

ENGLISH LITERATURE COURSE OUTLINE

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

STRAND: LISTENING AND SPEAKING

- ## STRAND: FLUENCY AND WORD RECOGNITION

- ## STRAND: READING FOR MEANING AND ENJOYMENT

- ❖ **Identify the elements of different genres of texts, including poetry, narratives, drama**

STRAND: READING FOR INFORMATION

- ## 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.
- ❖ Compare and contrast personal experiences with that of the protagonist and antagonist in novels , short stories and plays

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 Week #1 1-5, 2025 Week #2 8-12, 2025	Unit1 Theme: Our Personal Identity	An introduction to Literature	Genres of Literature	LISTENING AND SPEAKING <ul style="list-style-type: none"> Listen with a focus to respond to what is said using Standard Jamaican English and Jamaican Creole Define the term literature Classify literature according to genre Read orally at the appropriate rate with proper enunciation, intonation and expression to demonstrate understanding of materials Respond to different comprehension level questions. 	<ul style="list-style-type: none"> Distinguish between the structures of both languages focusing on sound system, structure of words/spelling, pitch of voice, grammatical structure and meaning. Work in groups and research unfamiliar words and compile the list of literature words on a diagram word tree. Work in groups to create a tree diagram using word 	LISTENING AND SPEAKING 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. FLUENCY AND WORD RECOGNITION	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 – 	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 	

Week #3 15-19, 2025	PROSE	Parts of a book	FLUENCY AND WORD RECOGNITION <ul style="list-style-type: none">• Work cooperatively with their peers to examine strategies used to decode and decipher pronunciation and meaning of unknown vocabulary	sets from their compiled lists. <ul style="list-style-type: none">• Draw and label different parts of a book.	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.	Personal Growth and Development, Goals and Interests	<ul style="list-style-type: none">• Record presentation• Evaluate oral presentations					
Week #4 Sept 22-26, 2025		Sources of Literature	<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.	<ul style="list-style-type: none">• .Cut, paste and label names of different sources of literature	READING FOR MEANING AND ENJOYMENT	Visual Art Create pictures of scenes and characters	FLUENCY AND WORD RECOGNITION Identify the use of syntactic clues <ul style="list-style-type: none">• Discuss syntactic clues					
Week#5 Sept/Oct 29- 3, 2025		Book:Over Our Way Edited by: Jean-DaCosta and Velma Pollard	READING FOR MEANING AND ENJOYMENT <ul style="list-style-type: none">• Use various strategies to extract meaning from texts, e.g.	Listen to the story and other speech presentations made in Jamaican Creole (JC) and Standard Jamaican English (SJE).	Read for meaning, fluency and enjoyment of texts, using a variety of clues to gain information and identify ideas and events	Information Technology – Internet use (accessing, creating and using WebQuest, podcasts)	READING FOR MEANING AND ENJOYMENT Use search engine safely to perform single topic searches					
Week #6 Oct. 6-10, 2025		Story: Millicent by: Merle Hodge <ul style="list-style-type: none">- Story Elements- Character Traits	<ul style="list-style-type: none">• Previewing, paraphrasing, re-reading• Establish purpose for reading	Engage in choral reading and independent reading	READING FOR INFORMATION Research activities on issues and interests by generating ideas and exploring texts using a range of strategies.	Drama – Roleplay Creating Rhythm	Create graphic organizers					
Week #7 Oct.13-17, 2025		Reading Comprehension	<ul style="list-style-type: none">• Apply phonics and word analysis skills in decoding words in isolation and context• Identify and comment on the structure of texts and on the language choices, grammar and techniques writers use to create an impact. READING FOR INFORMATION <ul style="list-style-type: none">•Analyse and explain how specific organizational aids or external text features, such as titles, sub-titles and subheadings, guide the understanding of texts	Create a table outlining a story element or elements with explanations and examples. See figure 1 below <table><tr><th>Themes</th><th>Explanati on</th><th>Examples from books/mo vies</th></tr><tr><td>boastfuln ess</td><td>a way of talking in which you praise yourself and what you have done:</td><td>Over Our Way Willy Wonka and the Chocolate Factory</td></tr></table>	Themes	Explanati on	Examples from books/mo vies	boastfuln ess	a way of talking in which you praise yourself and what you have done:	Over Our Way Willy Wonka and the Chocolate Factory	COMMUNICATION (WRITING) Use SJE and JC appropriately and incorporate multimedia approaches to their writing. Develop approaches to the writing process to enable them to organize their ideas into a coherent structure including layout, sections and paragraphs	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
Themes	Explanati on	Examples from books/mo vies										
boastfuln ess	a way of talking in which you praise yourself and what you have done:	Over Our Way Willy Wonka and the Chocolate Factory										

