Religious Education – Caring about others Guidance and Counseling – Personal Growth and Development, Goals and Interests Visual Art Create pictures of scenes and characters Information Technology – Internet use (accessing, creating and using WebQuest, podcasts) Drama – Roleplay Creating Rhythm Library Science	LISTENING AND SPEAKING Speak fluently • Categorise social activities • Communicate online FLUENCY AND WORD RECOGNITION • Map the etymology of words • Match roots and affixes • Generate words READING FOR MEANING AND ENJOYMENT • Extract and interpret information at different comprehension levels. READING FOR INFORMATION • Gather and interpret data. • Present information in different formats. COMMUNICATIO N (WRITING)
November Week #3 3-7, 2025 Week #4 10-14, 2025 Week #5 17-21, 2025 Week #6 24-28, 2025		Affixes Context Clue	Root words Prefix and suffix Synonyms and Antonyms					
December Week #7		Comprehension Writing Task	literal, inferential evaluative questioning Narrative Writing					

1-5, 2025			<ul style="list-style-type: none"> • Extract and interpret information presented at the literal, inferential and critical levels. <p>READING FOR INFORMATION</p> <ul style="list-style-type: none"> • Use external text features (tables, graphs, pictures, diagrams, etc.) to retrieve and synthesise information from a variety of sources • Continue to use study skills strategies (e.g. mnemonics) to develop effective study habits <p>COMMUNICATION (WRITING)</p> <ul style="list-style-type: none"> • Use knowledge of paragraph development to create vibrant and engaging compositions <p>LANGUAGE STRUCTURE</p> <ul style="list-style-type: none"> • Compare written pieces in order to model appropriate use of varied sentence structures (simple, compound sentences. • Use, with increasing skill and accuracy, punctuation marks 	<p>the class, explaining how they used the affixes to decipher meaning.</p> <p>Observe pictures without captions, possibly from a newspaper or a magazine (pictures should show people interacting or reacting to something). After perusing the picture, try to mentally compose an explanation for what is happening. Look at all areas of the picture for details and helpful information. Write as much as possible to explain what is happening in the picture. Compare their ideas with the original caption of the picture.</p> <p>Review a model text relating to social identity issues (e.g. Prime Minister’s Inaugural Address, Martin Luther’s ‘I Have a Dream’ speech) highlighting each colon or semicolon. Working in pairs, discuss the author’s use of these punctuation marks: 1. Why would the writer choose a semicolon instead of a comma or a period? 2. Based on the evidence you found in the text, revise your rule for using the colon. After a discussion of the rules, work independently to edit a piece of their own writing, using the colon and semicolon appropriately. Use two</p>	<p>ICT ATTAINMENT</p> <p>RESEARCH, CRITICAL THINKING, PROBLEM-SOLVING AND DECISION MAKING - use appropriate digital tools and resources to plan and conduct research, aid critical thinking, manage projects, solve problems, and make informed decisions.</p> <p>READING FOR MEANING AND ENJOYMENT</p> <p>Read for meaning, fluency and enjoyment of texts, using a variety of clues to gain information and identify ideas and events</p> <p>READING FOR INFORMATION</p> <p>Identify and use text features to support navigation of texts ,retrieve and synthesise information gained from a range of sources Research activities on issues and interests by generating ideas and exploring texts using a range of strategies.</p> <p>COMMUNICATION (WRITING)</p> <p>Use SJE and JC appropriately and incorporate multimedia approaches to their writing.</p> <p>Develop approaches to the writing process to enable them to organize their ideas</p>	<p>– Study skills (text features)</p> <p>ASSESSMENT CRITERIA:</p> <ul style="list-style-type: none"> • Material requiring comprehension at the literal, inferential and critical levels, accurately extracting, interpreted and presented. • Prefixes, words and definitions accurately mapped. • Letters composed to address issues related to the unit theme. • Discussion adequately addresses the functions of the colon and semi-colon • Poster appropriately differentiates between colon and semi-colon in poster. <p>KEY VOCABULARY</p> <p>social</p>	<ul style="list-style-type: none"> • Use accurate language structure and punctuation. 	
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					<p>model texts to compare the use of the colon and semicolon.</p>	<p>into a coherent structure including layout, sections and paragraphs</p> <p>LANGUAGE STRUCTURE</p> <p>Use and adapt a range of sentence structures according to context, distinguishing between SJE and JC Write sentences which are grammatically accurate and correctly punctuated, using SJE appropriately.</p>	<p>Jamaican culture home nationality religion race types address city urban rural school roles home group member ethnicity teenager behaviour political</p>	
REVISION EXERCISE								
END OF YEAR EXAM								