			<p>. Research activities on issues and interests by generating and exploring texts using a range of strategies.</p> <p>STRAND: COMMUNICATION (WRITING)</p> <ul style="list-style-type: none">• Identify the main ideas communicated in a speech, presentation or broadcast on aspects of personal identity• Identify the topic, purpose, and audience for variety of writing form <p>Describe the steps involved in extracting main ideas</p> <p>LANGUAGE STRUCTURE</p> <ul style="list-style-type: none">• Generate sentences of different lengths and structure to make for easier reading.• Differentiate between fiction and nonfiction in sources of literature.• Identify different sentence structure combinations as appropriate to the different functions to give directions/instructions, to narrate or to inform• Use connectives to link and extend sentences<ul style="list-style-type: none">• Discriminate between the formal and informal usage of the JC and SJE		<p>LANGUAGE STRUCTURE</p> <p>Use and adapt a range of sentence structures according to context, distinguishing between SJE and JC</p> <p>Write sentences which are grammatically accurate and correctly punctuated, using SJE appropriately.</p>	<p>reflect the accurate use of linking/transition 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 poetry drama fiction nonfiction biography</p>	<ul style="list-style-type: none">• Use given prompts• Use appropriate sentence format. <p>LANGUAGE STRUCTURE</p> <ul style="list-style-type: none">• Locate and collate information• Work collaboratively in groups•	
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							autobiography newspaper menu songs antagonist protagonist prose <u>Homework:</u> <u>10%</u> Complete literature word search puzzle Respond to ten different level comprehension		
			-				questions about the story “Millicent” <u>Assignment:</u> Create a storyboard using the story “Millicent” Draw classification table for genre and subgenre of literature.		

<p align="center">SESSIONAL TEST 1 SESSIONAL TEST 2 (Practical)-</p>		
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SCOPE AND SEQUENCE TERM 1 Unit 2	
STRAND: LISTENING AND SPEAKING	<ul style="list-style-type: none"> ❖ 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 ❖ Identify the elements of different genres of texts, including poetry, narratives, drama
STRAND: FLUENCY AND RECOGNITION	<ul style="list-style-type: none"> ❖ 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	<ul style="list-style-type: none"> ❖ 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	<ul style="list-style-type: none"> ❖ Establish purpose for reading ❖ Students apply study skills and search for information using a wide range of texts on paper and on screen
STRAND: COMMUNICATION (WRITING)	<ul style="list-style-type: none"> ❖ 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. ❖ Use various strategies to extract meaning from texts; e.g. previewing, paraphrasing, re-reading
STRAND: LANGUAGE STRUCTURE	<ul style="list-style-type: none"> ❖ Students apply knowledge of language structure and language conventions including the use of SJE and JC for meaning and impact. ❖ Compare and contrast personal experiences with that of the protagonist and antagonist in novels , short stories and plays

October	Unit 2 Theme: Our Social Identity	PROSE	Book:Over Our Way Edited by: Jean-DaCosta and Velma Pollard	LISTENING AND SPEAKING	Read a short passage from the selected text then compile a book report detailing the main themes and supporting details in a question and response format.	LISTENING AND SPEAKING	Integration of different subject disciplines:	LISTENING AND SPEAKING	
Week #8 21-24, 2025			Story: Ascot by: Olive Senior	<ul style="list-style-type: none">• Distinguish between the use of specific SJE/JC structures used in the story.• Use different language forms for a range of creative purposes• Extract main ideas from a speaker’s presentation on the author	Identify sections of the story related to self-esteem, growth and development, goals and ambitions, etc.	Recognise, value and make distinctions between home language and Standard Jamaican English to improve/ acquire language and literacy competencies.	<ul style="list-style-type: none">• Civics – Respect• Social Studies – Care about the environment• Religious Education –	<ul style="list-style-type: none">• Categorise social activities• Communicate online	
Week #9			Author’s Profile			ICT ATTAINMENT TARGETS: DIGITAL CITIZENSHIP - Recognise		FLUENCY AND WORD RECOGNITION	

27-31, 2025			Oral Reading	<ul style="list-style-type: none">• Read orally at the appropriate rate with proper enunciation, intonation and expression to demonstrate understanding of materials	Create a graphic organizer or strategy poster demonstrating how re-reading, previewing, reading ahead or self-questioning to extract meaning provide greater understanding of the story. Share with the class orally or mount on a wall or display board.	the human, ethical, social, cultural and legal issues and implications surrounding the use of technology and practice online safety and ethical behaviour.	Caring about others	<ul style="list-style-type: none">• Map the etymology of words• Generate words	
			Reading Comprehension	FLUENCY AND WORD RECOGNITION		COMMUNICATION AND COLLABORATION - Use technology to communicate ideas and information, and work collaboratively to support individual needs and contribution to the learning of others.	Guidance and Counseling – Personal Growth and Development, Goals and Interests	READING FOR MEANING AND ENJOYMENT	
			Character traits	<ul style="list-style-type: none">• Recognise key words in text by applying specific word recognition clues.• 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	Read literature text and complete reader response journal or Venn diagram comparing themselves to either the antagonist or the protagonist		Visual Art Create pictures of scenes and characters	<ul style="list-style-type: none">• Extract and interpret information at different comprehension levels.	
			Reading Comprehension	<ul style="list-style-type: none">• Use context clues to determine the meaning of technical and specialised words	Read literature text then complete story maps exploring the various elements.	FLUENCY AND WORD RECOGNITION	Information Technology – Internet use (accessing, creating and using WebQuest, podcasts)	READING FOR INFORMATION	
			Story Elements	<ul style="list-style-type: none">• Use context clues to determine the meaning of technical and specialised words	Listen to stories and other speech presentations made in Jamaican Creole (JC) and Standard Jamaican English (SJE)	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.	Drama – Roleplay Creating Rhythm	<ul style="list-style-type: none">• Gather and interpret data.• Present information in different formats.	
			Revision	READING FOR MEANING AND ENJOYMENT	(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.	ICT ATTAINMENT 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.	Library Science – Study skills (text features)	COMMUNICATION (WRITING)	
November	Week #10 3-7, 2025			<ul style="list-style-type: none">• Use various strategies to extract meaning from texts., e.g. self-question/ use of context clues• Extract and interpret information presented at the literal, inferential and critical levels.	In groups, perform various pieces – speeches, drama, stories (including Anancy stories) and poems – using	READING FOR MEANING AND ENJOYMENT		<ul style="list-style-type: none">• Use accurate language structure and punctuation.	
Week #11 10-14, 2025									
Week #12 17-21, 2025									
Week #13 24-28, 2025									
December Week #14 1-5, 2025									

			<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">• Analyse a variety of narrative texts to determine how the setting contributes to meaning and may impact reader response Infer main idea from both narrative texts. <p>LANGUAGE STRUCTURE</p> <ul style="list-style-type: none">• Compare written pieces in order to model appropriate use of varied sentence structures in paragraphs.• Write a paragraph highlighting how Ascot would be viewed in your community or social settings. .	<p>Jamaican Creole and Standard Jamaican</p> <p>In small groups, compile a list of challenging words on word cards, research to arrive at the meaning of the words. Present their word sets to the class, to decipher meaning.</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 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>KEY VOCABULARY</p> <p>social Jamaican culture home nationality religion race types address city urban rural school roles home group member ethnicity teenager behaviour political drama theme main idea supporting detail text features antagonist protagonist prose</p>		
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LEARNING OUTCOMES

- ❖ Distinguish between the various genres of literature.
- ❖ Make connections between personal experiences and details from a variety of texts.
- ❖ Identify main ideas in speech or written work
- ❖ Use a variety of word attack skills to decode unfamiliar words in the story Millicent
- ❖ Use knowledge of vocabulary-building strategies to derive meaning from text
- ❖ Use text features to locate information from a variety of sources
- ❖ Write with increased competence in SJE
- ❖ Apply the stages of the writing process in producing story rewrites
- ❖ Create audio recordings depicting competence in SJE
- ❖ Identify main ideas in speech or written work
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REVISION EXERCISE

END OF TERM EXAM